Enhanced Continuity of Learning Plan 4.0:
Reimagining Schools

School Board Meeting
Friday, June 26, 2020

EVERY STUDENT SUCCEEDS

Essential Questions

I. In what ways will the **recommendations** from our **Thought Partners, Center for Disease Control (CDC), Virginia Department of Education (VDOE), and Northern Virginia Regional School Divisions** guide our reopening planning?

II. How does **planning for multiple models** prepare us to protect the health, safety, and wellness of our students and staff?

III. How will the **Cross-Functional Planning Teams** develop action plans to guide preparations and operations to reopen our schools?

IV. When and how can you **get involved and engaged** to support our reopening plans?

Mission for Our Thought Partners

Over three sessions throughout June 2020, we convened 27 internal and external stakeholders to share research and encourage conversation to drive our reopening plan in the following ways:

Provide	Promote	Provide	Guide and Inform	Assist
specific guidance for reopening schools to ensure the safety, health, and well-being of students and staff.	high levels of achievement for all learners while addressing potential learning losses extending from the crisis and school closings.	insight into the development of our action plans for reopening schools and building.	our decision-making process on when and how to reopen schools.	the system in working through uncertainty, adversity, and engaging others in understanding the implications related to the reopening scenarios.

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Who Has Been Involved

Alexandria City	
Bruhn-Morris Family Foundation President **Ms. Lori Morris**	Campagna Center Chief Executive Officer **Dr. Tammy Mann**
Chamber of Commerce – Board Chair **Mr. Dave Millard**	City Manager **Mr. Mark B. Jinks**
Honorable Mayor **Mr. Justin Wilson**	Alexandria Health Director **Dr. Stephen A. Haering**
Northern Virginia Community College (NOVA) Alexandria Campus Provost **Dr. Annette Haggray**	Department of Community and Human Services Director **Ms. Kate Garvey**

Alexandria City Public Schools (ACPS)	
Superintendent of Schools **Dr. Gregory C. Hutchings, Jr.**	
School Board Chair **Ms. Cindy M. Anderson**	Chief Accountability Officer **Mr. Clinton Page**
Chief Academic Officer **Dr. Terri H. Mozingo**	Executive Director of Secondary Instruction **Dr. Gerald R. Mann, Jr.**
Chief Financial Officer **Mr. Dominic Turner**	Chief of School and Community Relations **Ms. Julia Burgos**
Chief of Staff **Dr. Stephen Wilkins**	Chief of Student Services, Alternative Programs, and Equity - **Dr. Julie Crawford**
Chief Technology Officer **Dr. Elizabeth Hoover**	Education Association of Alexandria **Ms. Dawn Lucas**
Human Resources **Ms. Sandra Hardeman**	Parent Teacher Advisory Council President **Ms. Katy Matthews**
Principals **Ms. Pree Ann Johnson**, James K. Polk Elementary School **Ms. Pierrette Peters**, Francis C. Hammond Middle School **Mr. Peter Balas**, T.C. Williams High School	Staff **Ms. Ashley Sandoval**, Cora Kelly School for Math, Science, and Technology **Ms. Donita Muse**, George Washington Middle School **Mr. Benjamin Hammond**, T.C. Williams High School

Guiding Questions for Thought Partners

- In your opinion, what did the **city and school division do well** in response to the COVID-19 crisis? What **modifications or additions** would you recommend?

- What are the **positive and negative implications** for school reopening in the Fall?

- What **internal and external factors** will help guide and inform our decision-making process on when and how to reopen schools?

- How can ACPS ensure that the **educational planning processes** meet the needs of all students during the reopening?

- How do we create a **plan** to ensure the **overall safety, health, and wellness** of our students and staff?

- How can our **community partners** help us work through risk-mitigation factors, uncertainty and adversity, and engage others in meaningful ways to understand how the Fall opening might be different than a typical school year?

- What are three-five **opportunities and challenges** that could inform the actions related to the reopening scenarios?

- What are the student/family implications and /or perceptions of a learning model where students only spend **25% - 50%** in school?

- How do we ensure **effective and collective communication** of the plan to reopen?

Thought Partners: Themes and Recommendations

Our support of students and staff will be informed by data; extending **beyond academics** to build belonging, address learning loss, and complex social/emotional needs.

We are united, speak with a **common voice** and pull together across agencies as a community to **collaboratively** support our **students, staff,** and **families**.

Our plans are designed to protect the **health and safety** of our students and staff; anticipating and recognizing that there are differing needs, perceptions, and expectations for what this means.

Center for Disease Control Guidance

Virginia states that the CDC guidance for schools should serve as the foundational public health guidance for schools.

The CDC offers ways in which schools can protect students and staff to slow the spread of COVID-19:

- *Promote* behaviors that reduce the spread of COVID-19

- *Maintain* healthy environments

- *Maintain* healthy operations

- *Prepare* for when someone gets sick

CDC Centers for Disease Control and Prevention

Coronavirus Disease 2019 (COVID-19)

Considerations for Schools

Updated May 19, 2020

As some communities in the United States open K-12 schools, CDC offers the following considerations for ways in which schools can help protect students, teachers, administrators, and staff and slow the spread of COVID-19. Schools can determine, in collaboration with state and local health officials to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community. School-based health facilities may refer to CDC's Guidance for U.S. Healthcare Facilities and may find it helpful to reference the Ten Ways Healthcare Systems Can Operate Effectively During the COVID-19 Pandemic. These considerations are meant to supplement—**not replace**—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.

Guiding Principles to Keep in Mind

The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:

- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as handwashing, staying home when sick) and environmental cleaning and disinfection are important principles that are covered in this document. Fortunately, there are a number of actions school administrators can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities.

Promoting Behaviors that Reduce Spread

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VA State Guidance (06/17)

Both the **Forward Virginia** Blueprint from Governor Northam, as well as the VDOE's **Return to School Plan**, provide guidance in the form of a **phased approach** so that divisions may gradually resume in person instruction and reopen school buildings while still protecting and prioritizing the health and safety of student and staff.

PHASE 1
Remote learning is the dominant method of instruction

PHASE 2
Limited in-person instruction with distancing measures (PK-3rd, EL students)

PHASE 3
In-person instruction with distancing measures + remote learning exceptions allowed

VA State Guidance (06/17)

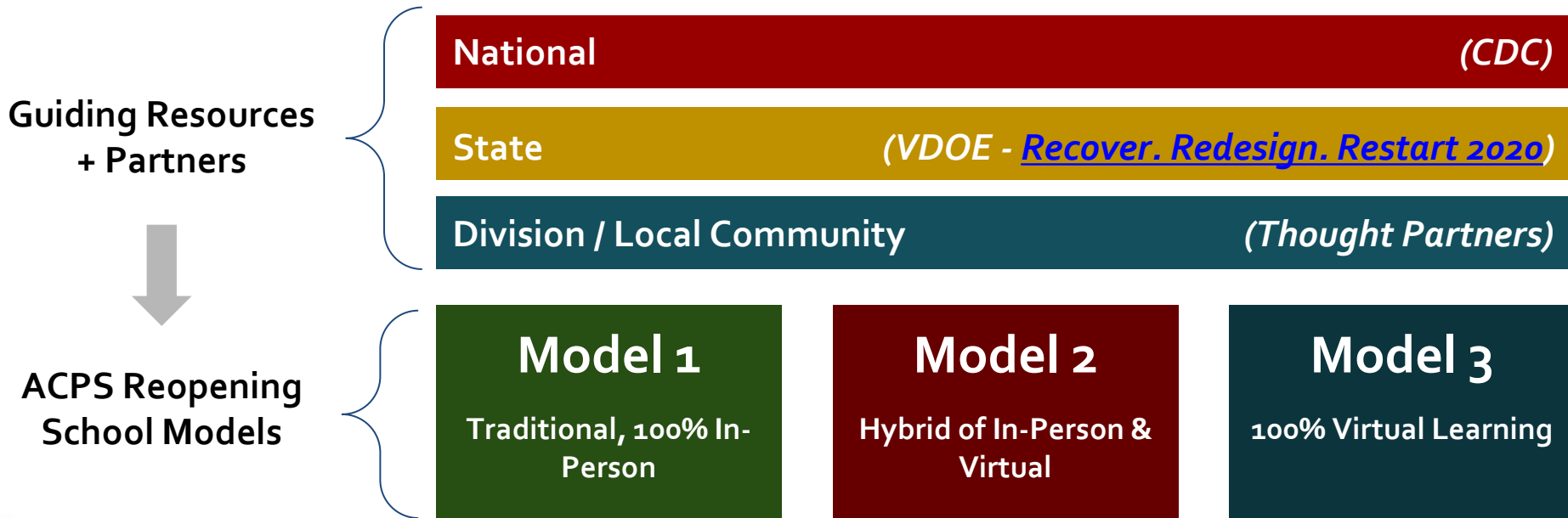| Phases I , II, and III |
|---|
| Maintain 6 feet separation between people whenever possible |
| Require the use of cloth face coverings by staff when at least 6 feet separation cannot be maintained |
| Encourage the use of face coverings in students, as developmentally appropriate, in settings where 6 feet separation cannot be maintained |
| Daily health screenings (Q & A) of students and staff who are at school |
| Implement enhanced hygiene, cleaning and disinfecting practices recommended by the CDC |
| Physical distance should be created between students on buses when possible e.g. seat children one per seat, every other row, limiting capacity as needed. Children living together, such as siblings, may sit together. |

[Region 4] Northern VA Collaborative

Superintendents and Leaders across 9 Divisions met on June 10 to share approaches to reopening schools and discuss potential commonalities in planning in the following areas:

FACILITIES	SCHEDULING	COMMUNICATIONS
6 Feet Physical Distancing Classrooms *(to greatest extent possible)* - Entering/Exiting Building - Transportation - Face Coverings - Alternative Space Usage	- Staffing *(and support such as child care)* - Instructional Schedule - Levels: ES, MS, HS - Requirements for Synchronous & Asynchronous Learning - Core and Non-Core	- Sharing of Plans - Involvement of Stakeholders - Alignment of Comms before Major Updates - Building Influence and Trust - Community Communication

Reopening Models

Guiding Resources + Partners

National	(CDC)
State	(VDOE - Recover. Redesign. Restart 2020)
Division / Local Community	(Thought Partners)

ACPS Reopening School Models

Model 1	Model 2	Model 3
Traditional, 100% In-Person	Hybrid of In-Person & Virtual	100% Virtual Learning

Reflections on Models (Chairs + Leads)

Model 1
Traditional, 100% In-Person

BENEFITS
- Although many operations will remain the same, physical distancing will create a very different environment
- Potential for achieving a greater work/life balance for families

CONSIDERATIONS INCLUDE
- Changing state requirements (e.g. for group size limits)
- Availability of PPE to support 100% of the students in buildings
- Adjustments to hosting large gatherings / school-wide events (parent/teacher conferences, back to school night, etc.)
- Implications to relationships with face coverings
- Unable to meet social distancing guidelines at or over school capacity

Model 2
Hybrid (In-Person & Virtual)

BENEFITS
- Provides a sense of connection and safety back in school buildings
- Structure and connection in classrooms

CONSIDERATIONS INCLUDE
- Maintaining quality + consistency of instruction across virtual and in-person settings
- Alignment and collaboration with other regional divisions
- Emergency drills / rapid response procedures for confirmed case(s)
- Social and Emotional Learning (SEL) and counseling support to ease fears of in-person interactions
- Protocols for common space usage (gym, cafeteria)

Model 3
100% Virtual Learning

BENEFITS
- Repurpose tools and use learnings from Spring 2020
- Lower health risks and limited costs for PPE

CONSIDERATIONS INCLUDE
- Alignment and collaboration with other regional divisions conducting virtual learning
- Family communications and support (e.g. Childcare)
- Major budget implication (payroll, operations, Human Resources)
- Redesign delivery of all in person operations (e.g. professional learning to virtual)

Guiding Principles of Continuity of Learning Plan 4.0

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**

Who Is Involved

Thought Partners + Advisors

Provide recommendations and share community needs and areas of support

VA State Guidance

Develop phased approach to reopening, as well as health and safety guidelines

Where we are now

Cross Functional Planning Teams

- Social, Emotional, and Academic Learning
- Human and Capital Resources
- Health and Safety
- Financial Management
- School and Community Relations

Evaluate models, make decisions, and build action plans to guide preparations and operations for re-opening in support of ACPS Guiding Principles

Focus Groups
Students + Families
Staff + Teachers
Community Partners

Provide feedback - confidence, concerns and outstanding questions

School Board

Approve plans and build awareness across constituents

Project Team (Dr. Gregory C. Hutchings, Jr. and Dr. Terri H. Mozingo)

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Cross Functional Planning Teams

Team	Sub-areas
Social, Emotional, and Academic Learning (SEAL) *Drs. Julie Crawford and Gerald R. Mann, Jr.*	• **Curriculum and Instruction** - *Dr. Gerald R. Mann, Jr.* • **Accountability** - *Clinton Page* • **Professional Learning** - *Cory Kapelski* • **Student Support Services** - *Dr. Julie Crawford* • **Technology** - *Dr. Elizabeth Hoover*
Human and Capital Resources *Dr. Stephen Wilkins*	• **Capital Improvement Program (CIP)** - *Erika Gulick* • **Facilities** - *John Finnigan* • **Human Resources** - *Sandra Hardeman*
Health and Safety *Dr. Alicia Hart*	• **Cleaning and Maintenance** - *Anita Cordova* • **Personal Protective Equipment** - *Mark Carlson* • **School Nutrition** - *Cynthia Hormel* • **Security** - *John Contreras* • **Student Health** - *Dr. Elaine Gerard* • **Transportation** - *Kifaya Hamad*
Financial Management *Dominic Turner*	• **Budget** - *Robert Easley* • **Payroll** - *Michael Covington* • **Procurement** - *Dayanna McMullen*
School and Community Relations *Julia Burgos*	• **Communications** - *Helen Lloyd* • **Family and Community Engagement (FACE)** - *Krishna Leyva* • **Partnerships** - *Kurt Huffman*

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Sprint Approach Guides Our Planning
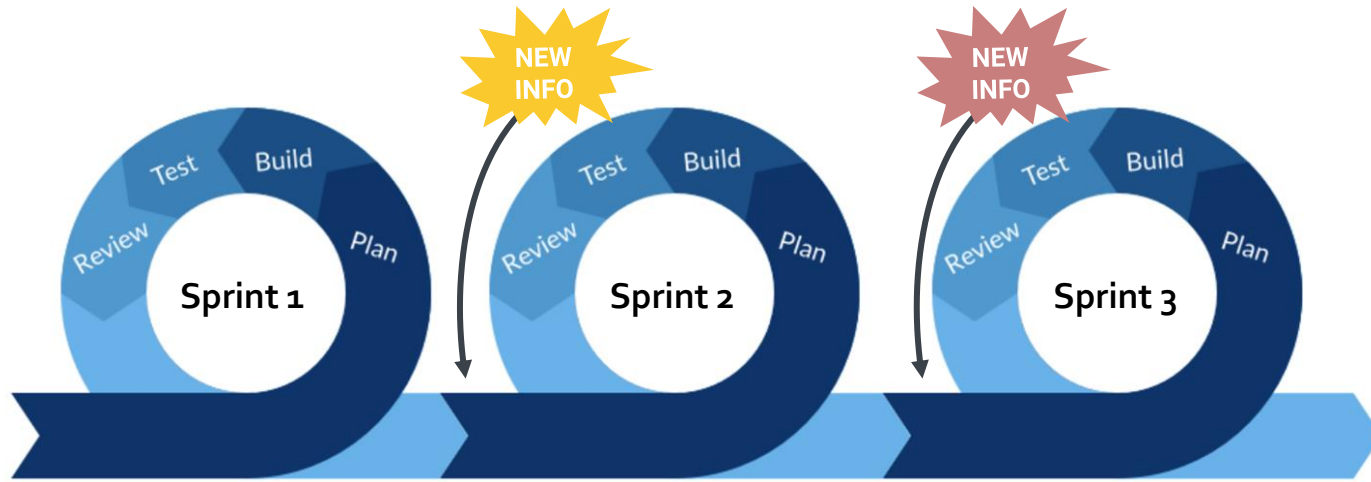
- We will operate in phases, so that we can test ideas, gather data, and constantly evolve the plan. Throughout the process, we will remain agile and willing to adjust course based on new information

- Each phase has its own purpose, set of outputs, and roles. Communications will be developed throughout, with updates provided across the ACPS community

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How the Sprints Work Together

	June 22 — July 3 **Sprint 1**	July 6 — July 17 **Sprint 2**	July 21 — July 31 **Sprint 3**	Aug 1 — Aug 14 **Sprint 4**
Goals	Chairs + Leads build an understanding of reopening models and instructional frameworks. Essential actions and guiding questions from VDOE and Thought Partners are prioritized.	Cross Functional Planning Teams tackle major areas of design and redesign, developing action plans and prototypes to support each return model.	Cross Functional Planning Teams further detail action plans and prototypes based on feedback from focus groups, budget and implementation feasibility, drafting the final plan.	ACPS Leaders finalize plans and prepare comprehensive reopening report, communicating widely to build awareness and support implementation across community.
Outputs	- Benefits and risks associated with each reopening model - Calendar + Guiding Tools for Sprints 2 + 3 - Timeline of key decision points - Current Budget	- Proposed Master Schedule + Instructional Model - Initial Budget Analysis - Prioritized policies and processes to be addressed - Draft Action Plans + Prototypes for feedback - Focus Groups activated	- Action Plans + Prototypes - Increased stakeholder involvement through Focus Groups + Advisory Teams - School Leader planning initiated - Budgets finalized - Updates to policies and processes proposed	- Comprehensive Reopening Report - Plans Submitted to VDOE - Guidance for students and families

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Reopening Planning Timeline for Key Decisions

III

June 18 - 22
Planning and Preparation Time for the Co-Chairs

June 26
School Board Update

July 16
Draft Planning Team Reports Due

July 30
Draft Planning Team Reports Due

Aug 7
School Board Update

SPRINT 1
June 22 - July 3

Goal: *Chairs + Leads build an understanding of reopening models and instructional frameworks.*

SPRINT 2
July 6 - July 17

Goal: *Cross Functional Planning Teams tackle major areas of design and redesign.*

SPRINT 3
July 21 - July 31

Goal: *Cross Functional Planning Teams draft the final plan.*

SPRINT 4
Aug 1 - Aug 14

Goal: *ACPS leaders finalize plans.*

June 17
Launch Cross-Functional Planning Co-Chair Meeting

June 24
Co-Chairs Launch 1st Meeting with Planning Co-Leads Teams

July 6
Planning Team Meetings #2-4 (Repurpose Mon, Weds meetings)

July 21
Planning Team Meetings #5-8 (Repurpose Mon, Weds meetings)

July 31 - Aug 10
Preparing Comprehensive Reopening Report; Thought Partners Engaged

Aug 14
Plan due to the State

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How can our community can stay involved and up-to-date?

July 1

July 6 through July 13

Early August

August 12

Summary of the Planning Process Available on ACPS Express

Webinars, Surveys & Focus Groups to Obtain Feedback Regarding Reopening our Schools

Updated Plans + Presentations Available on ACPS Express

Final Plan + Presentation, as well FAQs Available on ACPS Express

Our Future Deliverables

Cross-Functional Planning Team Progress Updates, including Draft Action Plans

Focus Group Feedback and Adjusted Action Plans; Thought Partner Engagement

Communications regarding Budget Forecasts and Programmatic Changes

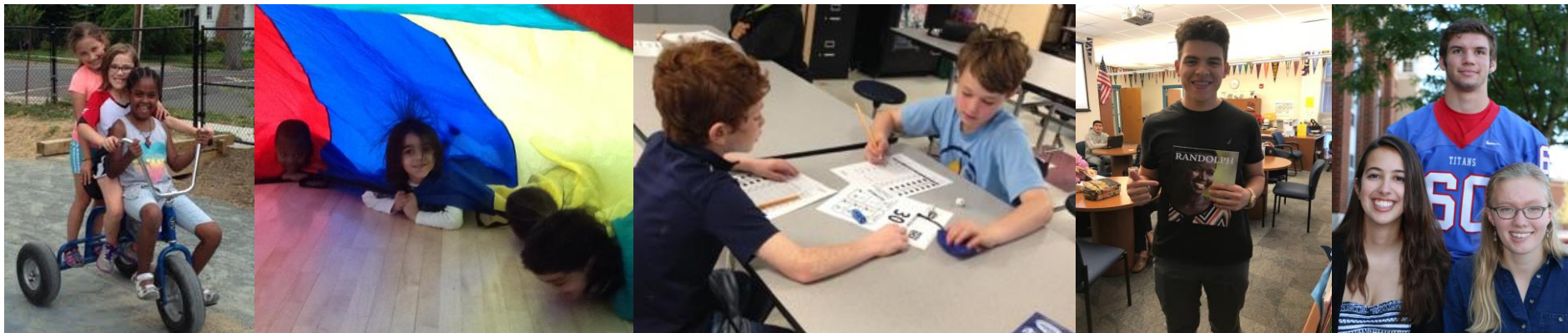Comprehensive Reopening Report and Guidance for SY 2020-2021 for Staff, Families + Students

Stay Up-to-Date

Find Information on the *Planning for the Reopening of Schools* in the **Update Center** on the ACPS-at-Home website: https://www.acps.k12.va.us/reopening-planning

Questions and Discussion

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Jacinta Greene
Margaret Lorber

Michelle Rief
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Heather Thornton

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