Enhanced Continuity of Learning Plan 5.0: Reimagining Schools Update

School Board Meeting
Thursday, December 3, 2020

Essential Questions

1. What **guidance + inputs** inform the **decision-making process** for phasing students back to in-person learning?

2. What is the **staff + students' ability** to return?

3. How will ACPS determine how many **families will return** to in-person learning vs virtual?

4. What information will be provided during the **Community Meetings**?

5. What is our **updated timeline** for phasing students back to in-person learning?

Key Messages + Our Assumptions

- We are guided by **public health** experts (CDC + AHD)

- We are **enhancing** our virtual instruction model

- We plan to **phase in** students (PreK-12) based upon the School Board motion for approval through February 2021 contingent upon staffing, building capacity, and community health metrics

Guiding Principles from 4.0... into 5.0

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

ACPS
Alexandria City Public Schools

Revised Phased Reentry Plan

January 19, 2021	Begin with **Students with Disabilities in grades K-2** who are enrolled in the Citywide Special Education program who opt into in-person learning. Citywide self-contained students are students with Intellectual Disabilities, Autism, Multiple Disabilities or Emotional Disabilities (contingent upon staffing, building capacity, and community health metrics).
January 26, 2021	Expand to include: ● **Students with Disabilities in grades 3-5** who are enrolled in the Citywide Special Education program who opt into in-person learning (contingent upon staffing, building capacity and community health metrics). ● **Early Childhood Special Education** students who opt into in-person learning (to be housed at the Early Childhood Center) (contingent upon staffing, building capacity and community health metrics). ● **Students with Disabilities in grades K-5** who receive self-contained Language Arts and Math instruction who opt into in-person learning (contingent upon staffing, building capacity, and community health metrics). ● **English Learners in grades K-5**
February 2, 2021	Expand to include: ● **Students with Disabilities in grades 6-12** who are enrolled in the Citywide Special Education program who opt into in-person learning (contingent upon staffing, building capacity and community health metrics). ● **Students with Disabilities in grades 6-12** who receive self-contained Language Arts and Math instruction who opt into in-person learning (contingent upon staffing, building capacity, and community health metrics). ● **English Learners in grades 6-12**
February 9, 2021	Expand to include **all remaining students in grades PreK-5** who opt into in-person learning (contingent upon staffing, building capacity, and community health metrics).
February 16, 2021	Expand to include **all remaining students in grades PreK-12** who opt into in-person learning (contingent upon staffing, building capacity, and community health metrics).

Health Mitigation Indicators

CDC K-12 SCHOOL METRICS

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

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

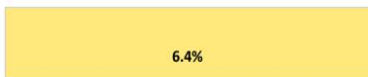For more information on the CDC framework and to view the thresholds for each indicator, please visit https://www.cdc.gov/coronavirus/2019-ncov/c...

Risk of Transmission in Schools

Lowest Risk
Lower Risk
Moderate Risk
Higher Risk
Highest Risk

Core Indicators, Alexandria City, 12/2/2020

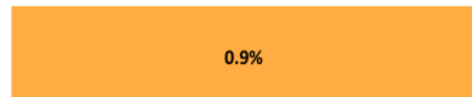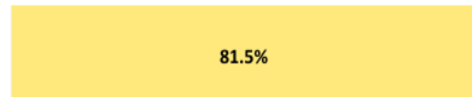|	
Total number of new cases per 100,000 persons within the last 14 days*	423.0
Percentage of RT-PCR tests that are positive during the last 14 days**	6.4%
Ability of the school to implement five key mitigation strategies	VDH does not have these data. CDC recommends self-assessment measuring a school's ability to implement consistent and correct use of masks, social distancing, hand hygiene and respiratory etiquette, cleaning and disinfection, and contact tracing in collaboration with the local health department.

Secondary Indicators, Alexandria City or Northern Region, 12/2/2020

Officials can use these secondary indicators to support the decision-making process in local communities. These secondary indicators should not be used as the main criteria for determining the risk of disease transmission in schools. They should be used to support decision-making derived from the core indicators.
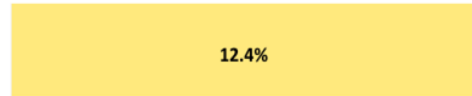
|	
Percent change in new cases per 100,000 population during the last seven days compared with the previous seven days†	0.9%
Percentage of hospital inpatient beds in the region that are occupied‡	81.5%
Percentage of hospital inpatient beds in the region that are occupied by patients with COVID-19‡	12.4%
Existence of localized community/public setting COVID-19 outbreak§	Please refer to the *Daily Region Metrics* dashboard for information on outbreaks.
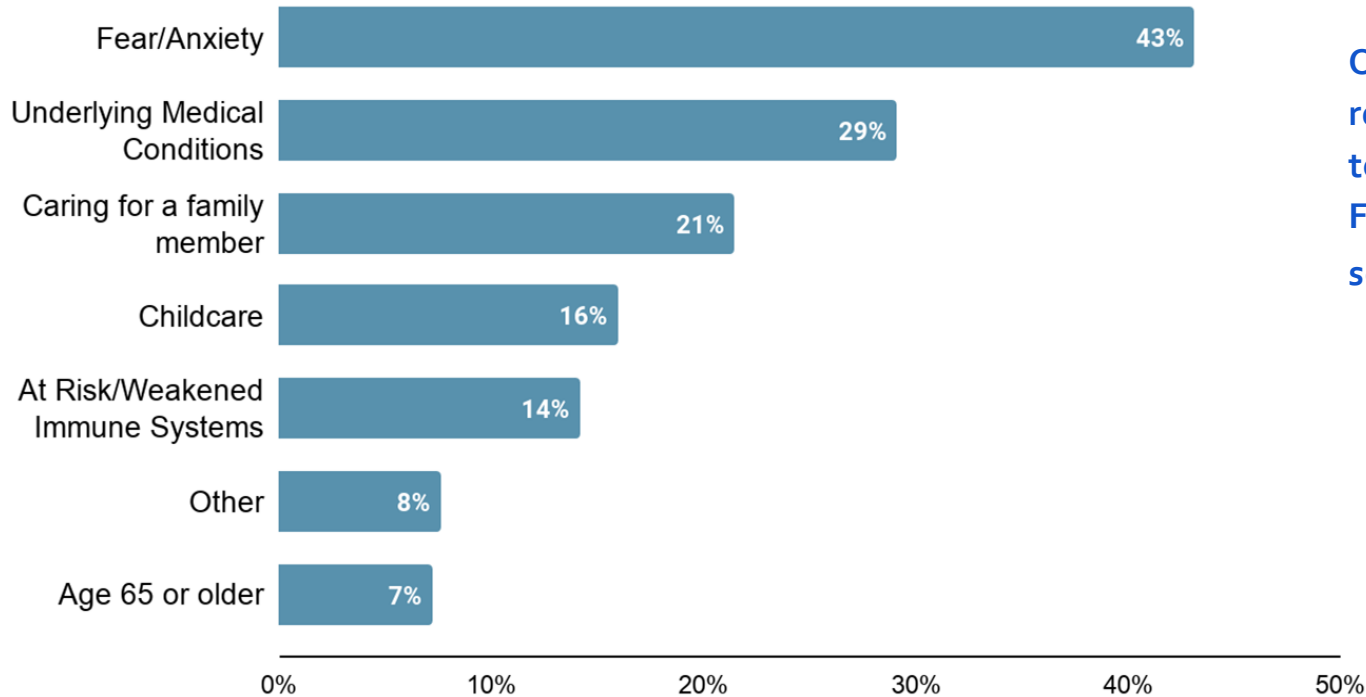
School Level Ability-to-Return

Elementary School (Teachers)

Unable to Return
42.5%

Able to Return
57.5%

Middle School Teachers
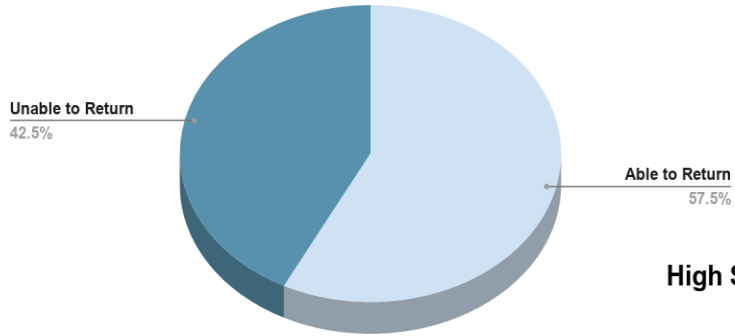
Unable to Return
45.7%
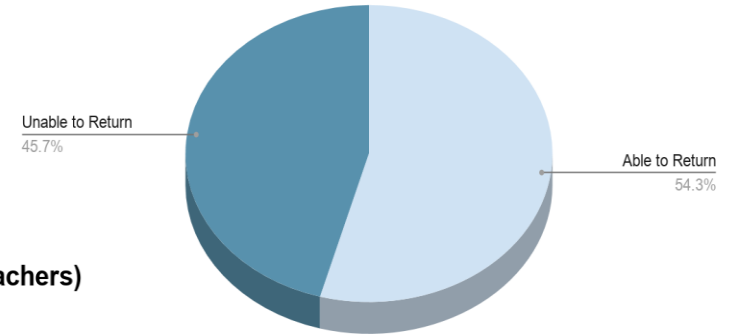
Able to Return
54.3%

High School & Alternative Program (Teachers)

Unable to Return
48.8%
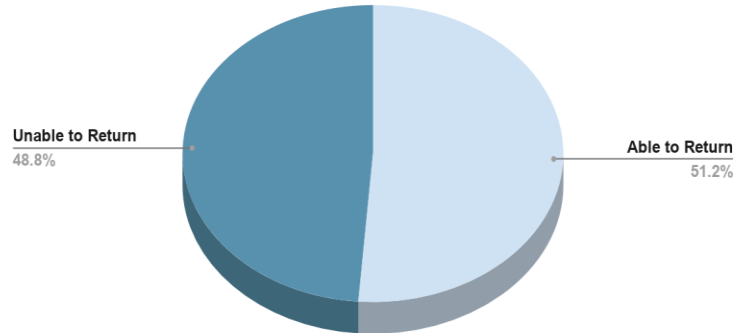
Able to Return
51.2%

Elementary School (ES) Teachers Able to Return

School	Percentage
Ferdinand T. Day ES	69%
George Mason ES	68%
Early Childhood Ctr	65%
Charles Barrett ES	64%
Douglas MacArthur ES	61%
Samuel W. Tucker ES	59%
John Adams ES	57%
Mount Vernon ES	56%
Lyles-Crouch Traditional Academy	54%
Cora Kelly ES	54%
William Ramsay ES	54%
Matthew Maury ES	50%
James K. Polk ES	45%
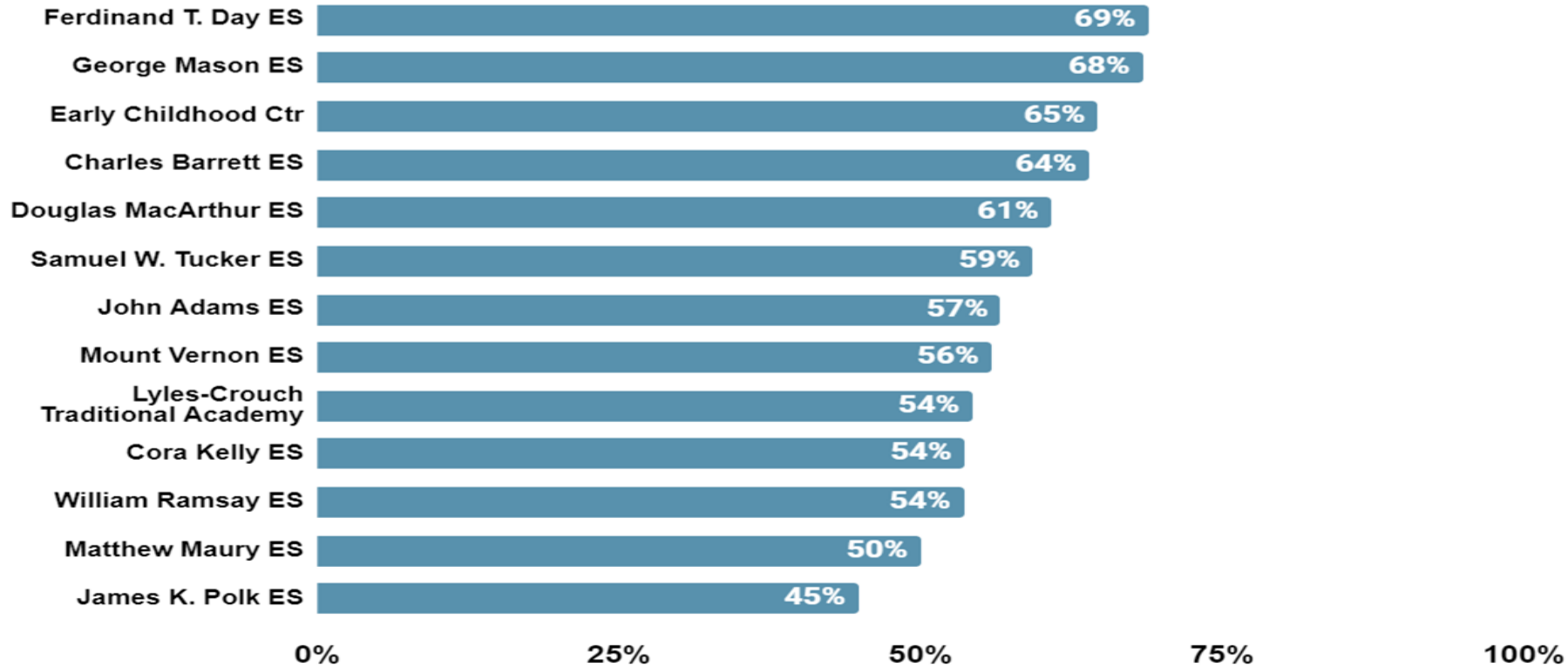
Middle School (MS) and PreK-8 Teachers Able to Return

School	Percentage
Francis C. Hammond MS	58%
Jefferson-Houston Pre-K8	58%
Patrick Henry K-8	54%
George Washington MS	48%

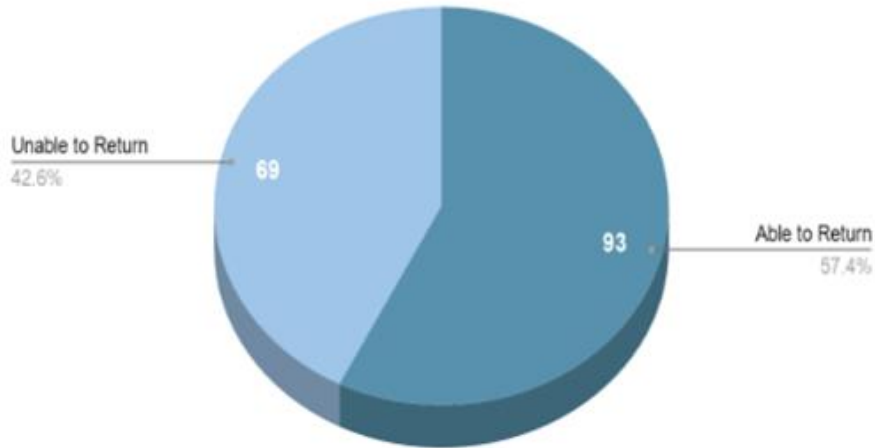0%   25%   50%   75%   100%
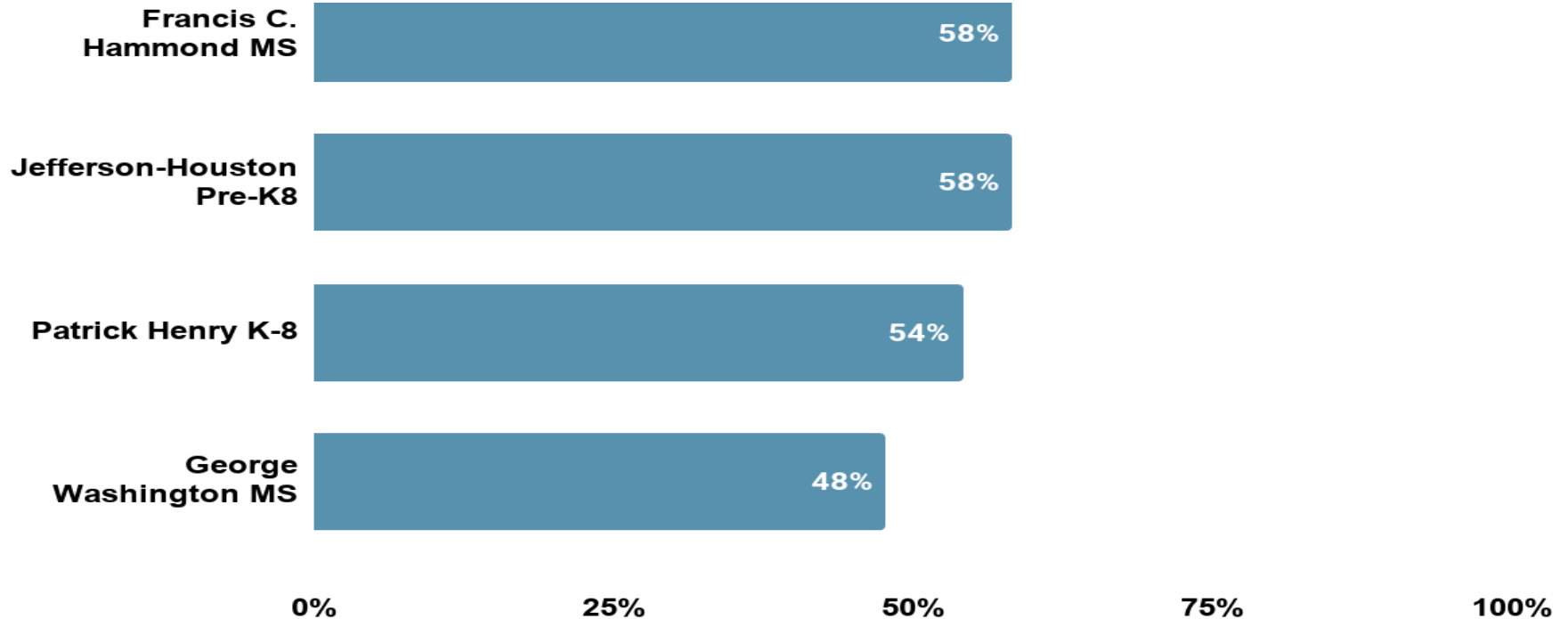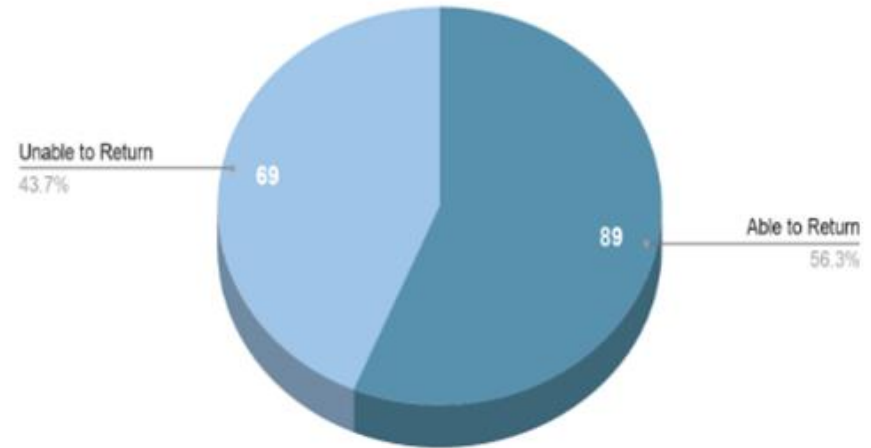
High School + Other Teachers
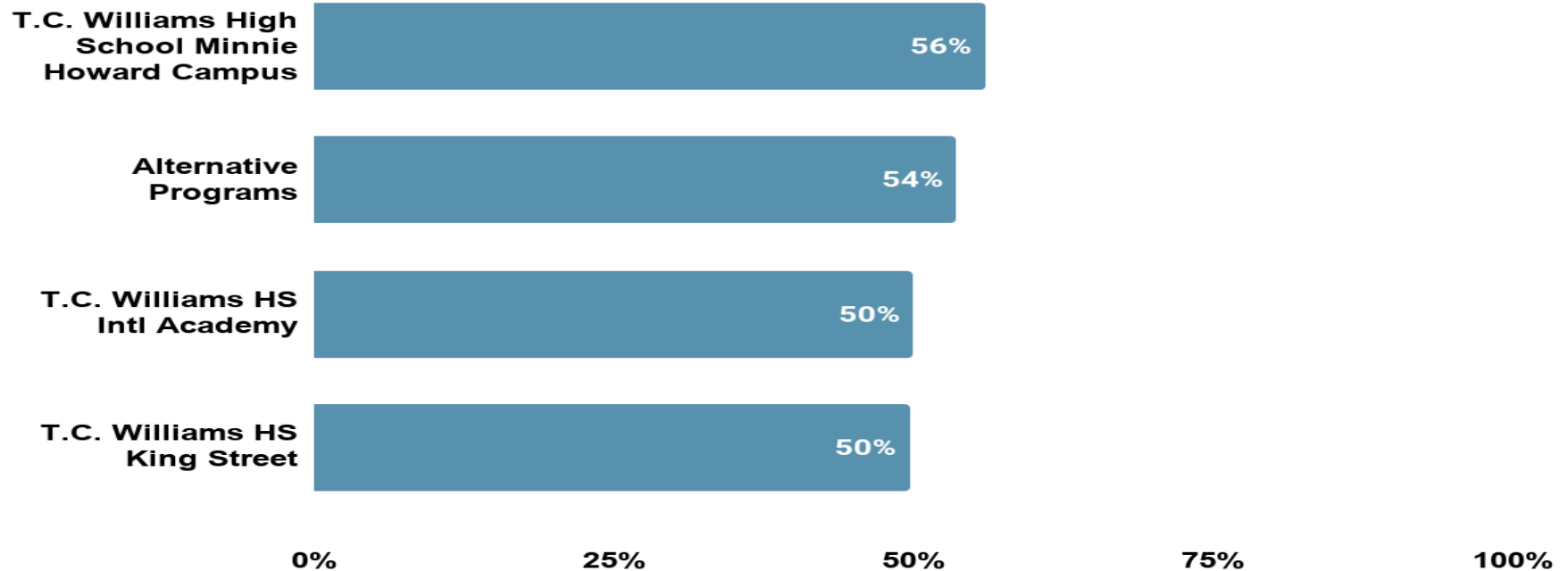
*Alternative Programs include Alternative Education, Adult Education, and NVJDC

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Special Education + English Learner Teachers

Specialized Instruction/Early Childhood SPED

Unable to Return
42.6%

69

93

Able to Return
57.4%

English Learner (EL)

Unable to Return
43.7%

69

89

Able to Return
56.3%

Community Meetings - December 1-2

For Families

- December 1, 2020, 6:00 p.m.
- December 2, 2020, 12:00 p.m.

For Staff

- December 1, 2020, 12:00 p.m.
- December 2, 2020, 4:00 p.m.

The meetings will cover:
- Health and Safety metrics and community transmission rates
- Capacity in our buildings, as well as health and safety measures
- Staffing data we have gathered around their intent to return

For Students

- December 1, 2020, 4.00 p.m.
- December 2, 2020
  - 8:30 a.m. (Grades K-1)
  - 9:00 a.m. (Grades 2-3)
  - 9:30 a.m. (Grades 4-5)

School Board Motion

From November 23, 2020:

I move that the School Board approve pursuing a **phased-in approach for in-person learning** for students grades PreK-12, **beginning with our most vulnerable students with disabilities and English Learners**; and later consider expanding student participation according to the Superintendent's proposed timeline, **contingent upon capacity, staffing, and community health metrics**.

Family Choice Form (1)

Dear ACPS Families,

Today, we are reaching out to you with our Family Choice Form to gather information about your preference for either hybrid learning or virtual learning as we continue our preparation for phased return to in-person learning beginning in January 2021, contingent upon staffing, building capacity and community health metrics. In recent weeks, we have provided updates on community health metrics and our staff and building constraints which have caused a delay in our phased reentry of students for in-person learning. This was not an easy decision and we are committed to our continued transition process to prepare for the months ahead which still remain uncertain. To that end, it is important to connect with families at this point in time to gauge "family choice" to assist us to continue our work to efficiently return students and staff back into our schools once feasible.

I. Hybrid Learning Model (Combination of In-Person and Virtual Learning)

For families/students who choose the hybrid model, instruction will be delivered in person for a minimum of two days per week. While the specific hybrid schedules will be developed once staff intent to return and student enrollment numbers are finalized, an example of a schedule could be:

- Attending school **in person** two days per week
- Participating in **virtual synchronous** learning two days per week
- Participating in **virtual asynchronous** learning one day per week, during teachers' planning day

Teachers would continue to use one day each week for collaborative planning, professional learning, and student/family engagement and support. This learning model also includes time for teachers to set aside office hours for families and students to talk with teachers regarding their progress in class, assignments, and virtual learning.

II. Virtual PLUS+ Learning Model

For families/students who prefer the Virtual PLUS+ option, they choose to remain with the current instructional model, which does not include in-person instruction. Families selecting this model will continue with the same or a similar schedule of synchronous and asynchronous learning, which includes four days each week of virtual instruction and one day of asynchronous learning.

Teachers would continue to use one day each week for collaborative planning, professional learning, and student/family engagement and support. This learning model also includes time for teachers to set aside office hours for families and students to talk with teachers regarding their progress in class, assignments, and virtual learning.

Additional details comparing both models are included in the table below.

IMPORTANT NOTE: Both models are provided as examples and contingent upon health and mitigation safety measures per local and national guidance as well as staff ability, class size, enrollment choices, and building capacity. Also, please be aware that teacher assignments **may change** based on staff ability.

Family Choice Form (2)

Family Choice Form Questions

1. **Based on these conditions and what you know now, what option do you choose for your child?**
   a. I choose for my child to return in-person under the hybrid model as described above should this option be available based on feasibility.
   b. I choose for my child to continue with 100% virtual learning as described above.

   *(Only if selecting 100% virtual to previous question would a family see the following question)*

1. **Part 1a:** If the answer to above is (b) then the following options will appear to obtain more information. What were the most important factors that influenced your choice to continue 100% virtual learning at this time? **Select all that apply.**
   a. My child's physical health and safety
   b. My family's physical health and safety
   c. My child's mental health needs (e.g., stress, anxiety)
   d. Given the pandemic, I am satisfied with Virtual PLUS as a learning option.
   e. In-person offering is limited days per week
   f. Concerns about meeting PPE and social distancing protocols
   g. Potentially having a different teacher
   h. Potentially having different classmates
   i. My family's schedule (including sibling school schedules, work, and other scheduling challenges)
   j. Transportation concerns
   k. Other (please specify):_____ (open text entry)

2. **Choose the option below that best describes your child's internet access**
   a. Internet access at home allows for live streaming, classroom instruction, real time interaction with teachers and classmates
   b. Internet access at home is available but too slow for live streaming or real time interaction
   c. Public connection NOT at home (coffee shop, fast food restaurant, recreation center, etc.)
   d. Other
   e. No internet connection available

Next Steps + Preview for Next Week

Next week, we will engage our Virtual PLUS+ Learning Advisory Team

- ***Our Teachers' Voices Matter!*** On Monday, December 7, 2020, we will continue to collaborate with ~200 teachers to gather their feedback + questions on concurrent instruction

Family Choice Form - Launching December 2-11, 2020

ACPS 5.0 FEEDBACK LOOP
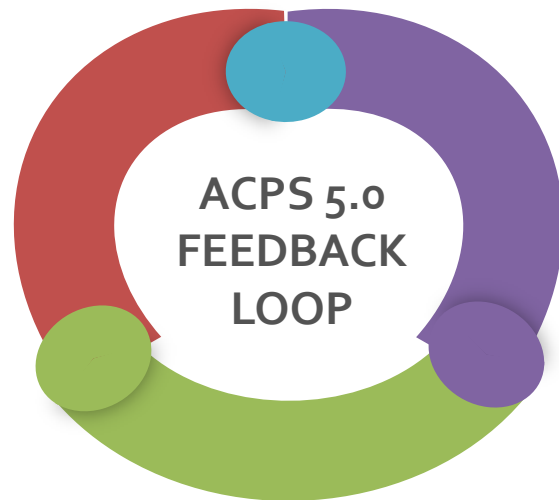
Questions and Discussion

Virtual PLUS+ Phased Reentry Plans

Dr. Gregory C. Hutchings, Jr.
Superintendent of Schools
gregory.hutchings@acps.k12.va.us

Dr. Terri H. Mozingo
Chief of Teaching, Learning, and Leadership
terri.mozingo@acps.k12.va.us