

Enhanced Continuity of Learning Plan 5.0: Reimagining Schools Update



School Board Meeting
Monday, November 23, 2020



EVERY STUDENT SUCCEEDS

REVISED 11/23/20

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?
 - a. *Intent-to-Return Form Analysis*
3. What is a **hybrid** model? Which models have been explored for implementation?
4. What opportunities and challenges are we exploring for **concurrent teaching**?
5. What are our **upcoming focus areas** for our work teams?

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 and building capacity

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

School Board Vote on Phased Reentry Plan

November 5	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 and building capacity).
November 17	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 and building capacity).
November 30	Expand to include Early Childhood Special Education students who opt into in-person learning (to be housed at the Early Childhood Center) (contingent upon staffing and building capacity).
November 30	Expand to include 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 and building capacity).
December 2020	Expand to include Students with Disabilities in grades 6-8 who are enrolled in the Citywide Special Education program who opt into in-person learning (contingent upon staffing and building capacity).
January 2021	Expand to include all remaining students in grades PreK-5 who opt into in-person learning (contingent upon staffing and building capacity).
February 2021	Expand to include all remaining students in grades PreK-12 who opt into in-person learning (contingent upon staffing and building capacity).

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, VDI 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/mmwr/rr/2020/11/rr1123a1.html>.

Risk of Transmission in School



Core Indicators, Accomack, 11/23/2020

Total number of new cases per 100,000 persons within the last 14 days*

203.7

Percentage of RT-PCR tests that are positive during the last 14 days**

6.6%

Ability of the school to implement five key mitigation strategies

VDI does not have these data. CDC recommends self-assessment regarding school's ability to implement consistent and correct use of masks, social distance, hand hygiene and respiratory etiquette, cleaning and disinfection, and contact tracing in collaboration with the local health departments.

Secondary Indicators, Accomack or Eastern Region, 11/23/2020

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.

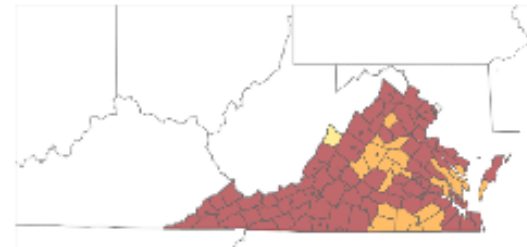


Map of School Indicators, 11/23/2020

Select an indicator to filter the Map of School Indicators.

Select Indicator

24-Hour Case Incidence



Intent-to-Return Form Timeline

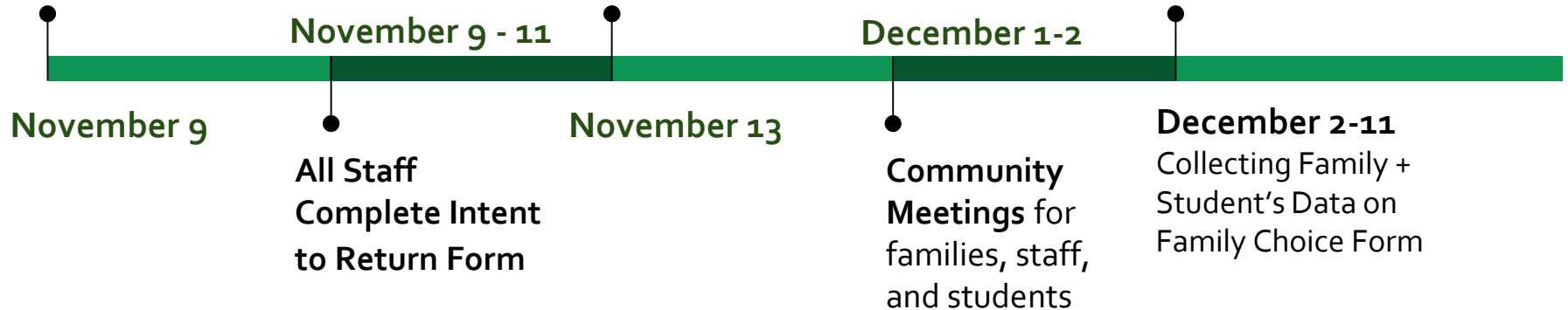
Staff Zoom Video

Announcement

Dr. Gregory C. Hutchings, Jr.

Results of
Staff Form

Family Choice Form



Results of Staff Intent-to-Return Form

Key Finding: Staff self-reported that approximately 55% are able to work on site at this time. The remaining 45% are impacted by COVID-related concerns.

The **pandemic health factors** affecting ability to work on site:

- Age 65 or Older
- Underlying Medical Conditions that Place One at Risk of Infection
- At Risk for Complications Including Pregnancy or Weakened Immune Systems
- Caring for a Family Member with Underlying Medical Conditions
- Child Care Challenges Due to COVID-19
- Fear and Anxiety of Workplace Infection
- Other

[Intent to Return
Form Link](#)

[Intent to Return
Form Questions](#)

Next steps?

- 1) Reassess feasibility of staffing the hybrid-model
- 2) Offer confidential HR assistance to those staff under stress
- 3) Plan and issue a family/student intent to return

Initial Results* of Intent-to-Return Form

100% Staff Participation

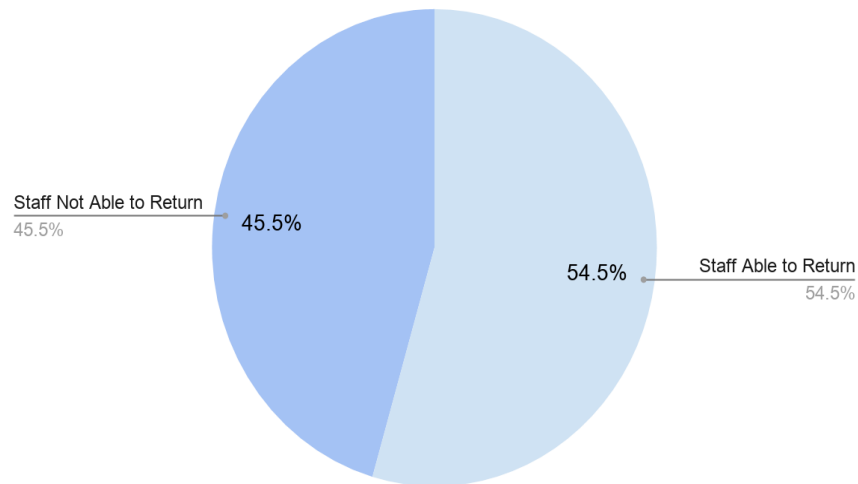
2602 of current staff completed the Intent- to-Return Form

55% of staff reported being able to return in-person

- 1,418 of staff reported being able to return in-person
- Classroom teachers as a group (n=1,290) also reported 55% are able to return in-person.

*= numbers are approximate and based on self-reporting

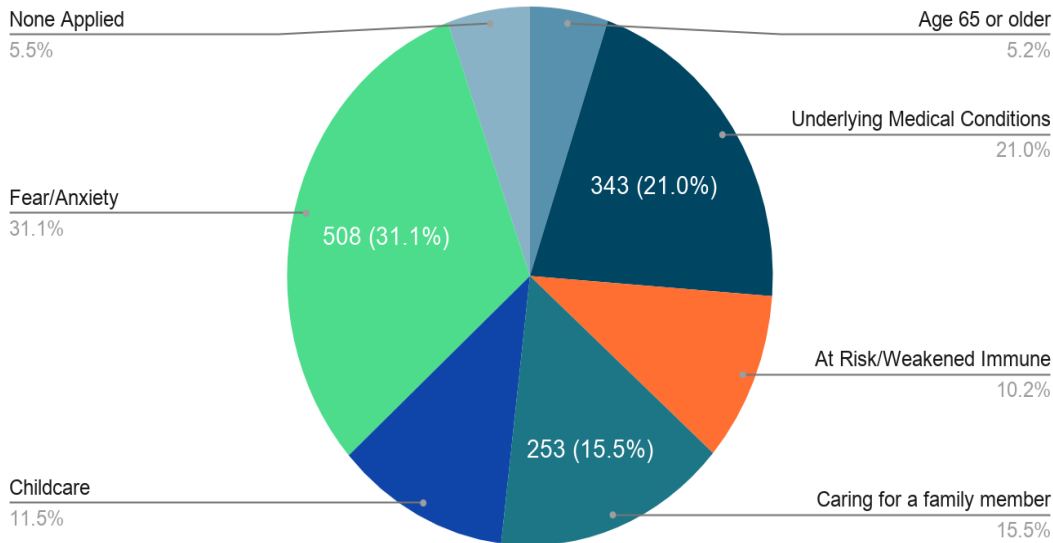
Intent to Return Responses



Unable to Return Division Wide

- Age 65 or Older
- Underlying Medical Conditions that Place One at Risk of Infection
- At Risk for Complications Including Pregnancy or Weakened Immune Systems
- Caring for a Family Member with Underlying Medical Conditions
- Child Care Challenges Due to COVID-19
- Fear and Anxiety of Workplace Infection
- None of the above

Division No Responses by Category



Key Definitions

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

Hybrid (In-Person + Virtual)

BENEFITS

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

CONSIDERATIONS INCLUDE

- Staff + students determine the number of days in school
- Maintaining quality + consistency of instruction across virtual and in-person settings
- Protocols for social distancing, wearing masks, washing hands, taking temperatures, using common spaces, and (gym, cafeteria)
- May not have the same teacher
- Emergency drills / rapid response procedures for confirmed case (s)
- Social and Emotional Learning (SEL) and counseling support to ease fears of in-person interactions

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)

Deep Dive: Hybrid Learning at ACPS



Hybrid Learning



Students have opportunities for both in-person and virtual learning.

Hybrid Learning in ACPS Could Look Like

In-Person 2 Days + Virtual 3 Days

In-Person 2 Weeks + Virtual 2 Weeks

In-Person AM + Virtual PM

What It Is

- Students have set days that they attend school in-person and set days that they learn virtually (asynchronous and synchronous)
- Students may join a live classroom when they are at home for virtual teaching while some students are in the classroom

What It Is Not

- Teachers live streaming class to the students at home for a full day
- Students participating in asynchronous, online instruction full-time

When Students Are In-Person, We Prioritize:

- Strategic student grouping based on ratio or environment
- Goal-setting, feedback, and reflection
- Building relationships + community

When Students Are Virtual, We Prioritize:

- Strategic student grouping based on ratio or environment
- Tracking data and formative data
- Offering opportunities for reteaching + additional practice of content

Four Common Hybrid Scheduling Models

Model 1

Concurrent (Mirrored) Schedule

In-person and virtual master schedules are exactly the same

Opportunities

- Easy to follow
- Can be effective if more teachers are in the building

Considerations

- Hard to engage students virtual for long periods
- Create gaps in learning based on environment

Model 2

Mini Academies

Two “mini” academies within a school. Teachers and students remain either virtual or in-person.

Opportunities

- Targeted and small group learning
- High flexibility
- Engagement

Considerations

- New relationships
- Logistics behind “experiences”
- Teacher skills level and certification

Model 3

Rotational Model

Students are rotating into in-person and remote learning because of capacity constraints, while teachers remain virtual or in person.

Opportunities

- Used if more students want to return than what the space allows
- Lessen gaps in the learning experience

Considerations

- Logistical needs to coordinate with feeder pattern
- Slows down the curriculum pacing

Model 4

1 Day Lag- Flipped

Virtual students are 1 day behind in-person to allow recording “Flipped” model

Opportunities

- Strong direct instruction from strongest teachers
- Easier supplemental learning

Considerations

- Teaching student ownership
- Structure to engage in video learning

What We Have Learned About Concurrent Teaching

What It Is

- In-person + virtual master schedules are exactly the same
- In-person + virtual students are taught at the same time by the same teacher utilizing digital friendly pedagogy

What It Is Not

- Teachers live streaming class to the students at home to watch and listen
- Virtual teaching with some students in the room

Success Stories We've Heard: Opportunities

- Easier schedule for families and staff to **transition into, and to follow** throughout the day
- **Consistency of learning experience and classroom community** - students can have the same teacher as in the Fall
- **Multiple ways to engage** - not all students need to be engaged the same way, at the same time

Common Challenges We've Seen: Considerations

- **Greater emphasis on planning** - formative data becomes the **data** to capture intentionally, and daily
- **Gaps in learning experience** based on environment
- **Managing coverage** if/when teachers quarantine
- Teachers often require **headsets / multiple devices / monitors** to manage virtual + in-person engagement

TEACHING DUAL AUDIENCES

For reasons that include ensuring maximum fairness and an emphasis on the health of students, USF has adopted a model for some classes called "Flexible Hybrid" in Fall 2020. Flexible Hybrid is very similar to a national model called HyFlex, particularly in that any given student has the option to participate in the class online if they so choose, on any given day, without penalty or limitations in their access to the course contents. In practice, this will mean that faculty in Flexible Hybrid courses will need to teach to two audiences (simultaneously) one in-person in the classroom, and the other streaming online via MS Teams. This page is designed to help faculty make decisions about how best to accomplish that.

Note: not every on-campus class face to face modality, then all

PAYING ATTENTION 1

Clearly, it will be a challenge to audience. Here are a few options:

1. Convert the course to a fit content online through real students in scenarios, case

INTERACTIVITY IN A PHYSICALLY DISTANCED CLASSROOM

In order to practice social distancing in a college classroom, physical separation or spacing out of the students (and the instructor) in the room will be required. This arrangement will naturally pose some unique challenges to teaching and learning and faculty may have to re-examine many aspects of in-person lessons.

While the exact parameters of how distancing will occur in a classroom at USF will vary based on a number of factors, including room size and discipline, the ideas presented below are meant to serve as a starting point to help faculty adapt their pedagogy to the new environment.

A NOTE ABOUT OVERCOMING NOISE

Maintaining interactivity is possible in the physically distanced classroom. However, you'll need to make adjustments about just how the students communicate when separated by distance. The central problem to overcome of course, is excessive noise. The strategies about noise listed below can be used to implement many different kinds of active learning techniques:





Student Helpdesk

- Average Daily Visits: 40-50

Number of Tickets July 1 - November 18

Helpdesk	Student Helpdesk
2019: 3,910	2019: N/A
2020: 6,575	2020: 7,115

Internet Access

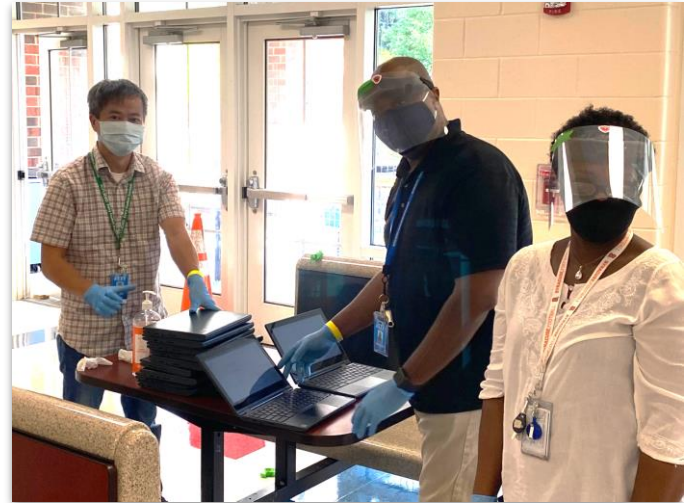
- Kajeets: 1594/1795
- Internet Essentials: 123/500

Family Webinars with FACE

Topic	Total Views
Chromebooks	4.2K
Tablets	3.6K
Powerschool	2.5K
Securly	1.5K

Concurrent Teaching Model in ACPS: Technical Challenges + Considerations

- Current Infrastructure Capacity
- Cost + Availability of Classroom Cameras + Accessories
- Cost of Increased Bandwidth
- Expansion Technical Support Beyond Current Staffing



Concurrent Teaching Model in ACPS: Technical Feasibility + Budget Impact

SCOPE: 700 Classrooms (80% of Classrooms)

Project	Budget Impact
Increase Bandwidth from 5Gb to 10GB	Additional \$5,000 (per month)
Procure + Install Classroom Cameras and Accessories	\$300,000-\$400,000 (one-time cost)
Increase Technical Support + Procedures	TBD

Our Teachers' Voices Matter

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

Our Teachers' Voices Matter!

On **Monday, November 30, 2020**, we will collaborate with ~200 teachers to gather their feedback and questions on concurrent instruction.

***Enhanced Continuity of Learning Plan 5.0:
Virtual Plus+ Learning TLL***

Monday, November 30, 2020
10-11 AM

ACPS
Alexandria City Public Schools
EVERY STUDENT SUCCEEDS

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"The nice thing about teamwork is that you always have others on your side." - Margaret Carty

School + Division Transition Teams

Elementary Instructional Models	Secondary Instructional Models	Academic Supports
<p>FOCUS: If we transition to a hybrid instructional model, what is the ideal schedule for students and staff? What kinds of professional learning support do we need in place for all staff?</p> <p>ON OUR MIND: This will require time for planning of schedule, PD and resources as well as support from multiple stakeholders.</p>	<p>FOCUS: If we transition to a hybrid instructional model, what is the ideal schedule for students and staff? What kinds of professional learning support do we need in place for all staff?</p> <p>ON OUR MIND: We are looking at benefits & barriers of current schedule and opportunities for hybrid. We are also thinking about what courses we might prioritize for in-person learning and student engagement opportunities.</p>	<p>FOCUS: If we remain virtual or transition to hybrid, what innovative academic supports can we provide for our students virtually and in person?</p> <p>ON OUR MIND: We are thinking through ways to provide supports to staff and students and discussing our most pressing needs including ways to provide access to resources and ways to provide supports to students who may feel disconnected.</p>
English Learner (EL) Students Return	Citywide, ECSE, Self-Contained K-5 Return	Staffing
<p>FOCUS: Given our January 2020 phase in date, what are our major action items to prioritize now vs. later?</p> <p>ON OUR MIND: We are looking at the staff needed to support the number of EL students who decide to return, implications EL return has on childcare and utilization of Virtual PLUS+ Partners throughout the school day and thinking about ways to engage with families.</p>	<p>FOCUS: After Week 1 of students in the building, what have we learned? Given our next phase in projected start date, what key actions must we complete, and by when?</p> <p>ON OUR MIND: We are looking at lessons learned from the past 2 weeks and discussing instructional programming, transportation, PPE, staff training, simulations, meal services, and teacher access to buildings, etc.</p>	<p>FOCUS: What trends are emerging from the staff return form? What implications do these trends have for phasing in additional groups of students?</p> <p>ON OUR MIND: We are reviewing trends from Intent to Return Form and ways to provide clear and concise data as well as working through ways to address the feedback we have heard.</p>

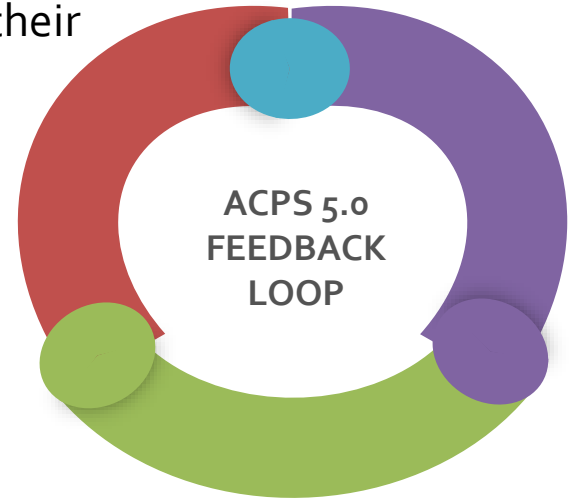
Next Steps + Preview for Next Week

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

- ***Our Teachers' Voices Matter!*** On Monday, November 30th, we will collaborate with ~200 teachers to gather their feedback + questions on concurrent instruction

We are **continuing** to meet to gather feedback

- TLL Representatives every two weeks
- School Leadership meets with their staff every two weeks for Virtual PLUS+ and Reopening feedback
- Division Team meets every Wednesday



Questions and Discussion

VirtualPLUS+ PHASED REENTRY PLANS

Continuity of Learning Plan 5.0 | October 2020



Virtual PLUS+ Phased Reentry Plans

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