Enhanced Continuity of Learning Plan 5.0: Reimagining Schools Update

School Board Meeting
Monday, November 23, 2020

ACPS
Alexandria City Public Schools

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).

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Health Mitigation Indicators

Intent-to-Return Form Timeline

Staff Zoom Video Announcement
Dr. Gregory C. Hutchings, Jr.

Results of Staff Form

Family Choice Form

November 9 - 11

December 1-2

November 9

November 13

All Staff Complete Intent to Return Form

Community Meetings for families, staff, and students

December 2-11
Collecting Family + Student's Data on Family Choice Form

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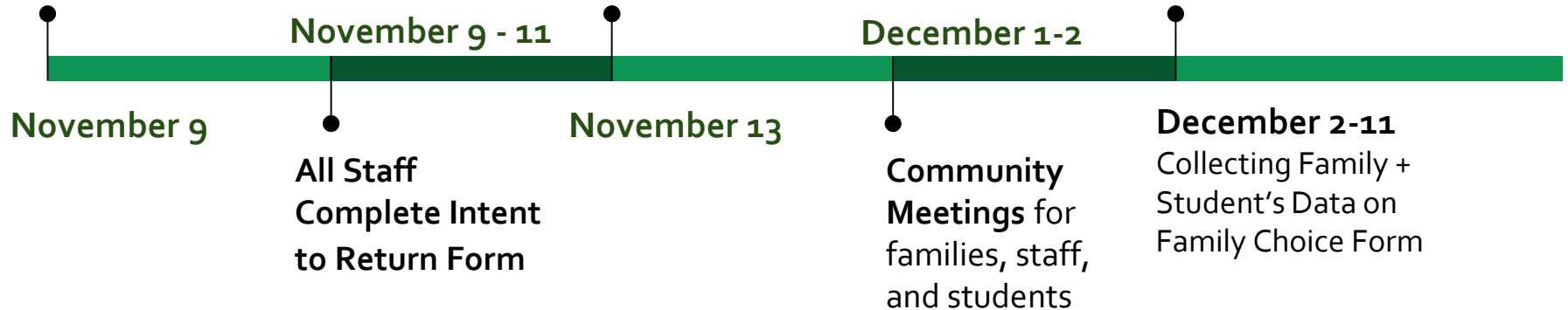
Results of Staff Intent-to-Return Form

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

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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.

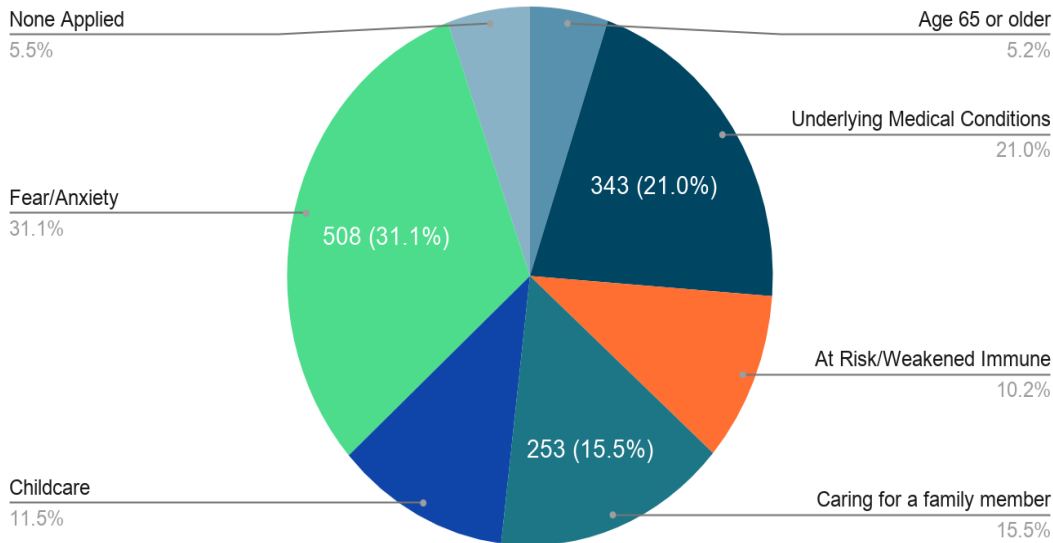*= numbers are approximate and based on self-reporting

Intent to Return Responses

Staff Not Able to Return
45.5%

45.5%

54.5%

Staff Able to Return
54.5%

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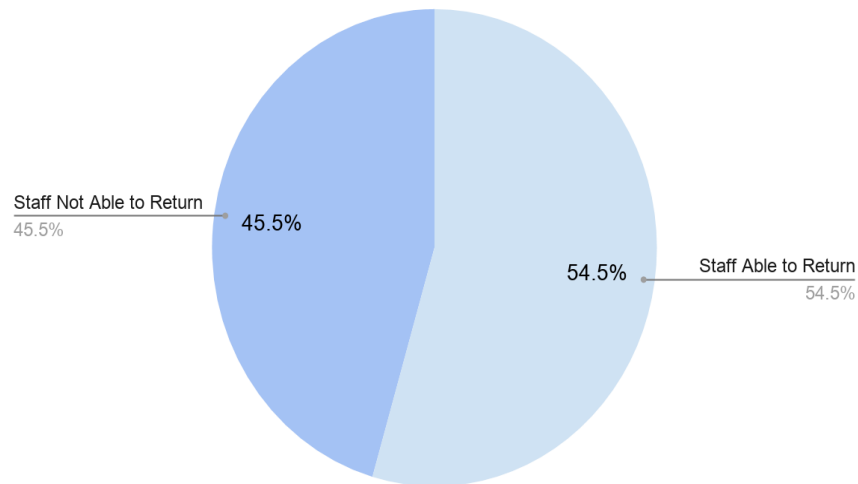
Unable to Return Division Wide

- **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

- None Applied 5.5%
- Age 65 or older 5.2%
- Underlying Medical Conditions 21.0% — 343 (21.0%)
- At Risk/Weakened Immune 10.2%
- Caring for a family member 15.5% — 253 (15.5%)
- Childcare 11.5%
- Fear/Anxiety 31.1% — 508 (31.1%)

Added 11/23

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	Model 2 Mini Academies	Model 3 Rotational Model	Model 4 1 Day Lag- Flipped
In-person and virtual master schedules are exactly the same	Two "mini" academies within a school. Teachers and students remain either virtual or in-person.	Students are rotating into into in-person and remote learning because of capacity constraints, while teachers remain virtual or in person.	Virtual students are 1 day behind in-person to allow recording "Flipped" model
Opportunities ● Easy to follow ● Can be effective if more teachers are in the building	**Opportunities** ● Targeted and small group learning ● High flexibility ● Engagement	**Opportunities** ● Used if more students want to return than what the space allows ● Lessen gaps in the learning experience	**Opportunities** ● Strong direct instruction from strongest teachers ● Easier supplemental learning
Considerations ● Hard to engage students virtual for long periods ● Create gaps in learning based on environment	**Considerations** ● New relationships ● Logistics behind "experiences" ● Teacher skills level and certification	**Considerations** ● Logistical needs to coordinate with feeder pattern ● Slows down the curriculum pacing	**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

VirtualPLUS+Access Support Data

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
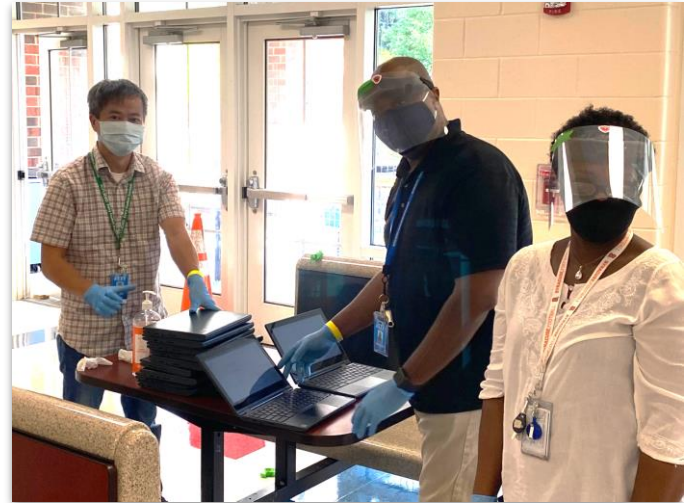
Concurrent Teaching Model in ACPS: Technical Feasibility + Budget Impact

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

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

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School + Division Transition Teams

Elementary Instructional Models

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?

ON OUR MIND: This will require time for planning of schedule, PD and resources as well as support from multiple stakeholders.

Secondary Instructional Models

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?

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.

Academic Supports

FOCUS: If we remain virtual or transition to hybrid, what innovative academic supports can we provide for our students virtually and in person?

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.

English Learner (EL) Students Return

FOCUS: Given our January 2020 phase in date, what are our major action items to prioritize now vs. later?

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.

Citywide, ECSE, Self-Contained K-5 Return

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?

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.

Staffing

FOCUS: What trends are emerging from the staff return form? What implications do these trends have for phasing in additional groups of students?

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.

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

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FEEDBACK
LOOP
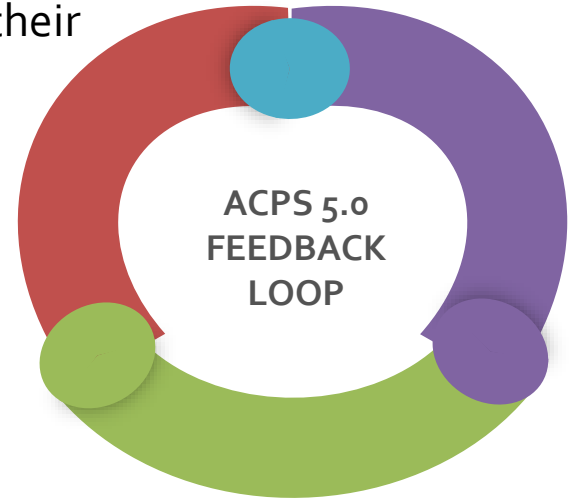
Questions and Discussion

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