Enhanced Continuity of Learning Plan 4.0:
Reimagining Schools

School Board Meeting
Friday, July 17, 2020

ACPS
Alexandria City Public Schools
EVERY STUDENT SUCCEEDS
1. What are we learning about reopening preferences and needs across our surveyed **staff and families**?

2. How are our teams **progressing** in their planning of the Continuity of Learning Plan 4.0 and our efforts with **master scheduling**?

3. How do we plan to **continue the conversation** and further our communication?

4. What **future milestones** should we expect as a division?
Our Guiding Principles

1. Increase Equitable Access to Improve Learning Outcomes for All Students
2. Ensure the Voices of Parents, Families, Students
3. Study Lessons Learned and Data for Preparation and Execution
4. Value Community Coordination and Collaboration
5. Build Trust and Allow Creative Ideas for Reopening
6. Embrace Flexibility While Facing Unprecedented Challenges
7. Ensure Clear, Consistent, and Frequent Communication
8. Ensure Students Have Access to Technology and Connectivity
## Cross-Functional Planning Teams

<table>
<thead>
<tr>
<th>Social, Emotional, and Academic Learning (SEAL)</th>
<th>Human Resources, Capital Investments, and Technology</th>
<th>Health and Safety</th>
<th>Financial Management</th>
<th>School and Community Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drs. Julie Crawford and Gerald R. Mann, Jr.</td>
<td>Dr. Stephen Wilkins and Sandra Hardeman</td>
<td>Drs. Alicia Hart and Marcia Jackson</td>
<td>Dominic Turner and Robert Easley</td>
<td>Julia Burgos and Kurt Huffman</td>
</tr>
<tr>
<td>● Curriculum and Instruction - Dr. Gerald R. Mann, Jr. (co-chair)</td>
<td>● Capital Improvement Program (CIP) - Erika Gulick</td>
<td>● Personal Protective Equipment - Mark Carlson</td>
<td>● Budget - Robert Easley (co-chair)</td>
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</tr>
<tr>
<td>● Accountability - Clinton Page</td>
<td>● Facilities - John Finnigan</td>
<td>● School Nutrition - Cynthia Hormel</td>
<td>● Payroll - Michael Covington</td>
<td></td>
</tr>
<tr>
<td>● Professional Learning - Cory Kapelski</td>
<td>● Human Resources - Sandra Hardeman (co-chair)</td>
<td>● Security - John Contreras</td>
<td>● Procurement - Dayanna McMullen</td>
<td></td>
</tr>
<tr>
<td>● Student Support Services - Dr. Julie Crawford</td>
<td></td>
<td>● Student Health - Dr. Elaine Gerard</td>
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<tr>
<td>● Technology - Dr. Elizabeth Hoover</td>
<td></td>
<td>● Transportation - Kifaya Hamad</td>
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</tr>
</tbody>
</table>

- Communications - Helen Lloyd
- Family and Community Engagement (FACE) - Krishna Leyva
- Family Outreach - Taneika Tukan
- Partnerships - Kurt Huffman (co-chair)
Our Outputs (In Progress)

Address Essential Questions from VDOE → Determine Instructional Models and Design Action Plans → Create Materials for Staff, Students, and Community → Submit our Comprehensive Reopening Plan
A Sprint Approach Guides Our Planning

CURRENT WORK

- Benefits and Risks Associated with Each Reopening Model
- Calendar + Guiding Tools for Sprints 2 + 3
- Current Budget

Sprint 1
06/22 - 07/03

- Master Schedule + Instructional Models
- Initial Budget Analysis
- Prioritized Policies and Processes to be Addressed
- Draft Action Plans + Prototypes for Feedback

Sprint 2
07/06 - 07/17

- Action Plans + Prototypes
- Increased Stakeholder Involvement Through Community Conversations
- School Leader Planning
- Budgets Finalized
- Updates to Policies and Processes Proposed

Sprint 3
07/20 - 07/31

- Comprehensive Reopening Report
- Plans Submitted to VDOE
- Student Scheduling
- Transportation Planning
- Guidance for Students and Families

Sprint 4
08/01 - 08/14
Accomplishments from 7/06 – 07/16

- We initiated **Cross Functional Planning Teams**, expanding the cohort of leaders and staff who are involved in discussion, analysis, and decision making.

- Our teams reviewed **Staff and Family Survey Data** to build a deeper understanding of needs and requirements for reopening models.

- We **evaluated schedule** options that aligned to hybrid + virtual models, highlighting implications, and considerations across financial, operational, staffing, safety, etc.

- We **prepared prototypes** for discussion with school leaders, community members, and Thought Partners.

Sprint 2
07/06 - 07/17

- Schedule Guidance + Instructional Models
- Initial Budget Analysis
- Prioritized Policies and Processes to be Addressed
- Draft Action Plans + Prototypes for Feedback
As CFPTs, we reviewed National and State guidance, as well as dig into example schedules from Northern VA divisions (and others).

Detailed models outlining student instruction and what will be expected to support the “school day” and student learning.

These models are tested for feasibility (e.g., staffing, cost, matching family needs).

Guidance to different stakeholder groups on how to implement (tools, division guidance, actions, and examples).

These documents form the foundation for our Comprehensive Reopening Plan.
# Team Updates (1)

<table>
<thead>
<tr>
<th>Cross-Functional Planning Team</th>
<th>Core Area (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social, Emotional, and Academic Learning (SEAL)</td>
<td>Accountability <em>(Survey Results)</em></td>
</tr>
<tr>
<td>Drs. Julie Crawford and Gerald R. Mann, Jr.</td>
<td>Curriculum and Instruction <em>(Master Schedules)</em></td>
</tr>
<tr>
<td></td>
<td>Professional Learning</td>
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<td>Student Support Services</td>
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<td>Technology</td>
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[www.acps.k12.va.us](http://www.acps.k12.va.us)
**Survey – Participation Summary**

**Historic Participation Rates**

- **11,852 Family Survey Responses**
  - Historic participation rates within all groups
  - Continued reduction in underrepresentation while work remains to fully eliminate (Hispanic/Latino -16% pts and Black/African American -6% pts)

- **2,077 Staff Survey Responses**
  - Estimated response rate of 85% of all staff
  - Lower response rates in transportation (25%) and facilities/maintenance (18%)

**Survey Limitations**

- Unique needs and attributes of non-respondents is possible.
- In rapidly changing environment stakeholder perceptions may also change quickly.
- Survey is only one data collection source and needs to be balanced with all other available data.
A majority of family survey respondents currently prefer the Hybrid Approach.

White families (72%) were most likely to prefer the Hybrid Model compared with Hispanic/Latino (53%) and Black/African American (48%) families.

PreK-2 (65%) and grades 9-12 (63%) families were more in favor of the Hybrid Approach compared to grades 3-5 (58%) and 6-8 (54%).

*ACPS 2020 Survey*
63% of staff survey respondents currently feel it is somewhat to very likely they return to work on-site this fall.

- Highest likelihood of return were seen within support staff (73%) with school-based licensed staff (60%) and central office staff (60%).
- No large differences were seen across staff grade-bands with all falling within three percentage points of each other.
Top Factors Influencing Family and Staff

Both family and staff reported **physical health and safety** as the top factor in their current decision-making. Family and staff also both reported the **learning and needs of students** as primary drivers in decision making.

Family responses did vary based on model preference with families selecting the **Hybrid Approach** prioritizing learning (50%) and social needs (44%) of students where families selecting the **Fully Virtual Approach** overwhelmingly cited their student’s physical health and safety (87%).

Factors for **staff varied slightly by position category**, with support staff and other staff reporting financial considerations among the top five.

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### Factors Influencing Reopening Preferences/Likelihood to Return to Work On-Site

<table>
<thead>
<tr>
<th>Families- Top 5 factors</th>
<th>Families</th>
<th>Staff- Top 5 factors</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child’s physical health and safety</td>
<td>56%</td>
<td>Personal physical health and safety</td>
<td>63%</td>
</tr>
<tr>
<td>My child's engagement in learning</td>
<td>33%</td>
<td>My family's physical health and safety</td>
<td>54%</td>
</tr>
<tr>
<td>My family's physical health and safety</td>
<td>32%</td>
<td>Student needs</td>
<td>39%</td>
</tr>
<tr>
<td>My child's social needs</td>
<td>28%</td>
<td>Personal mental health needs (e.g., stress, anxiety)</td>
<td>25%</td>
</tr>
<tr>
<td>My child’s mental health needs (e.g., stress, anxiety)</td>
<td>20%</td>
<td>Childcare needs</td>
<td>17%</td>
</tr>
</tbody>
</table>

*ACPS 2020 Survey*
Support of Safety Measures

- A vast majority of families and staff reported strong support for safety measures.
- Students having meals within classrooms was the least supported measure by staff (64%).
- Mask-wearing was supported at equivalent rates (88% to 95%) across grade-level bands across family and staff respondents.

**Support of Safety Measures**

<table>
<thead>
<tr>
<th>Percentage in support of:</th>
<th>Families</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wearing a face mask</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>Participating in on-site temperature checks</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Using hand sanitizer regularly</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>Participating in regular hand washing</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>Using disinfectant wipes on surfaces</td>
<td>96%</td>
<td>95%</td>
</tr>
<tr>
<td>Maintaining social distancing</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Limited classroom seating to maintain social distancing</td>
<td>92%</td>
<td>-</td>
</tr>
<tr>
<td>Students having meals in the classroom instead of the cafeteria</td>
<td>88%</td>
<td>64%</td>
</tr>
<tr>
<td>Personally ensuring students and staff follow all safety measures</td>
<td>-</td>
<td>86%</td>
</tr>
</tbody>
</table>

*ACPS 2020 Survey*
• 37% of all family responses report current plans to use ACPS transportation with no difference in ratio between all respondents and those selecting the Hybrid Approach.  *ACPS 2020 Survey*
## ACPS Broad Reopening Models

### Guiding Resources + Partners

**National (CDC)**

**State (VDOE - Recover, Redesign, Restart 2020)**

**Division / Local Community (Thought Partners)**

### ACPS Reopening School Models

<table>
<thead>
<tr>
<th>Model 1</th>
<th>Model 2</th>
<th>Model 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>Hybrid</td>
<td>100% Online (Distance Learning)</td>
</tr>
<tr>
<td>Varied Percentages of Students in Schools</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OUR FOCUS THIS WEEK**
In Three Days...

We Analyzed
18 Example schedules and plans from districts in NoVA, the DMV, and across the US

Informed By
13,000+ Responses from staff + family surveys
7 Community conversations with families, principals, and Core Planning Areas

Planning Sessions
4 1-2 hour small group sessions
And involved
100+ Division leaders, including principals, teachers, and parents

To Create
2-3 Schedule samples with division guidance to support school leaders
### Schedule Prototypes: Design Considerations

<table>
<thead>
<tr>
<th>days attending</th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hybrid</strong></td>
<td>Schedule A <em>(Hybrid)</em></td>
<td>Schedule C <em>(Hybrid)</em></td>
</tr>
<tr>
<td><strong>Virtual</strong></td>
<td>Schedule B <em>(Virtual)</em></td>
<td>Schedule D <em>(Virtual)</em></td>
</tr>
</tbody>
</table>

- **Days Attending**
  - Number of days in person attending (e.g., two days a week in-person, three days a week virtual)?
  - Consecutive days vs alternating days (e.g., AB Schedule/AABB Schedule)?
  - Students attending the entire SY vs. certain weeks?

- **Who Attends**
  - Most students vs all students (e.g., extra instruction for specific groups)?
  - Entire grades vs some grades? Which students attend on which days? Do some students attend more than others? What do our students need?

- **Synchronous (In Person and Virtual)**
  - What is prioritized during in-person time?
  - What are the expectations for synchronous and asynchronous time by: grade level, subject, etc.?
  - Will we adjust what courses are offered such as electives and specials?

- **Asynchronous Guidance (Virtual)**
  - What is prioritized during asynchronous time?
  - What is not happening during asynchronous time?

- **Teacher Considerations**
  - Looping with students?
  - Is there a day that no students will be in the building (i.e., teacher planning day)?
  - What teacher hours/contracts should we keep in mind when planning?
Planning Sessions
What We Heard: Principals + Work Groups

“I need clarity about Specifics on expectations for the entire ACPS community.”

“We are all focused on the best scenario (socially and academically for students). We are committed to supporting and equipping teachers to do this work.”

“Thank you for making us a part of the process!”

“We are getting closer to making a decision.”

How do the reopening decisions of area schools impact our staff decisions?

“Equity is always my concern. Equity of instruction, access, and opportunity for learning, remediation and enrichment.”

“I feel] listened to; thank you!”
### What We Are Testing: Hybrid AB(C) Model

<table>
<thead>
<tr>
<th>[1 Day / Week]</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLAN</strong>&lt;br&gt;(Planning, collaboration, PLCs)</td>
<td><strong>In Person A</strong>&lt;br&gt;(In Person A)</td>
<td><strong>In Person A</strong>&lt;br&gt;(In Person A)</td>
<td><strong>In Person B</strong>&lt;br&gt;(In Person B)</td>
<td><strong>In Person B</strong>&lt;br&gt;(In Person B)</td>
</tr>
<tr>
<td></td>
<td><strong>Virtual B</strong>&lt;br&gt;(Virtual B)&lt;br&gt;(synchronous + asynchronous time daily)</td>
<td><strong>Virtual B</strong>&lt;br&gt;(Virtual B)&lt;br&gt;(synchronous + asynchronous time daily)</td>
<td><strong>Virtual A</strong>&lt;br&gt;(Virtual A)&lt;br&gt;(synchronous + asynchronous time daily)</td>
<td><strong>Virtual A</strong>&lt;br&gt;(Virtual A)&lt;br&gt;(synchronous + asynchronous time daily)</td>
</tr>
<tr>
<td></td>
<td><strong>In Person C</strong>&lt;br&gt;(In Person C)&lt;br&gt;(special populations)</td>
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<td><strong>In Person C</strong>&lt;br&gt;(In Person C)&lt;br&gt;(special populations)</td>
<td><strong>In Person C</strong>&lt;br&gt;(In Person C)&lt;br&gt;(special populations)</td>
</tr>
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</table>

#### Emerging Questions and Barriers
- Planning time for collaboration (genEd + SpEd teachers + EL teachers)
- Different requirements/toll on teachers across different roles
- Attendance
- Not creating/reinforcing “those kids”
- Capacity for in person varies across school buildings→ having options to spread students out
- Increasing in-person learning time depends on capacity
What We Are Testing: 100% Distance Learning Model

[1 Day / Week] | Day 1 | Day 2 | Day 3 | Day 4
---|---|---|---|---
PLAN | Blocks/Subjects | Blocks/Subjects | Blocks/Subjects | Blocks/Subjects

Emerging Questions and Barriers:

- Overall, slight preference for splitting across days of learning.
- Working to build additional time for special populations.
- Having clear expectations **across the division** is crucial→ Let’s get clear on synchronous + asynchronous expectations!
- What does planning for staff look like daily?
- Are the same staff going to be teaching in-person and virtual?
- Is there a possibility to phase in grades over time?
- What does professional development for staff look like?
## Team Updates (2)

<table>
<thead>
<tr>
<th>Cross-Functional Planning Team</th>
<th>Core Area (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School and Community Relations</strong></td>
<td><strong>Communications</strong> <em>(Community Chats)</em></td>
</tr>
<tr>
<td>Julia Burgos and Kurt Huffman</td>
<td><strong>Family and Community Engagement</strong> <em>(FACE)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Partnerships</strong></td>
</tr>
</tbody>
</table>
Chat Schedule

Monday, July 20 at 4:00 p.m. Reopening Community Chat with ARHA *(offered in English with Spanish, Amharic, and Arabic interpretation)*

Tuesday, July 21 at 12:30 p.m. Reopening Community Chat for ACPS Staff *(in English)*

Tuesday, July 21 at 4:00 p.m. Reopening Community Chat for Families with Students with Disabilities *(in English, with Spanish, Amharic, and Arabic)*

Wednesday, July 22 at 4:00 p.m. Reopening Community Chat in Arabic

Thursday, July 23 at 12:00 p.m. Reopening Community Chat with the Parent Teacher Advisory Council *(in English, with Spanish, Amharic, and Arabic interpretation)*

Thursday, July 23 at 4:00 p.m. Reopening Community Chat in Spanish

Friday, July 24 at 4:00 p.m. Reopening Community Chat in Amharic

https://www.acps.k12.va.us/domain/1533
Student-Focused Reopening Community Chats

*School Board Representatives, Lorraine Johnson and Ashley Sanchez-Viafara, to lead Student-focused Reopening Community Chats*

- Chats scheduled for July 28, 2020, for each school level:
  - 9:00 a.m. Elementary School
  - 9:30 a.m. Middle School
  - 4:00 p.m. High School

- Details and Zoom links available on Reopening Chats page: [https://www.acps.k12.va.us/domain/1533](https://www.acps.k12.va.us/domain/1533)
Outreach to Families

Our Building-Specific and Division-Wide Parent Liaisons Provided Information via

- Phone calls
- Text/hotline messages
- Emails to families throughout Alexandria

Support and Outreach for Our Family Survey Resulted in Increased Participation Rates

- Parent liaisons placed more than 325 calls to parents using targeted outreach lists
- Response rate of Latino families increased from 13% to 21%
- Response rate of Black/African American families increased from 15% to 19%

Facilitate Reopening Chats with Community Partners

- Recruited community partners to moderate chats and invite families to join them
Looking Ahead: Plan for Next Month

**SPRINT 1**
June 22 - July 3
*Goal:* Chairs + Leads build an understanding of reopening models and instructional frameworks.

- June 18 - 22: Planning and Preparation Time for the Co-Chairs
- June 24: Co-Chairs Launch 1st Meeting with Planning Co-Leads Teams
- June 17: Launch Cross-Functional Planning Co-Chair Meeting

**SPRINT 2**
July 6 - July 17
*Goal:* Cross Functional Planning Teams tackle major areas of design and redesign.

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

**SPRINT 3**
July 21 - July 31
*Goal:* Cross Functional Planning Teams draft the final plan.

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

**SPRINT 4**
Aug 1 - Aug 14
*Goal:* ACPS leaders finalize plans.

- Aug 14: Plan due to the State
- Aug 7: School Board Update
- Aug 20 + September 15: Thought Partners Meeting

**July 10 + 17**
School Board Updates

**July 31**
Thought Partners Meeting

**August 20 + September 15**
Thought Partners Meeting
Upcoming Deliverables: 8/7/2020

- Schedule Prototypes and Day in the Life Examples
  - including Transportation, Facilities, Meal Service, Teacher and Staff Supports
- Playbooks to Guide Different Stakeholder Communications
  - including Principal / Assistant Principals, Staff, Students, and Families
- Outputs from Community Conversations and Engagement
- Cross-Functional Planning Team (CFPT) Updates
“Unity is strength. . . when there is teamwork and collaboration, wonderful things can be achieved.” - Mattie Stepanek