Enhanced Continuity of Learning Plan 4.0:

Reimagining Schools

Wednesday, July 15th
Welcome! Let’s start with a check-in

What’s something you’ve done to take care of yourself this week?
● Keep yourself on mute unless you’re speaking

● Keep your video on if possible - We’d love to see you!

● Use the chat to ask questions

● Prepare to engage!
  ○ Tabs closed
  ○ Share ideas
  ○ Bias to action
What are we accomplishing in this Sprint?

We initiated **Cross Functional Planning Teams**, expanding the cohort of leaders and staff who are involved in discussion, analysis and decision making. Through this we reviewed essential questions and identified key decisions to be made.

- We will **evaluate scheduling** options that align to each of the models, highlighting implications, and considerations across financial, operational, staffing, safety, etc. This will prepare us to design **prototypes** for discussion with school leaders, community members, and Thought Partners.

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

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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
Today at a Glance

This Zoom

Now to ~ 10am

- Family + Staff Survey Results (Clint, Accountability)
- Small Group Data Review through a modified Ladder of Inference
- Preview of Next Week + Outputs

CFPT Zoom

~ 10 am to 11 am

- Continue through Workbook
- Focus on Core Area Guidance + Decisions for Schedule Prototypes

*Reminder*: please upload your Zoom Recordings into the Google Doc. Sahar is here to assist you if you have any questions.
Survey Data Walkthrough from Clinton Page
### 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%).
Current Staff Return On-Site

- 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.
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.
Current Family Transportation Plans

Transportation Needs for All Families

- 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.
Small Group Breakouts Data Review Protocol

• **First**: What do you **see** in the data?

• **Then**: What **questions** does this bring up for you?

• **Finally**: What **implications** do this have on our schedule or to your Core Area?

*Helpful Hint: Stay low on the Ladder of Inference first. Don’t jump to assumptions, conclusions, or action too quickly!*

“I notice that 60% of families selected ___.”

“I wonder why…”

“This makes me think we might…”
Whole Group Debrief

What is one thing you are still thinking about after reviewing the data?
# Where we’ve been & where we’re headed

<table>
<thead>
<tr>
<th>Which Sprint?</th>
<th>What goes into our Final Report?</th>
<th>Aligned Deliverable</th>
<th>What does it communicate?</th>
<th>What’s the level of specificity?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sprint 1</strong></td>
<td>Benefits &amp; Risks for each Model</td>
<td>Synthesized Benefits and risks for all teams</td>
<td>Aligning w/in and across teams as we prepare to make larger decisions for reopening</td>
<td>Division-level</td>
</tr>
<tr>
<td><strong>Sprint 1</strong></td>
<td>Key Decisions for each Focus Area</td>
<td>Workbooks section I &amp; II</td>
<td>Clarifying decisions and dependencies w/in and across teams as we begin building our schedule</td>
<td>Division-level</td>
</tr>
<tr>
<td><strong>Sprint 2</strong></td>
<td>Informs Schedule Guidance &amp; Prototypes</td>
<td>Community Survey</td>
<td>Pulse-check to gauge what prototypes we must build in Sprint 2, and community felt needs across Models</td>
<td>Division-level</td>
</tr>
<tr>
<td><strong>Sprint 2</strong></td>
<td>Schedule Guidance for each Model</td>
<td>Schedule Guidance Prototypes</td>
<td>Using what we know about facility and transportation capacity, begin designing schedule guardrails and planning guidance for ES + Secondary</td>
<td>Division-level</td>
</tr>
<tr>
<td><strong>Sprint 2</strong></td>
<td>Prototypes &amp; Stakeholder Playbooks</td>
<td>V1 of Playbooks &amp; Schedule Guidance Prototypes</td>
<td>Given our drafted schedule - we share strategies, processes, or potential solutions across Models for various stakeholder groups</td>
<td>Division + school-level + stakeholder-level</td>
</tr>
<tr>
<td><strong>Sprint 3 &amp; 4</strong></td>
<td>Action Steps</td>
<td>VFinal of Playbooks &amp; Schedule Guidance Prototypes → Final Report</td>
<td>Decisions that are “safe enough to” move forward with across or in a given model, and include updated policies and processes aligned to latest and greatest information and stakeholder input.</td>
<td>Division + school-level + stakeholder-level</td>
</tr>
</tbody>
</table>
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 documents form the foundation for our Comprehensive Reopening Plan.
Schedule Prototypes: Design Considerations

- Days attending?
  - Number of days in person attending (e.g., 2 days a week in-person, 3 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
  - 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?
SUMMARY of FOCUS AREAS:
ACPS recognizes this is a stressful situation and that employee communication, education, and training will be needed for re-entry. We will continue to prioritize the safety and well-being of every member of our team. We will be deliberate in developing partnerships to support the unique needs and changing conditions that impact our ACPS Family.

CRITERIA FOR SUCCESS:
ACPS supports employee Physical Safety and Emotional Wellbeing through communication, education, and training both in-person and virtually.

WHAT WE HEARD:
[insert feedback from survey and Community Conversations that align to decisions you’re asking schools to make]

DIVISION EXPECTATIONS:
● Human Resources and Health Services will provide safety procedures based on the varying situations of employees. Accommodations may include flexible workspaces, which may have implications for departmental and auxiliary staff. See Safety Procedures guidance.

MUST DOs Campus Action Items:
1. Campus Administration will provide procedures to ensure employee safety in regards to student movement, personal space, physical education, and organization of manipulatives and classroom supplies.
2. Campus leadership teams or department teams will conduct an ongoing inventory regarding staff feelings and/or individual needs (such as: listening tours, feedback surveys, weekly check-ins, etc.)
3. Campus administration and Department leaders will embed processes which encourage shared responsibility in the care of each other, such as peer to peer support. Examples include grade level/department emotional support groups, virtual social gatherings, 1:1 phone calls, altered breakroom/lunchroom norms and furniture arrangement.
4. Staff will require training on altered student health protocols and information as it pertains to COVID-19. For example, when students should be sent to the clinic, dismissed or virus transmission from surfaces.
5. Staff will require training developed by Counseling and Whole Student Wellness. The Schoology Course will be available to campuses through the Back to School Toolkit.

MAY DOs Division Guidance:
● Counseling and Whole Student Wellness in conjunction with CYS Workers will continue to support employees by providing trauma informed training and debriefing activities for campus and department staff.
● Health Services will support division administrators and leadership with training on leadership in a pandemic. Possible topics include: stigma, workplace disparity, increased General Education Homebound requests, and employee workload expectations.

On Campus
Hybrid
Virtual

SUPPORTING SCHOOL DOCS
Note: Link your supporting documents below
- E.g. Toolkit of Resources
- Safety Procedures guidance

These come from the ‘team set up’ section of your workbook

Guidelines are rooted in CDC, VDOE, Thought Partners, and guidance you’ve started creating in your workbooks

These are decisions you believe schools must make for schools to open successfully. These are actions that individual schools will own during the reopening process.

These are decisions you believe are ‘nice to haves’ or ‘good to know’, and/or are decisions that will be exclusively owned at the division-level. This language will be tweaked, depending on the Focus Area.

Populate with aligned qualitative and quantitative data from surveys and community conversations

E.g. Toolkit of Resources
Safety Procedures guidance
STEP 1: Reflect on the Models + Schedules we explored

[15 min discussion]

**Insight** “An aha I have is…”

**Wondering** “A question I have is…”

**Action** “A next step I can take is…”
STEP 2: Set expectations within and across Models

[15 min discussion]

- What can students, staff and/or families expect from ACPS regardless of model?
- In what ways does your Core Area support the Hybrid Model and the Virtual Model?

We will use this information to build our Scheduling Prototype
STEP 3: Confirm Key Decisions + Scheduling Interdependencies

[30 min discussion]

- What is the relationship between this decision and determining scheduling guidance?
- Who owns this decision?
- What information is needed to make a decision or recommendation?

Questions to Ask Yourself to Understand Interdependency

- Do we need to know the specifics of which hybrid or virtual model ACPS selects to make a decision?
- Would students + families need this information if deciding whether to enroll in hybrid or virtual learning model?
- Does our school staff need this information to know what / when / where / how to perform their job responsibilities?
These were pulled from from your discussion last week. Feel free to add more, combine existing or delete if N/A.

<table>
<thead>
<tr>
<th>DECISION (from here)</th>
<th>HYBRID</th>
<th>VIRTUAL</th>
<th>OWNER</th>
<th>INFORMATION NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECISION: Funding constraint driving active management of spending constraints</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DECISION: Are there restrictions on how schools/depts are to spend their budget? What is the expectation?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For many of these decisions, you are the owner.

Who is responsible for getting the data? And when will it be available?
Upcoming Board Meeting - At a Glance

1. Scheduling Guidance
2. Survey Review
3. Community Chats & Upcoming Engagement Activities
Enhanced Continuity of Learning Plan 4.0:

Reimagining Schools

Monday, July 13th
Welcome! Let’s start with a check-in

Where are you today?

Head, Hand, or Heart

a lot on your mind
getting things done
in your emotions
- Keep yourself on mute unless you’re speaking
- Keep your video on if possible - We’d love to see you!
- Use the chat to ask questions
- Prepare to engage!
  - Tabs closed
  - Share ideas
  - Bias to action
Top of Mind: Our Norms

1. **Psychological Safety** Team members feel safe to take risks, be vulnerable, explore different points of view, and disagree respectfully.

2. **Preparedness** We come to all meetings prepared to be present and participate; topics for discussion and objectives are clear.

3. **Dependability** Team members collaborate and communicate to get things done on time and meet ACPS’ high bar of excellence.

4. **Timeliness** We start and end meetings on time, using our time wisely.

5. **Structure and Clarity** Team members have clear roles, plans, and goals; we address the content of the material and stay on topic.
Facility + Transportation Capacity

Walkthrough of data by Dr. Alicia Hart + Erika L. Gulick
School Social Distancing Assumptions

- **Aim to Maintain 6 Feet Distance** at all Times
  - (i.e. one-way hallways, extra time and different procedures for arrival and dismissal, reconsideration of physical education, recess, etc.)

- **65 SF/Person** to Maintain Social Distancing While Considering:
  - People are not discrete points
  - Cabinetry, furniture and access will restrict configurations
  - Walls must be floor to ceiling to be considered separator for social distance
  - Data inaccuracies

- **1 Teacher Per Classroom** (Including at Kindergarten and Pre-Kindergarten)

- Using all Current **Classroom Spaces**, Not Others at this Time

- **Desks/Furniture** Facing Same Direction

- **Classroom Transitions** will be Eliminated and/or Limited
## Capacity Assumptions by School Facility

<table>
<thead>
<tr>
<th>School</th>
<th>Sum of Social Distance Capacity</th>
<th>Sum of No More Than 10</th>
<th>Adj Secondary</th>
<th>Current Capacity</th>
<th>Adj Secondary No More than 10</th>
<th>Percent SD Cap of Projection</th>
<th>Percent SD Cap No More than 10 of Projection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Barrett</td>
<td>297</td>
<td>238</td>
<td></td>
<td>512</td>
<td>603</td>
<td>49.25%</td>
<td>39.47%</td>
</tr>
<tr>
<td>Cora Kelly</td>
<td>213</td>
<td>188</td>
<td></td>
<td>429</td>
<td>329</td>
<td>64.74%</td>
<td>57.14%</td>
</tr>
<tr>
<td>Douglas MacArthur at Taney Ave</td>
<td>400</td>
<td>340</td>
<td></td>
<td>724</td>
<td>642</td>
<td>62.31%</td>
<td>52.96%</td>
</tr>
<tr>
<td>Ferdinand T. Day</td>
<td>356</td>
<td>252</td>
<td></td>
<td>650</td>
<td>560</td>
<td>63.57%</td>
<td>45.00%</td>
</tr>
<tr>
<td>Francis C. Hammond</td>
<td>852</td>
<td>754</td>
<td>681.6</td>
<td>1396</td>
<td>1457</td>
<td>58.48%</td>
<td>51.75%</td>
</tr>
<tr>
<td>George Mason</td>
<td>251</td>
<td>218</td>
<td></td>
<td>348</td>
<td>422</td>
<td>59.48%</td>
<td>51.66%</td>
</tr>
<tr>
<td>George Washington</td>
<td>595</td>
<td>459</td>
<td>476</td>
<td>1150</td>
<td>1644</td>
<td>36.19%</td>
<td>27.92%</td>
</tr>
<tr>
<td>James K. Polk</td>
<td>354</td>
<td>306</td>
<td></td>
<td>756</td>
<td>798</td>
<td>44.36%</td>
<td>38.35%</td>
</tr>
<tr>
<td>Jefferson-Houston</td>
<td>339</td>
<td>261</td>
<td></td>
<td>750</td>
<td>661</td>
<td>51.29%</td>
<td>39.49%</td>
</tr>
<tr>
<td>John Adams</td>
<td>494</td>
<td>462</td>
<td></td>
<td>858</td>
<td>881</td>
<td>56.07%</td>
<td>52.44%</td>
</tr>
<tr>
<td>King Street</td>
<td>1817</td>
<td>1328</td>
<td>1563</td>
<td>2926</td>
<td>3287</td>
<td>55.28%</td>
<td>40.40%</td>
</tr>
<tr>
<td>Lyles-Crouch</td>
<td>207</td>
<td>192</td>
<td></td>
<td>375</td>
<td>505</td>
<td>40.99%</td>
<td>38.02%</td>
</tr>
<tr>
<td>Matthew Maury</td>
<td>182</td>
<td>172</td>
<td></td>
<td>350</td>
<td>374</td>
<td>48.66%</td>
<td>45.99%</td>
</tr>
<tr>
<td>Minnie Howard</td>
<td>456</td>
<td>374</td>
<td>392</td>
<td>853</td>
<td>989</td>
<td>46.11%</td>
<td>37.82%</td>
</tr>
<tr>
<td>Mount Vernon</td>
<td>418</td>
<td>343</td>
<td></td>
<td>755</td>
<td>907</td>
<td>46.09%</td>
<td>37.82%</td>
</tr>
<tr>
<td>Patrick Henry</td>
<td>504</td>
<td>369</td>
<td></td>
<td>850</td>
<td>903</td>
<td>55.81%</td>
<td>40.86%</td>
</tr>
<tr>
<td>Samuel W. Tucker</td>
<td>349</td>
<td>270</td>
<td></td>
<td>620</td>
<td>758</td>
<td>46.04%</td>
<td>35.62%</td>
</tr>
<tr>
<td>William Ramsay</td>
<td>411</td>
<td>329</td>
<td></td>
<td>748</td>
<td>699</td>
<td>58.80%</td>
<td>47.07%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>8495</strong></td>
<td><strong>6855</strong></td>
<td><strong>15050</strong></td>
<td><strong>16419</strong></td>
<td><strong>52.42%</strong></td>
<td><strong>43.32%</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** This table is based on current assumptions and current information and will be adjusted as more information and detail is available. If schedule for changing classes remains the same at the middle school and high school level, capacity will significantly reduce (to numbers in the adjusted columns).
## Bus Seating Impacts of Social Distancing

<table>
<thead>
<tr>
<th>Bus Type</th>
<th>Normal Capacity</th>
<th>One Student/Bench</th>
<th>One Student/Bench (Alternating)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard (30 Passenger)</td>
<td>30</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Standard (53 Passenger)</td>
<td>53</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Standard (65 Passenger)</td>
<td>65</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>Equipped w/Lift (65 Passenger)</td>
<td>65</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Standard (77 Passenger)</td>
<td>77</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>Equipped w/Lift (77 Passenger)</td>
<td>77</td>
<td>17</td>
<td>9</td>
</tr>
</tbody>
</table>
Transportation Social Distancing Assumptions

• **10,000 Students** Qualified to Ride Bus
  - Approximately 6,500 students *actually participate* in ridership

• **Fleet Utilization**
  - 123 total buses in fleet
  - Leaves no contingency option if all used
  - Can have multiple transportation scenarios based on fleet utilization
  - 102 routes, 2 runs (current)
  - 102 routes, 3-4 runs (anticipated)

• **“Siblings”** will be Allowed to Sit Together
  - Defined as children who live in same residence regardless of familial relation
Bus Social Distancing Examples

One
Student/Bench
(77 Passenger Example)

One
Student/Bench
(Alternating)
(77 Passenger Example)
### Scenario A: Utilize 90 Buses, Allowing Contingency

<table>
<thead>
<tr>
<th>Type</th>
<th>Passenger Capacity</th>
<th>Quantity of Buses</th>
<th># of Students Transported (Estimated Normal Ridership)</th>
<th># of Students Transported (One Per Bench)</th>
<th># of Students Transported (Alternating)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>30</td>
<td>2</td>
<td>60</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Standard</td>
<td>53</td>
<td>8</td>
<td>424</td>
<td>112</td>
<td>56</td>
</tr>
<tr>
<td>Standard</td>
<td>65</td>
<td>5</td>
<td>325</td>
<td>90</td>
<td>45</td>
</tr>
<tr>
<td>Equipped w/Lift</td>
<td>65</td>
<td>7</td>
<td>455</td>
<td>91</td>
<td>49</td>
</tr>
<tr>
<td>Standard</td>
<td>77</td>
<td>67</td>
<td>5159</td>
<td>1608</td>
<td>804</td>
</tr>
<tr>
<td>Equipped w/Lift</td>
<td>77</td>
<td>1</td>
<td>77</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>90</strong></td>
<td><strong>6500</strong></td>
<td></td>
<td><strong>1934</strong></td>
<td><strong>971</strong></td>
</tr>
<tr>
<td><strong>Capacity Change</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>-70.2%</strong></td>
<td><strong>-85.1%</strong></td>
</tr>
</tbody>
</table>

### Scenario B: Utilize 123 Buses, No Contingency

<table>
<thead>
<tr>
<th>Type</th>
<th>Passenger Capacity</th>
<th>Quantity of Buses</th>
<th># of Students Transported (Based on Fleet Capacity)</th>
<th># of Students Transported (One Per Bench)</th>
<th># of Students Transported (Alternating)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>30</td>
<td>2</td>
<td>60</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Standard</td>
<td>53</td>
<td>8</td>
<td>424</td>
<td>112</td>
<td>56</td>
</tr>
<tr>
<td>Standard</td>
<td>65</td>
<td>5</td>
<td>325</td>
<td>90</td>
<td>45</td>
</tr>
<tr>
<td>Equipped w/Lift</td>
<td>65</td>
<td>7</td>
<td>455</td>
<td>91</td>
<td>49</td>
</tr>
<tr>
<td>Standard</td>
<td>77</td>
<td>100</td>
<td>7700</td>
<td>2400</td>
<td>1200</td>
</tr>
<tr>
<td>Equipped w/Lift</td>
<td>77</td>
<td>1</td>
<td>77</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>123</strong></td>
<td><strong>9041</strong></td>
<td></td>
<td><strong>2726</strong></td>
<td><strong>1367</strong></td>
</tr>
<tr>
<td><strong>Capacity Change</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>-69.8%</strong></td>
<td><strong>-84.9%</strong></td>
</tr>
</tbody>
</table>
### Employees Residing in Neighboring Areas

<table>
<thead>
<tr>
<th>Location</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandria City</td>
<td>1082</td>
<td>36%</td>
</tr>
<tr>
<td>Loudoun County</td>
<td>35</td>
<td>1%</td>
</tr>
<tr>
<td>Arlington</td>
<td>225</td>
<td>7%</td>
</tr>
<tr>
<td>Maryland</td>
<td>380</td>
<td>13%</td>
</tr>
<tr>
<td>division of Columbia</td>
<td>137</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>100</td>
<td>3%</td>
</tr>
<tr>
<td>Fairfax County</td>
<td>815</td>
<td>27%</td>
</tr>
<tr>
<td>Prince William County</td>
<td>259</td>
<td>9%</td>
</tr>
</tbody>
</table>

**Total Number of Employees: 3033**
Our Work This Week

Overview by Education Elements
Starting with Common Language

**MODEL:** a specific possibility; the goal is not a perfect plan, but rather used to uncover differences in an atypical school year. Our models will help us to start planning for new processes, policies and procedures specific to the ACPS context.

**SPRINT:** a set period of time during which specific work has to be completed and made ready for review.

**CORE AREAS:** The Cross-Functional Planning Teams are focused on a variety of topics that will likely require deep design and redesign to support a future learning model. These are viewed as the topics that need to be addressed in most or all of the possible models.

**PROTOTYPE:** generating innovative solutions by keeping our community at the center of the design process, gathering feedback early and often.
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.
Our CFPT Work at a Glance

- **Sprint 1**
  - 06/22 - 07/03
  - Benefits and Risks Associated with Each Reopening Model
  - Calendar + Guiding Tools for Sprints 2 + 3
  - Current Budget

- **Sprint 2**
  - 07/06 - 07/17
  - Master Schedule + Instructional Models
  - Initial Budget Analysis
  - Prioritized Policies and Processes to be Addressed
  - Draft Action Plans + Prototypes for Feedback

- **Sprint 3**
  - 07/20 - 07/31
  - Action Plans + Prototypes
  - Increased Stakeholder Involvement Through Community Conversations
  - School Leader Planning
  - Budgets Finalized
  - Updates to Policies and Processes Proposed

- **Sprint 4**
  - 08/01 - 08/14
  - Comprehensive Reopening Report
  - Plans Submitted to VDOE
  - Student Scheduling
  - Transportation Planning
  - Guidance for Students and Families

**CURRENT ACTIONS**
What are we accomplishing in this Sprint?

- We initiated **Cross Functional Planning Teams**, expanding the cohort of leaders and staff who are involved in discussion, analysis and decision making. Through this we reviewed essential questions and identified key decisions to be made.

- We will **evaluate scheduling** options that align to each of the models, highlighting implications, and considerations across financial, operational, staffing, safety, etc. This will prepare us to design **prototypes** for discussion with school leaders, community members, and Thought Partners.

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

Sprint 2
07/06 - 07/17

- Master Schedule + Instructional Models
- Initial Budget Analysis
- Prioritized Policies and Processes to be Addressed
- Draft Action Plans + Prototypes for Feedback
## Example: Student & Teacher Schedules

### In-Person Learning and Distance Learning

<table>
<thead>
<tr>
<th><strong>STUDENT SCHEDULES: 30% Capacity</strong></th>
<th><strong>TEACHER SCHEDULES: 30% Capacity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAILY</strong></td>
<td><strong>DAILY</strong></td>
</tr>
<tr>
<td>- Every student attends school one day a week in-person (except Monday).</td>
<td>- Teachers teach 25% of their students face-to-face on each of four days. They may or may not require or invite other students to join portions of the face-to-face lessons via videoconferencing</td>
</tr>
<tr>
<td>- When not in school, the student connects on-line to class for synchronous learning on the other days based upon their schedule.</td>
<td>- Teachers have planning time on a daily basis</td>
</tr>
<tr>
<td>- A school day is equal in length to pre-closure and the same start- and end-time as the pre-closure school day.</td>
<td></td>
</tr>
<tr>
<td><strong>WEEKLY</strong></td>
<td><strong>WEEKLY</strong></td>
</tr>
<tr>
<td>- Every student attends school one day a week and participates in distance learning the other four days</td>
<td>- Teachers engage in facilitating synchronous learning primarily on the one day on which they do not teach students face-to-face. They may also facilitate synchronous learning during the non-face-to-face time on other days or as part of the face-to-face instruction as referenced in 1.b.i.</td>
</tr>
<tr>
<td>- Mondays are virtual for everyone</td>
<td></td>
</tr>
</tbody>
</table>

### SYNCHRONOUS

- Every student will engage in both synchronous and asynchronous distance learning on the four week days in which they are not in school for in-person learning.
- On the days in which a student is not at school but other students are, the student will join the class for sixty to ninety minutes of synchronous distance learning.
- On the days in which no students are in school, students will engage in 30 minutes of synchronous distance learning as well as up to 45 minutes of additional small group synchronous distance learning.

### ASYNCHRONOUS

- Every student will engage in asynchronous distance learning on the four week days in which they are not in school for in-person learning.
- The daily expectations of time spent on asynchronous distance learning will be as follows: K-2: up to 1 hour; grades 3-5: up to 90 minutes; 6-8: 20 minutes per class; 9-12: 30 minutes per class;
- Provide playlists for students to work on when not physically attending school.
Transportation

SUMMARY:
Our community of parents, students, and our staff can expect to receive the highest level of transportation services in the future. Regardless of student schedules, facility changes, or health adaptations, we will continue to provide the highest level of service that our community deserves. We will put processes in place that meet current recommendations at the local, state, and national level to ensure both our staff and students are safe.

CRITERIA FOR SUCCESS:
- 100% of students requiring transportation are served

WHAT WE HEARD:
- Klein ISD student and staff safety is a priority
- Families are concerned about the safety and wellness on buses

GUIDELINES:
- Students will ride the bus at traditional capacity
- Students will be required to wear face coverings on the bus; extra face coverings will be available on the bus
- Encourage parent volunteers to monitor bus stops and promote physical distancing and usage of face coverings
- Routes will be adjusted as needed to accommodate for different scenarios

Campus Action Items:
1. Campus to ensure that buses/car drop off and pick up do not occur at the same time.
2. Campuses to outline location for drop off and pick up
3. Campus must ensure that departure from school includes an administration check point for all cars. Administrators will radio the teacher who will then dismiss the student to their car. No mass dismissal.
4. Campuses should encourage students to walk to school if they are able to safely do so.
5. Campus will provide procedures to ensure the implementation and supervision of all students during the bus arrival/dismissal process.

District Guidance
- For bus transportation, a mask/covering is required and can run full capacity
- Masks will be available on school buses for students who arrive without
- In Scenario 2, bus routes for ES and highest-need K12 SPED 4 days/week across ES+MS, Secondary 1 day/week - Promotes social distancing - 60-65% of students/building
- In all scenarios, if special transportation is provided, decisions about wearing a mask will be made on an individual

SUPPORTING SCHOOL DOCS
Note: Link your supporting documents below
- Bus schedule
- Bus diagrams
- Arrival/Departure Maps
- School signage
- Transportation Module
Scheduling Guidelines

Small Group Breakouts
ACPS Broad Reopening Models

Guiding Resources + Partners

National (CDC)


Division / Local Community (Thought Partners)

ACPS Reopening School Models

Model 1
Traditional

Model 2
Hybrid
Varied Percentages of Students in Schools

Model 3
100% Online (Distance Learning)

OUR FOCUS TODAY
## Schedule Design Considerations

- **Days attending?**
  - Number of days in person attending (e.g. 2 days a week in-person, 3 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
  - 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?

### Schedule Options

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

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[www.acps.k12.va.us](http://www.acps.k12.va.us)
Our Guiding Principles

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
For the Next 25 minutes—Scheduling Exploration

- **[10 min]** Explore the crosswalk document of all NoVA scheduling guidance. Keep in mind: Would these schedules meet our Guiding Principles? Where might they fall short?

- **[15 min]** Review the anchor schedules, beginning with your specific group. (eg. ES→ Hybrid Model). Schedules are in this slide deck.

- **[10 min]** Gather what these schedules sparked for you, what questions came up, and what we might consider adding to get to our Guiding Principles on this padlet.

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Time for breakouts! Groups of 4-5, randomly assigned.
Cross Functional Planning Team Time

...Time to head over to your CFPT Rooms...

(and welcome SCR team into yours)
LOOKING AHEAD TO WEDNESDAY

- Empathize with Staff + Families Using Survey Data + Feedback from Principals
- Build Division Guidance + School Actions
- Initiate 2-4 Schedule Prototypes
Check Outs

I am most excited about ______ [topic].

I want to think more about ______ [topic].

"Not everything that is faced can be changed, but nothing can be changed until it's faced." — James Baldwin