Enhanced Continuity of Learning Plan 4.0:
Reimagining Schools

School Board Meeting
Friday, July 10, 2020
1. What have our teams accomplished over the last two weeks?

2. How is the current work of the cross-functional teams building towards a clear reopening plan for our students, staff, and community?

3. In what ways are the voices and the needs of our stakeholders driving the designs of our reopening plans?

4. What future milestones should we expect as a division?
We continue to plan for a fall reopening that prioritizes the health and safety of our students, staff, and community.

We are intentionally designing our reopening plans with the guidance, input, and feedback of our students, staff, and community.

Our teams contain diverse perspectives. They provide expertise and insights into our existing operations and supports so that we can meet the new opportunities, challenges, and uncertainties that face us as we prepare for fall 2020.

- Benefits and Risks Associated with Each Reopening Model
- Calendar + Guiding Tools for Sprints 2 + 3
- Current Budget
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
Our Outputs (In Progress)

1. Address Essential Questions from VDOE
2. Determine Instructional Models and Design Action Plans
3. Create Materials for Staff, Students, and Community
4. Submit our Comprehensive Reopening Plan

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# 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><strong>Drs. Julie Crawford and Gerald R. Mann, Jr.</strong></td>
<td><strong>Dr. Stephen Wilkins and Sandra Hardeman</strong></td>
<td><strong>Drs. Alicia Hart and Marcia Jackson</strong></td>
<td><strong>Dominic Turner and Robert Easley</strong></td>
<td><strong>Julia Burgos and Kurt Huffman</strong></td>
</tr>
<tr>
<td>● Curriculum and Instruction - <strong>Dr. Gerald R. Mann, Jr. (co-chair)</strong></td>
<td>● Capital Improvement Program (CIP) - <em>Erika Gulick</em></td>
<td>● Personal Protective Equipment - <em>Mark Carlson</em></td>
<td>● Budget - <strong>Robert Easley (co-chair)</strong></td>
<td>● Communications - <strong>Helen Lloyd</strong></td>
</tr>
<tr>
<td>● Accountability - <strong>Clinton Page</strong></td>
<td>● Facilities - <em>John Finnigan</em></td>
<td>● School Nutrition - <em>Cynthia Hormel</em></td>
<td>● Payroll - <strong>Michael Covington</strong></td>
<td>● Family and Community Engagement (FACE) - <strong>Krishna Leyva</strong></td>
</tr>
<tr>
<td>● Professional Learning - <strong>Cory Kapelski</strong></td>
<td>● Human Resources - <em>Sandra Hardeman (co-chair)</em></td>
<td>● Security - <em>John Contreras</em></td>
<td>● Procurement - <strong>Dayanna McMullen</strong></td>
<td>● Family Outreach - <strong>Taneika Tukan</strong></td>
</tr>
<tr>
<td>● Student Support Services - <strong>Dr. Julie Crawford</strong></td>
<td></td>
<td>● Student Health - <em>Dr. Elaine Gerard</em></td>
<td></td>
<td>● Partnerships - <strong>Kurt Huffman (co-chair)</strong></td>
</tr>
<tr>
<td>● Technology - <strong>Dr. Elizabeth Hoover</strong></td>
<td></td>
<td>● Transportation - <em>Kifaya Hamad</em></td>
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</tr>
</tbody>
</table>

**Cross-Functional Planning Teams**
Established Team 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.
Accomplishments 06/22 - 07/03

• Initiated Cross-Functional Planning Teams, naming chairs and leads, setting norms, inviting teams, and preparing our Sprint 2 approach.

• Developed a community engagement Calendar to involve a wide variety of ACPS stakeholders in the planning efforts, starting with a staff and family survey.

• Analyzed facility capacity and introduced reopening models to orient teams to benefits and risks, opportunities, and considerations for the Fall.
A Sprint Approach Guides Our Planning

**CURRENT WORK**

**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

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Looking Now: Current Actions 07/06 - 07/17

- We initiated **Cross Functional Planning Teams**, expanding the cohort of leaders and staff who are involved in discussion, analysis and decision making.
- Our teams will review **Staff and Family Survey Data** to build a deeper understanding of needs and requirements for reopening models.
- We will **evaluate master schedules** options that align to each of the models, highlighting implications, and considerations across financial, operational, staffing, safety, etc.
- We will **prepare prototypes** for discussion with school leaders, community members, and Thought Partners.

**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
Over **100 ACPS staff, family, and community members** virtually collaborated on Monday and Wednesday to dig into our different reopening models, consider the latest guidance, and highlight key decisions to be made.

Facilitator’s Guide + Agenda  
*(See Video Here of How We Planned the Session)*

Sample Cross-Functional Planning Team (CFPT) Workbook
### Cross-Functional Planning Team

<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>Curriculum and Instruction</td>
</tr>
<tr>
<td>Drs. Julie Crawford and Gerald R. Mann, Jr.</td>
<td>Accountability <em>(Staff + Survey Designs)</em></td>
</tr>
<tr>
<td></td>
<td>Professional Learning</td>
</tr>
<tr>
<td></td>
<td>Student Support Services</td>
</tr>
<tr>
<td></td>
<td>Technology</td>
</tr>
</tbody>
</table>
Staff + Survey Designs

Overall Objectives of Our Surveys
1. Based on Current Information
   – **Families**: Preferred learning option
   – **Staff**: Likelihood return to work on-site
2. Most Important Factors Influencing Their Decision
3. Comfort Level with Certain COVID Safety Measures
4. Transportation Preference
5. Demographics for Analysis Include - Grade Level, School, Race/Ethnicity, Special Program, Staff Role

Key Information Communicated to Families
1. No Response to This Survey is Permanent; We Just Want Your Current Perspective to Assist in Our Planning
2. Seeking Two-Way Communication to Inform Planning Efforts for Reopening Schools
3. Two Reopening Models Being Considered Hybrid or 100% Virtual
4. Understand this is an Ever-Changing Global Pandemic and We Need to Stay Flexible
5. There will be Additional Feedback Loops
<table>
<thead>
<tr>
<th>Cross-Functional Planning Team</th>
<th>Core Area(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources, Capital Programs / Facilities, and Technology</td>
<td>Capital Improvement Programs (CIP) and Facilities <em>(Facility Capacity, School Social Distancing Assumptions and Seating Impacts of Social Distancing)</em></td>
</tr>
<tr>
<td>Dr. Stephen Wilkins and Sandra Hardeman</td>
<td>Human Resources <em>(Employees Residing in Neighboring Areas)</em></td>
</tr>
<tr>
<td></td>
<td>Technology</td>
</tr>
</tbody>
</table>
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

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).
# Employees Residing in Neighboring Areas

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

Total Number of Employees: 3033
<table>
<thead>
<tr>
<th>Cross-Functional Planning Team</th>
<th>Core Area(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Safety</td>
<td>Student Health</td>
</tr>
<tr>
<td>Drs. Alicia Hart and Marcia Jackson</td>
<td>Cleaning and Maintenance</td>
</tr>
<tr>
<td></td>
<td>Personal Protective Equipment</td>
</tr>
<tr>
<td></td>
<td>School Nutrition</td>
</tr>
<tr>
<td></td>
<td>Security</td>
</tr>
<tr>
<td></td>
<td><strong>Transportation</strong> <em>(Transportation Social Distancing Assumptions; Bus Social Distancing Examples; and Transportation Capacity Analysis)</em></td>
</tr>
</tbody>
</table>
# 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)
# Transportation Capacity Analysis

## 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>Totals</td>
<td>90</td>
<td></td>
<td>6500</td>
<td>1934</td>
<td>971</td>
</tr>
</tbody>
</table>

**Capacity Change**

-70.2%  
-85.1%

## 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>
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<td>5</td>
<td>325</td>
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<td>45</td>
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<tr>
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<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>Totals</td>
<td>123</td>
<td></td>
<td>9041</td>
<td>2726</td>
<td>1367</td>
</tr>
</tbody>
</table>

**Capacity Change**

-69.8%  
-84.9%
## Team Updates (4)

<table>
<thead>
<tr>
<th>Cross-Functional Planning Team</th>
<th>Core Area (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Management</td>
<td><strong>Budget - <em>The Coronavirus Act Relief and Economic Security (CARES Act)</em></strong></td>
</tr>
<tr>
<td>Dominic Turner and Robert Easley</td>
<td>Payroll</td>
</tr>
<tr>
<td></td>
<td>Procurement</td>
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<tr>
<td></td>
<td>Technology</td>
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</table>
• ACPS is anticipated to receive $3.7M in funding from the Coronavirus Act Relief and Economic Security (CARES) Act (VDOE Application Deadline August 1, 2020) with broad qualifying expenses.

• United States Department of Education (USED) issues Interim Final Rule in July 2020 (NOTE: If CARES Act funding is used to benefit all schools within the Division, the Division will calculate equitable services for private schools).

• Intent to participate sent to qualifying private schools (14 days to respond) and total enrollment used to determine equitable services.
## Team Updates (5)

<table>
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<tr>
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<tbody>
<tr>
<td><strong>School and Community Relations</strong></td>
<td><strong>Communications</strong> <em>(Family and Staff Are Shaping Our Plan; Our Community is Critical to Success; and Looking Ahead: Planning for Next Month)</em></td>
</tr>
<tr>
<td>Julia Burgos and Kurt Huffman</td>
<td><strong>Family and Community Engagement (FACE)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Partnerships</strong></td>
</tr>
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</table>
In addition to direct involvement on the Cross-Functional Planning Teams, our staff and community are providing input at every stage of our planning process to ensure that it is tailored to their needs.

<table>
<thead>
<tr>
<th>Week</th>
<th>Family Engagement</th>
<th>Staff Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>July 06 - July 10</strong></td>
<td>Preferred Learning Option Survey</td>
<td>Likelihood to Return to Work Survey</td>
</tr>
<tr>
<td><strong>July 20 - July 24</strong></td>
<td>Community Conversations about Reopening (open to all ACPS Community)</td>
<td></td>
</tr>
<tr>
<td><strong>July 27 - July 31</strong></td>
<td>Enrollment Forms</td>
<td>Returning Forms</td>
</tr>
<tr>
<td><strong>August</strong></td>
<td><em>Continued Support (TBD)</em></td>
<td><em>Continued Support (TBD)</em></td>
</tr>
</tbody>
</table>
Our Community Is Critical to Our Success

Thought Partners + Advisors
Provide Recommendations and Share Community Needs and Areas of Support

VA State Guidance
Develop Phased Approach to Reopening, as well as Health and Safety Guidelines

Cross Functional Planning Teams
Evaluate Models, Make Decisions, and Build Action Plans to Guide Preparations and Operations for Reopening in Support of ACPS Guiding Principles

- Social, Emotional, and Academic Learning
- Human and Capital Resources
- Health and Safety
- Financial Management
- School and Community Relations

Where We Are Now

Community Reopening Conversations
Students, Staff, Families, and Teachers Provide Feedback - Confidence, Clarity, Concerns, and Outstanding Questions

Project Team - Dr. Gregory C. Hutchings, Jr. and Dr. Terri H. Mozingo

School Board
Approve Plans and Build Awareness Across Constituents
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

**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 31 - Aug 10
Preparing Comprehensive Reopening Report; Thought Partners Engaged

Aug 14
Plan due to the State

Thought Partners Meeting
Looking Forward: Upcoming Deliverables

- **Updates** from Chairs
- **Deep Dives** into Survey Results
- **Designs** of Hybrid and Virtual Master Schedules
- **Plans** for Community Reopening Conversations
Questions and Discussion

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

Superintendent
Dr. Gregory C. Hutchings, Jr.

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Cindy Anderson, Chair
Veronica Nolan, Vice Chair

Meagan L. Alderton
Ramee A. Gentry
Jacinta Greene
Margaret Lorber

Michelle Rief
Christopher A. Suarez
Heather Thornton