Superintendent's Update

School Board Meeting

January 7, 2021
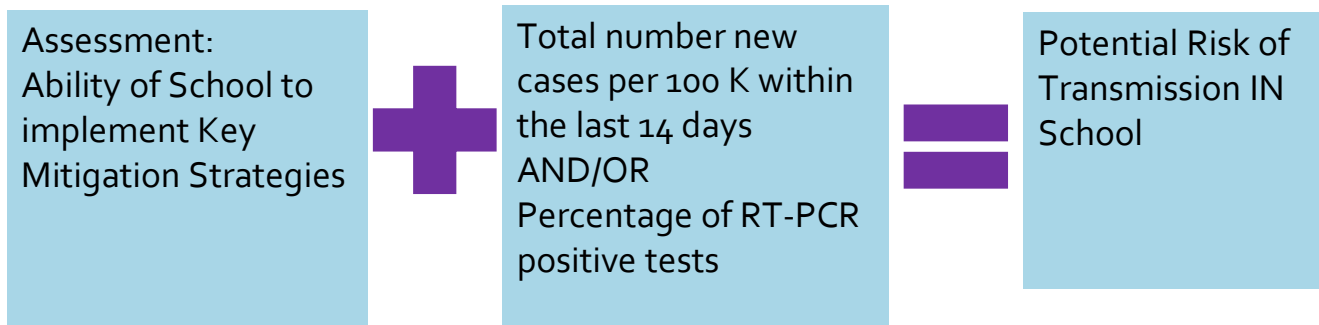

EVERY STUDENT SUCCEEDS

Due Dates for Phased Reentry

2 Weeks: *Confirm + Update Staff Availability*	Schedule Sent to Hybrid Families	1 Week: *Communicate Decision Matrix Info to Families*	Phased Reentry	Description of Student Groups
January 6	January 8	January 11	January 19	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, building capacity, community health metrics, and **decision matrix indicators**).
January 11	January 12	January 19 (Tuesday bec. 1/18 is a holiday)	January 26	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, building capacity, community health metrics, and **decision matrix indicators**). ● **Early Childhood Special Education** students who opt into in-person learning (contingent upon staffing, building capacity, community health metrics, and **decision matrix indicators**). ● **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, building capacity, community health metrics and **decision matrix indicators**). ● **English Learners in grades K-5** (contingent upon staffing, building capacity, community health metrics and **decision matrix indicators**)
January 19 (Tuesday bec. 1/18 is a holiday)	January 20	January 25	February 2	Expand to include: ● **Students with Disabilities in grades 6-12** who are enrolled in the Citywide Special Education program who opt into in-person learning (contingent upon staffing, building capacity, community health metrics, and **decision matrix indicators**). ● **Students with Disabilities in grades 6-12** who receive self-contained Language Arts and Math instruction who opt into in-person learning (contingent upon staffing, building capacity, community health metrics, and **decision matrix indicators**). ● **English Learners in grades 6-12** (contingent upon staffing, building capacity, community health metrics, and **decision matrix indicators**).
January 25	January 26	February 1	February 9	Expand to include **all remaining students in grades PreK-5** who opt into in-person learning (contingent upon staffing, building capacity, community health metrics, and **decision matrix indicators**).
February 1	February 2	February 8	February 16	Expand to include **all remaining students in grades PreK-12 including Adult Education** who opt into in-person learning (contingent upon staffing, building capacity, community health metrics, and **decision matrix indicators**).

Dynamic School Decision Making

- When deciding to open, close, or reopen schools, CDC recommends the use of 3 core indicators:
  - **Two** measures of community burden (number of new cases per 100,000 persons in the past 14 days; and percentage of RT-PCR tests that are positive during the last 14 days); **AND**
  - **One** self-assessed measure of school implementation of key mitigation strategies.
- The community indicators are a measure of the level of **community transmission**.
- While increasing community burden increases the risk of introduction of SARS-CoV-2 to a school, **the risk of transmission within the school is dependent on the implementation of the 5 key mitigation strategies within each school**.

| Assessment: Ability of School to implement Key Mitigation Strategies | **+** | Total number new cases per 100 K within the last 14 days AND/OR Percentage of RT-PCR positive tests | **=** | Potential Risk of Transmission IN School |

Decision Matrix Indicators

- ***VDH Interim Guidance for Mitigation Measures in K-12 School Settings*** (link is **here**)

- **Alexandria Department of Health and ACPS Collaboration**
  - Dynamic School Decision Making Guidance
  - Levels of Community Transmission
  - Levels of School Impact
  - Decision Matrix for Transitioning Between Methods of Instruction

Levels of Community Transmission

Criteria	Level of Community Transmission		
	Moderate Risk (or less)	**Higher Risk**	**Highest Risk**
Number of new infections per 100,000 population over prior 14 days	<50	50-200	>200
COVID-19 PCR test positivity as a 7-day average	< 5%	5 – 10%	>10%

Criteria	Level of School Impact		
	Low	Medium	High
Transmission within the school facility	Zero or sporadic cases with no evidence of transmission within the school setting	Single outbreak or sporadic outbreaks in school. Size of outbreaks remains small.	Several outbreaks in school within short time period; size of outbreaks is significant (e.g. multiple classrooms or grade levels impacted)
Staff capacity to conduct classes and school operations†	Normal	Strained	Critical

* A cluster is defined as 2 or more individuals confirmed with COVID-19 who are part of a related group of individuals (e.g., classroom) who had the potential to transmit infection to each other through close contact.

† This assessment should factor in a school's ability to maintain adequate staff for facility operations, transportation, teaching, and administrative functions.

Levels of School Impact

Staffing & capacity levels impact the division's ability to implement key health and safety mitigation measures.*

NORMAL	75-100%	Schools and/or Division is Operating at 75-100%
STRAINED	50-75%	Schools and/or Division is Operating at 50-75%
CRITICAL	Under 50%	Schools and/or Division is Operating Under 50%

*Impacted Areas: *Facilities; Health Services; Instructional Delivery; School Nutrition Services; Transportation*
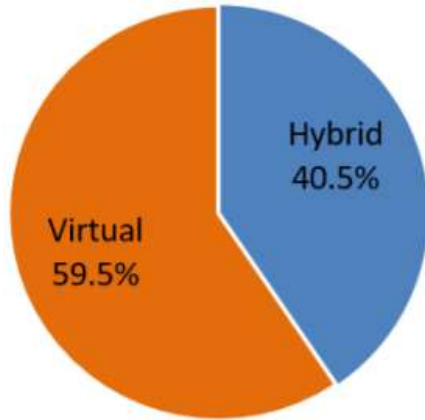
Decision Matrix for Transitioning Between Methods of Instruction

		Level of Community Transmission (considers new cases per 100,00 and positivity rate)		
		Moderate Risk (or less)	Higher Risk	Highest Risk
Levels of School Impact *Staffing + capacity has an impact on health + safety mitigation ability as well as the following:* • *Facilities* • *Health Services* • *Instructional Delivery* • *School Nutrition Services* • *Transportation*	Normal	Hybrid	Hybrid	Modified Hybrid
	Strained	Hybrid	Modified Hybrid	100% Virtual
	Critical	Modified Hybrid	100% Virtual	100% Virtual

Hybrid: Full Phased Reentry Plan
Modified Hybrid: Prioritizing Groups Using Phased Reentry Plan
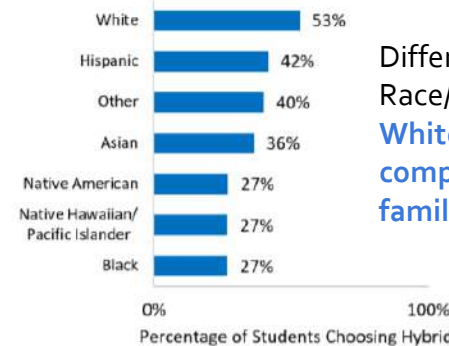100% Virtual: 100% of Students Receiving Instruction Virtually
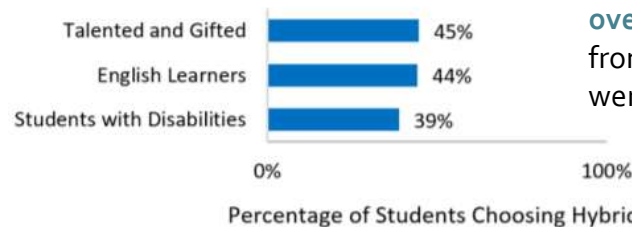
Family Choice Form Results (1)

Percentage of Students Choosing Hybrid by Race and Ethnicity

White	53%
Hispanic	42%
Other	40%
Asian	36%
Native American	27%
Native Hawaiian/ Pacific Islander	27%
Black	27%

0%   100%

Percentage of Students Choosing Hybrid

Differences were seen across Race/Ethnicity with a **high of 53% of White families opting for Hybrid compared to a low of 27% of Black families.**

Percentage of Students Choosing Hybrid by Special Program

Talented and Gifted	45%
English Learners	44%
Students with Disabilities	39%

0%   100%
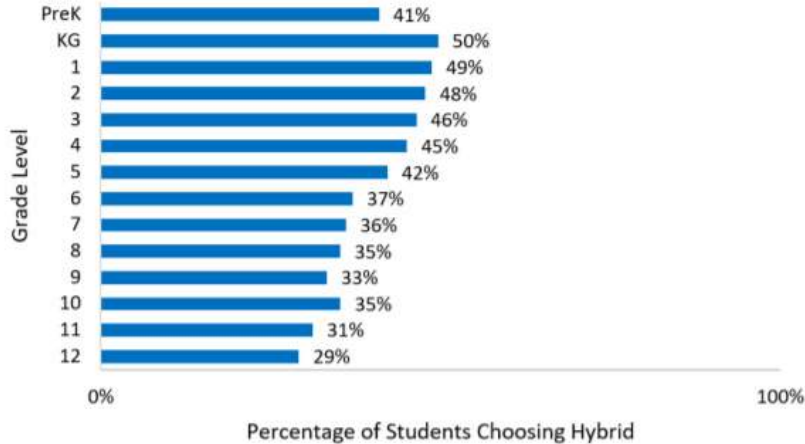
Percentage of Students Choosing Hybrid

No large differences by overall Special Program from overall division trends were noted.

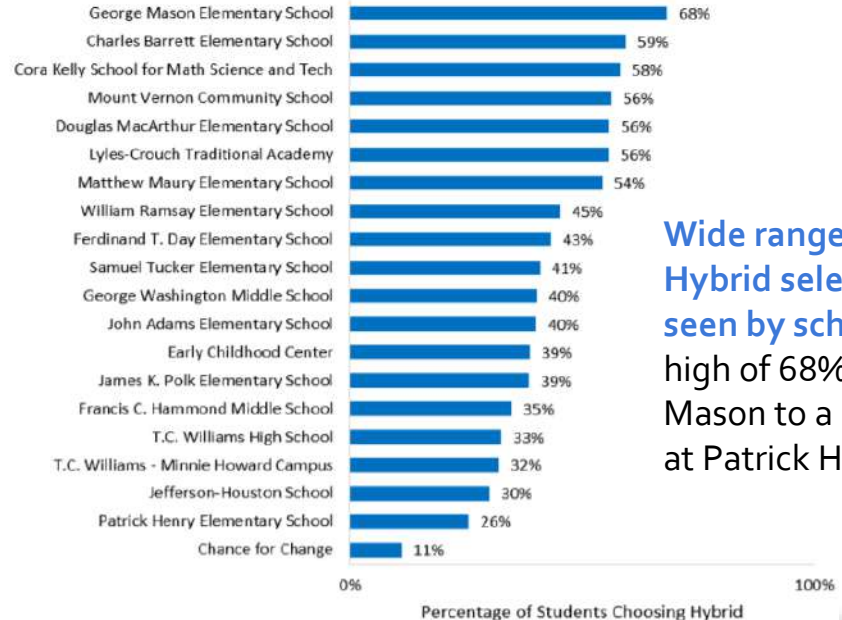**Overall 59.5% of families opted to remain Virtual.** This includes 17% of families that did not complete the form.

Family Choice Form Results (2)

Percentage of Students Choosing Hybrid by Grade Level

Grade Level	Percentage
PreK	41%
KG	50%
1	49%
2	48%
3	46%
4	45%
5	42%
6	37%
7	36%
8	35%
9	33%
10	35%
11	31%
12	29%

Percentage of Students Choosing Hybrid

Differences were noted across grade level with **higher rates of Hybrid selected for the youngest ACPS students.**

Percentage of Students Choosing Hybrid by School

School	Percentage
George Mason Elementary School	68%
Charles Barrett Elementary School	59%
Cora Kelly School for Math Science and Tech	58%
Mount Vernon Community School	56%
Douglas MacArthur Elementary School	56%
Lyles-Crouch Traditional Academy	56%
Matthew Maury Elementary School	54%
William Ramsay Elementary School	45%
Ferdinand T. Day Elementary School	43%
Samuel Tucker Elementary School	41%
George Washington Middle School	40%
John Adams Elementary School	40%
Early Childhood Center	39%
James K. Polk Elementary School	39%
Francis C. Hammond Middle School	35%
T.C. Williams High School	33%
T.C. Williams - Minnie Howard Campus	32%
Jefferson-Houston School	30%
Patrick Henry Elementary School	26%
Chance for Change	11%

Percentage of Students Choosing Hybrid

Wide ranges of Hybrid selection were seen by school with a high of 68% at George Mason to a low of 26% at Patrick Henry.

Superintendent's Update

School Board Meeting

January 7, 2021

Superintendent
Dr. Gregory C. Hutchings, Jr.

School Board
Cindy Anderson, *Chair*
Veronica Nolan, *Vice Chair*

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

Michelle Rief
Christopher Suarez
Heather Thornton

ACPS
Alexandria City Public Schools