



Alexandria City Public Schools

COVID-19 Update and Transition Protocol

January 6, 2022





Essential Questions

1. What is the **status of COVID-19** in Alexandria City and our schools?
2. How will **protocols be implemented** if we need to transition to virtual learning?
3. What are the **instructional expectations** in a virtual environment, both synchronous and asynchronous?
4. How will we **communicate** with families and staff?



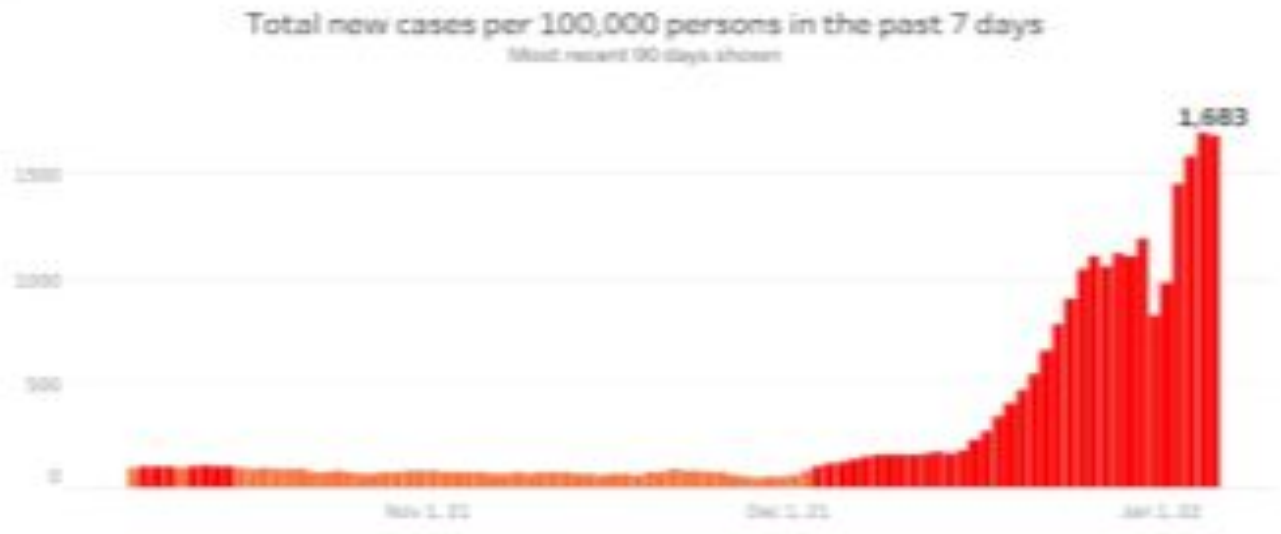


Alexandria COVID-19 Transmission

CDC Case Tracker



Data updated on January 5, 2022





Mitigating Measures

- **Universal masking** in all ACPS buildings and vehicles
 - KN95 masks have been ordered for staff and students
- **Weekly screening testing** at every school for students and staff
- **Daily testing** for unvaccinated athletes and reinstating mask wearing during practices and competition
- High percentage of **vaccinated staff and secondary students**
- **Ventilation measures** in all buildings (ex: HEPA purifiers)
- **Handwashing stations**
- **Vaccine availability**



CDC Update- January 4th

Isolation for Individuals with Positive Tests

Everyone, regardless of vaccination status:	Stay home for 5 days.
	If you have no symptoms or your symptoms are resolving after 5 days, you can leave your house.
	<i>If you have a fever, continue to stay home until your fever is gone for 24 hours without fever-reducing medication.</i>
	Continue to wear a well-fitting mask around others for 5 additional days. Those who cannot mask should isolate for 10 days.

**If an individual has access to a test and wants to test, the best approach is to use an antigen test towards the end of the 5-day isolation period. Collect the test sample only if you are fever-free for 24 hours without the use of fever-reducing medication and your other symptoms have improved (loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation).



CDC Update- Quarantine

Who should quarantine

If you come into close contact with someone with COVID-19, you **should quarantine** if you are in one of the following groups:

- You are ages 18 or older and completed the [primary series](#) of recommended vaccine, **but have not received a [recommended booster shot when eligible](#).**
- You received **the single-dose Johnson & Johnson vaccine** (completing the primary series) **over 2 months ago and have not received a [recommended booster shot](#).**
- You are **not vaccinated or have not completed a [primary vaccine series](#).**



CDC Update- Quarantine

Who does not need to quarantine

If you came into close contact with someone with COVID-19 and you are in one of the following groups, **you do not need to quarantine.**

- You are **ages 18 or older and have received all recommended vaccine doses, including boosters and additional primary shots** for some immunocompromised people.
- You are **ages 5-17 years and completed the primary series of COVID-19 vaccines.**
- You **had confirmed COVID-19 within the last 90 days** (you tested positive using a viral test).



CDC Update- January 4th

What to do for quarantine

- **Stay home and away from other people for at least 5 days** (day 0 through day 5) after your last contact with a person who has COVID-19. The date of your exposure is considered day 0. **Wear a well-fitting mask when around others at home, if possible.**
- For 10 days after your last close contact with someone with COVID-19, **watch for fever (100.4°F or greater), cough, shortness of breath, or other COVID-19 symptoms.**
- **If you develop symptoms, get tested immediately and isolate until you receive your test results.** If you test positive, follow isolation recommendations.



CDC Update- January 4th

What to do for quarantine

- **If you do not develop symptoms, [get tested](#) at least 5 days after you last had close contact with someone with COVID-19.**
 - If you test negative, you can leave your home, but continue to wear a [well-fitting mask](#) when around others at home and in public until 10 days after your last close contact with someone with COVID-19.
 - If you test positive, you should isolate for at least 5 days from the date of your positive test (if you do not have symptoms).
 - **If you are unable to get a test 5 days after last close contact with someone with COVID-19, you can leave your home after day 5 if you have been without [COVID-19 symptoms](#) throughout the 5-day period.** Wear a [well-fitting mask](#) for 10 days after your date of last close contact when around others at home and in public.
 - Avoid people who are [immunocompromised or at high risk for severe disease](#), and nursing homes and other high-risk settings, until after at least 10 days.



Booster Update

Based on the CDC recommendation from January 5th, AHD is implementing the following new changes from CDC:

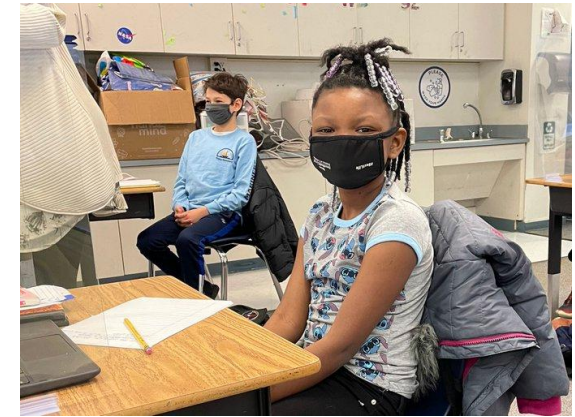
- Individuals ages **12** and over should get a Pfizer-BioNTech COVID-19 vaccine booster dose **five** months after finishing their first two doses. (previously boosters were 16 and over and interval of 6 months)
 - For those who received Moderna, boosters are still at 6 months.
 - For those who received J&J, boosters are still at 2 months.
- **5–11 year-old vaccine recipients who are moderately or severely immunocompromised are eligible to receive a third dose of the Pfizer-BioNTech vaccine 28 days after the second dose.**



Safety Updates

Based on the new CDC guidance the following are being **revised**:

- Daily Symptom Checker for staff and students
- ACPS Health & Safety Guidelines
- Close contact process



Masking

- ACPS is continuing to require masks while in any ACPS facility or vehicle. We have ordered KN95 masks for students and staff.



Safety Reminders

- Consider [getting vaccinated](#) or receiving a booster if eligible.
- Please report any positive test results to your school or use the Reporting COVID email, reportingcovid@acps.k12.va.us.
- Have a care plan in place if your student has to stay home for any reason on short notice.
- Make sure your student is bringing home their device, charger, and instructional materials daily.
- ***Please stay home when feeling unwell.***



Feasibility Decision Making Matrix: Facilities and Operations

Regularly Operate Here

Office	Green Zones		Yellow Zone	Red Zone
	<i>No/Minimal Impact</i>	<i>Moderate Impact</i>	<i>Substantial Impact</i>	<i>Transition</i>
Pupil Transportation and Fleet Management	0-4% of FTE drivers and/or monitors absent	5-9% of FTE drivers and/or monitors absent	10-14% of FTE drivers and/or monitors absent	15% or more of FTE drivers and/or monitors absent
School Nutrition Services	0-4% of FTE cafeteria staff absent	5-9% of FTE cafeteria staff absent	10-19% of FTE cafeteria staff absent	20% or more of FTE cafeteria staff absent
Maintenance and Custodial Services	0-4% of FTE custodial and/or building engineer staff absent	5-9% of FTE custodial and/or building engineer staff absent	10-14% of FTE custodial and/or building engineer staff absent	N/A

No/Minimal Impact: Staffing levels are such that divisional operations can occur with little disruption

Moderate Impact: Staffing levels are such that delays/disruption in divisional support operations are likely to occur

Substantial Impact: Staffing levels are such that significant delays/disruptions in divisional support operations will occur

Transition: Staffing levels are such that divisional support operations cannot successfully occur **OR** occur without extreme delays/disruption; would recommend divisional transition



Instructional Delivery

In-Person Instruction

- Provided when the school can operate with minimal staff absences, though it may require additional support to cover staff absences.
- Additional support may be provided by a school monitor, classroom or staff reassignment, or a substitute teacher.





Instructional Delivery

Asynchronous/Synchronous Virtual Instruction

- Can occur at a class, grade or school level
- Occurs when the school does not have enough staff or resources to provide in-person instruction to a specific grade, class, department, or school due to staff absences and will temporarily require asynchronous/synchronous instruction.
- Additionally, this transition could occur when insufficient staffing in operations impacts school operations.





PROTOCOL FOR TRANSITIONING TO VIRTUAL INSTRUCTION

ACPS' goal is to ensure the effective delivery of in-person learning to meet the needs of our students while also maintaining their safety, health, and well-being. This protocol was created in a collaborative effort with school and division leadership to explain when ACPS may need to consider a transition to virtual learning. Regardless of the instructional plan, all students should bring home their devices at the end of every school day.

Visit www.acps.k12.va.us/Page/3783 for updates.

Green Zone – School Provides In-person Instruction for All Students

- Minimal staff absences
- Additional support can cover any staff absences with a school monitor, substitute teacher, or classroom reassignment
- Operations at the school can provide a normal level of service



Yellow Zone – Consideration for Transition to Virtual Learning

- Schools with 10% of staff absent are in the yellow zone
- Daily discussions determine feasibility of in-person learning for all students
 - Superintendent, members of senior leadership team and school/department administrators analyze school staffing and operational abilities
 - The feasibility team discusses: current student and staff health metrics, projected absences, staff reassignments, staff coverage options available, and other factors or options
 - Specific staffing capacity considerations:
 - **Preschool and elementary schools:** Homerooms
 - **PreK-8 schools:** Each grade level and homerooms
 - **Secondary schools:** Various departments and/or grade levels
 - **All schools:** Operational staff impacting transportation, nutrition and custodial services
- Feasibility discussions are held daily, and changes will be communicated to staff and families

Red Zone – Transition to Virtual Learning

- After full analyses of our options within the yellow zone are exhausted as determined by the feasibility team, some classrooms, grade levels, departments, or whole schools may be transitioned to the red zone
- Families will be notified if a class, grade level, department, or the school is transitioning to virtual learning
 - **Day 1** of Virtual Learning: Asynchronous
 - **Day 2+** of Virtual Learning: Assessment of staffing capacity to determine if instruction can transition to either in-person or synchronous learning, or will remain asynchronous
- Details specific to virtual learning at each school level are available at www.acps.k12.va.us/Page/3783
- Families will receive updates on the continued or changing status of the class, grade level, department, or school



Feasibility Decision Making Matrix - Green Zone

Green Zone
School Provides In-Person Instruction for All Students

- Minimal staff absences
- Additional support can cover any staff absences with a school monitor, substitute teacher, or classroom reassignment
- Operations at the school can provide a normal level of service



Feasibility Decision Making Matrix - Yellow Zone

Yellow Zone

Assembles The Feasibility Team To Discuss The School Supports Needed

- Schools with **10% of staff absent** are in the yellow zone
- Daily discussions will determine feasibility of in-person learning for all students or the need to transition to virtual learning.
 - Superintendent, members of senior leadership team and school/department administrators analyze school staffing and operational abilities
 - The feasibility team discusses: current student and staff health metrics, projected absences, staff reassignments, staff coverage options available, and other factors or options
 - Specific staffing capacity considerations:
 - Preschool and elementary schools: Homerooms
 - PreK-8 schools: Each grade level and homerooms
 - Secondary schools: Various departments and/or grade-levels
 - All schools: Operational staff impacting transportation, nutrition and custodial services
- Feasibility discussions are held daily, and changes will be communicated to staff and families



Feasibility Decision Making Matrix - Red Zone

Red Zone Transition to Virtual Learning

- After full analyses of our options within the yellow zone are exhausted as determined by the feasibility team, some classrooms, grade levels, departments, or whole schools may be transitioned to the red zone
- Staff and Families will be notified if a class, grade level, department, or the school is transitioning to virtual learning
 - Day 1 of Virtual Learning: Asynchronous
 - Day 2+ of Virtual Learning: Assessment of staffing capacity to determine if instruction can transition to either in-person or synchronous learning, or will remain asynchronous
- Families will receive updates on the continued or changing status of the class, grade level, department, or school



Instructional Expectations-Elementary

ELEMENTARY-Asynchronous Virtual Instruction

- Focus on time on task with the curriculum-based apps and computer-adaptive programs.
- No delivery of new content on these days.
- Asynchronous virtual day by hosting office hours ranging from 30 to 60 minutes.
- Approximate time expectations for students in asynchronous learning in grades Pre-K-2 is up to two hours and up to four hours in grades 3 - 5.



ELEMENTARY-Synchronous Virtual Instruction

- Students will participate in synchronous instruction in core content for 2-3 hours in Pre-K-2 and 4-5 hours in grades 3-5. The Synchronous school day is 8:00-2:30.
- Content will include literacy, math, science & social studies, Encore and SEAL.
 - The remaining time will include independent work on projects, assignments, choice activities and content-specific apps.
 - Virtual office hours will be established by the teacher as needed.
 - Students will need to be present for classroom whole group lessons as well as any small group instruction offered by the school staff.



Instructional Expectations-PreK-8 Schools

PreK-8-Asynchronous Virtual Instruction

PreK-5

- Focus on time on task with the curriculum-based apps and computer-adaptive programs.
- No delivery of new content on these days.
- Asynchronous virtual day by hosting office hours ranging from 30 to 60 minutes.
- Approximate time expectations for students in asynchronous learning in grades PK - 2 is up to two hours and up to four hours in grades 3 - 5.

Grades 6-8

- Asynchronous learning at the secondary level requires that students log into Canvas.
- Students in grades 6-8 have 24-hour access to free tutoring through Tutor.com.
- On asynchronous learning days, office hours with each teacher will be held ranging from 20-25 minutes

PreK-8-Synchronous Virtual Instruction

PreK-5

- Students will participate in synchronous instruction in core content for 2-3 hours in Pre-K – 2 and 4-5 hours in grades 3-5.
- Content will include literacy, math, science & social studies, Encore and SEAL. The synchronous school day is 8:00-2:30.
- Teacher virtual office hours will be established by the teacher as needed.
- Students will need to be present for classroom whole group lessons and small group instruction.

Grades 6-8

- The instructional model during the instructional block will consist of 25 minutes of synchronous whole group instruction with each teacher.
- After whole group instruction, students transition into 20 minute asynchronous independent work.
- Each school will follow their daily bell schedule.



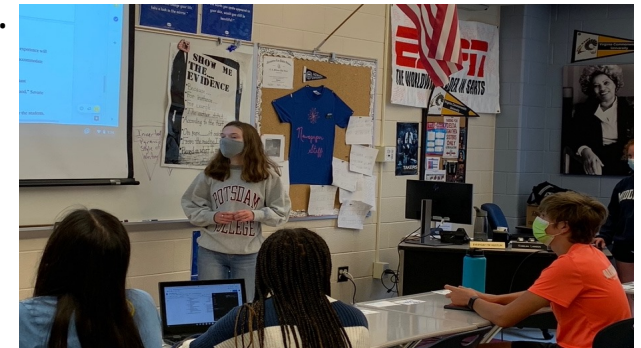
Instructional Expectations-Secondary

SECONDARY-Asynchronous Virtual Instruction

- Asynchronous learning at the secondary level requires that students log into Clever/Canvas.
- No new content will be taught on these days.
- On asynchronous learning days, students will work on assignments posted by teachers they would have met that day (4 per day).
- Office hours will be held for each block, ranging from 20-45 minutes.
- Students in grades 6-12 have 24-hour access to free tutoring through Tutor.com.

SECONDARY-Synchronous Virtual Instruction

- Each school will follow their daily bell schedule, which includes 4 block per day.
- The lunch time will remain the same.
- The instructional model during the instructional block will consist of 45 minutes of synchronous whole group instruction with each teacher.
- After whole group instruction, students transition to asynchronous independent work for the remainder of the learning block.





Communicating with Families and Staff

- School-based transitions will be shared with families by electronic letter sent by individual schools regarding:
 - Asynchronous instruction
 - Synchronous instruction
 - Return to In-person learning
 - **Schedule details by level will be communicated in electronic letters and on the ACPS Website**
 - **Updates will be added to individual school webpages and teachers' Canvas & Clever pages**
- Division-wide transitions will be communicated by the Central Office
- The division will communicate regularly with staff on transitions and changes in the operational status





Alexandria City Public Schools

Questions?

Dr. Terri H. Mazingo, Chief of Teaching, Learning, and Leadership
 Dr. Julie Crawford, Chief of Student Services and Equity
 Dr. Alicia Hart, Acting Chief of Facilities and Operations
 Dr. Wendy Gonzalez, Executive Director of School Leadership
 Mr. Peter Balas, Executive Principal, Alexandria City High School
 Dr. Ingrid Bynum, Principal, Patrick Henry K-8 School
 Ms. Pierrette Finney, Principal, Francis C. Hammond Middle School
 Mr. Rene Paschal, Principal, Samuel W. Tucker Elementary School
 Mr. Michael Routhouska, Principal, William Ramsay Elementary School



Superintendent

Dr. Gregory C. Hutchings, Jr.

School Board

Meagan L. Alderton, Chair
Jacinta Greene, Vice Chair

Willie F. Bailey, Sr.
Kelly Carmichael Booz
Abdel-Rahman Elnoubi

W. Christopher Harris
Tammy Ignacio

Michelle Rief
Ashley Simpson Baird