# Return to School Planning Update:
## *Scheduling Considerations & Scenarios*

July 9, 2020 School Board Meeting

Albemarle County
Public Schools

# Return to School Planning Timeline To-Date

| | |
|---|---|
| **June 18**<br>Special Board Meeting | ● Presented Return to School Planning Guide Draft<br>● Share results of Calendar Survey |
| **June 19**<br>Board Retreat | ● Unpack Return to School Planning Guide |
| **June 26**<br>Special Board Meeting | ● Final decision on start date: September 8 |
| **June 26** | ● Return to School Planning Guide Finalized<br>● Initial survey sent to families about plans for next year |
| **July 9**<br>Regular Board Meeting | ● Present Schedule Scenarios for Next Year (Phase 3) |

# Phase Guidance for Virginia Schools

[Governor's Guidance (Updated July 1](#))

**In-person instruction by phase:**

| Phase 1 | Phase 2 | Phase 3 (current phase) |
|---|---|---|
| Instruction is delivered virtually. | <ul><li>Grades: PreK-3</li><li>Special Education Services</li><li>English Learners</li><li>Homeless*</li><li>Students lacking internet access*</li></ul> | All students |

*Not explicitly stated in current guidance, ACPS would request waiver to serve these student populations.*

# Planning Guidance & Resources

❖ [CDC Guidance for Schools](#)

❖ [VDOE Recover, Redesign, Restart Planning Document](#)

❖ [American Academy of Pediatrics COVID-19 Planning Considerations for Schools](#)

❖ [ACPS Return to School Planning Guide](#)

# Why a new schedule?

- Public health guidelines will require us to limit the number of occupants on buses and classrooms to ensure adequate physical distance between individuals.

- A combination of in-person and virtual instruction will be required to ensure students and staff are in safe environments and maintain adequate physical distance.



STOP THE SPREAD OF GERMS
Help prevent the spread of respiratory diseases like COVID-19.

Stay at least 6 feet (about 2 arms' length) from other people.

6 ft

CDC

cdc.gov/coronavirus

# Guiding Principles for Creating a New Schedule

**From the Return to School Planning Guide: <span style="color:purple">We will ...</span>**

- Develop scheduling options that consider research from EAB, a best practice business serving the education industry.
- Consider flexible scheduling options that enable the greatest degree of student success in a hybrid learning environment.
- Develop a plan that offers a virtual learning option for students who may not yet feel comfortable returning to school.
- Prioritize in-person learning for our youngest learners, English language learners, and students with disabilities.
- Ensure planning efforts prioritize equity.
- Make every effort to place children in the same family on the same daily schedule.
- Collaborate with Transportation Services to ensure we can meet the transportation needs of every plan we propose.
- Devise plans that accommodate appropriate physical space for social distancing.

# Facility Considerations

- Students will be seated 6 feet apart in learning spaces.

- Secondary school facilities do not have the physical space to accomodate 100% of students in the building at one time and adequately physically distance. Schedule options assume a maximum of 50% of the population in-person at one time.

- The schedule options would have 100% of elementary students in person at one time.

  - This will require use of art rooms, media centers, cafeterias, etc. as classrooms.

  - Some schools do not have adequate space to accommodate all students. Secondary school facilities will be needed to accommodate a portion of the elementary student population.

# Transportation Considerations

- 726 square miles

- 646 bus routes in the 2019-20 school year

- 2020/21 school year:
  Only 24 students/bus on average
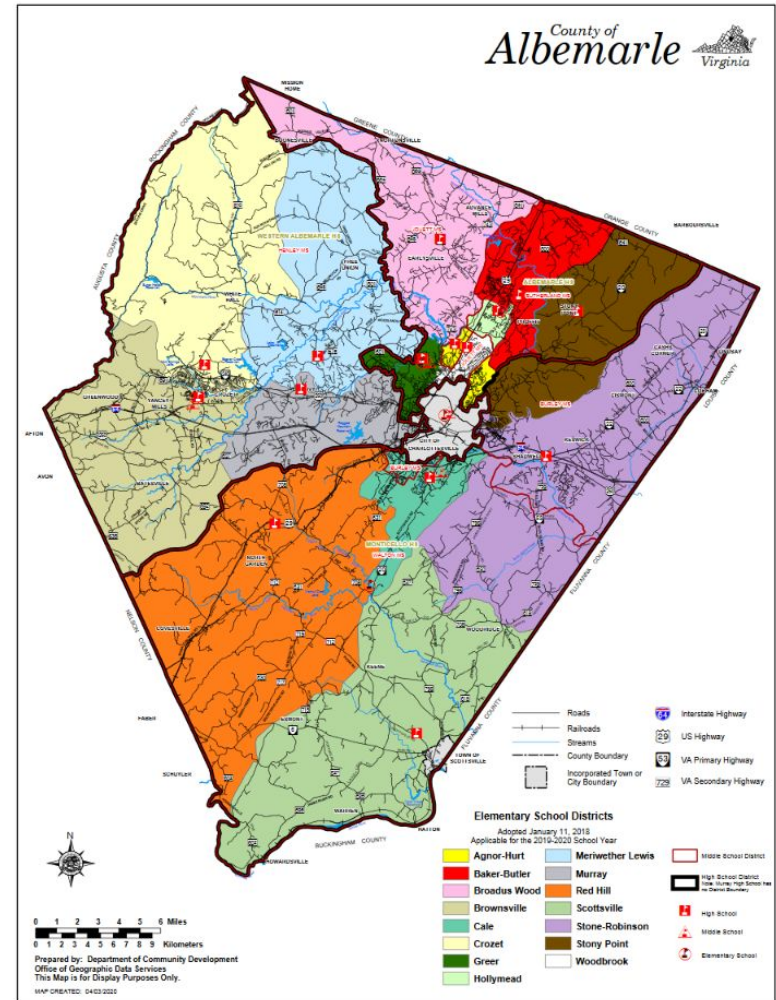
# Typical Bus Driver Hours



- Two Blocks:

  - AM: 5:30 – 9:30
  - PM: 1:30 – 5:30

- Average 6.5/7 hours per day, with a break in the middle

- Most drive an elementary school run, then a secondary school run

- Current Bell Schedule:

  - Elementary: 7:45 – 2:30
  - Secondary: 9:00 – 4:00

# Elementary Schedule

When all students attend the same day and no reduction in ridership

| School | Trips Needed | Time Between Trips | AM First Trip Arrival | AM Second Trip Arrival | PM First Trip Departure | PM Last Trip Departure |
|---|---|---|---|---|---|---|
| Broadus Wood<br>Meriwether Lewis<br>Murray<br>Red Hill<br>Scottsville<br>Stone Robinson | 1 | | 7:30 | | 2:15 | |
| Hollymead<br>Agnor-Hurt<br>Greer<br>Mountain View<br>Woodbook | 2 | 1 hour | 7:30 | 8:30 | 2:15 | 3:15 |
| Baker-Butler<br>Brownsville<br>Crozet<br>Stony Point | 2 | 2 hours | 7:30 | 9:30 | 2:15 | 4:15 |

Prevents the possibility of full secondary routes

*Times are subject to change.  Ridership data is based on 19/20 school year.*

# Elementary Schedule

## When all students attend the same day and no reduction in ridership

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What if these busses served secondary schools?

If less rode the bus, could any of these second trips be eliminated?

*Times are subject to change.  Ridership data is based on 19/20 school year.*

# Scheduling Scenarios Overview

❖ Three scenarios have been created, each with increasing in-person instruction time.  The feasibility of each is based on available capacity on busses and buildings.

❖ Scenarios illustrate when a student will receive in-person instruction.  All remaining days will be virtual instruction.

❖ Students will attend school in groups that will be arranged alphabetically to better accommodate family schedules.

# Scenario A - <u>Limited</u> Reduction in Ridership

5 week rotation, Elementary and Secondary students do not attend on same day

|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
|---|---|---|---|---|---|
| **Week 1** | Secondary Group 1 (50% of students) | Secondary Group 2 (50% of students) | Secondary Group 1 (50% of students) | Secondary Group 2 (50% of students) | Teacher Planning |
| **Week 2** | All Elementary + *Select Secondary Groups* | | | | Secondary Group 1 (50% of students) |
| **Week 3** | All Elementary + *Select Secondary Groups* | | | | Secondary Group 2 (50% of students) |
| **Week 4** | All Elementary + *Select Secondary Groups* | | | | Secondary Group 1 (50% of students) |
| **Week 5** | All Elementary + *Select Secondary Groups* | | | | Secondary Group 2 (50% of students) |

# Scenario A - Secondary Student Example

5 week rotation, Elementary and Secondary students do not attend on same day

|  | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Week 1** | Secondary Group 1 (50% of students) | Secondary Group 2 (50% of students) | Secondary Group 1 (50% of students) | Secondary Group 2 (50% of students) | Teacher Planning Day |
| **Week 2** | All Elementary + *Select Secondary Groups* | | | | Secondary Group 1 (50% of students) |
| **Week 3** | All Elementary + *Select Secondary Groups* | | | | Secondary Group 2 (50% of students) |
| **Week 4** | All Elementary + *Select Secondary Groups* | | | | Secondary Group 1 (50% of students) |
| **Week 5** | All Elementary + *Select Secondary Groups* | | | | Secondary Group 2 (50% of students) |

# Scenario A -Elementary Example

5 week rotation, Elementary and Secondary students do not attend on same day

|  | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Week 1** | Delayed Start (Week 1) / Virtual (Weeks 6, 11, 16…) | | | | |
| **Week 2** | In Person | | | | At Home |
| **Week 3** | In Person | | | | At Home |
| **Week 4** | In Person | | | | At Home |
| **Week 5** | In Person | | | | At Home |

# Scenario B - <u>Moderate</u> Reduction in Ridership

4 days/week (E) + 1 day/week (S)

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Elementary** 1-2 trips, 100%/day | All | All | All | All | ⭐ |
| **Secondary** 1 trip, 25%/day | Group 1 | Group 2 | Group 3 | Group 4 | ⭐ |

*On Fridays students will work from home, so that teachers can plan, meet in their Professional Learning Community, attend faculty meetings, hold office hours, meet with students and communicate with families.*

# Scenario C - Reduction in Ridership + Adequate Space*

4 days/week (E) + 2 days/week (S)

|  | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Elementary** 1 trip, 100%/day | All | All | All | All | ⭐ |
| **Secondary** 1 trip, 50%/day | Group 1 | Group 2 | Group 1 | Group 2 | ⭐ |

*On Fridays students will work from home, so that teachers can plan, meet in their Professional Learning Community, attend faculty meetings, hold office hours, meet with students and communicate with families.*

*\* Further analysis needed to ensure 50% of secondary students can be accommodated when there are elementary students in the same building.*

# How will we decide?

- What if fewer elementary students rode the bus?

  - Elementary schools could be reduced to one trip

  - More secondary students could attend per day (as much as 50%/day, 2 days/week)

- We will continue to work with schools to identify space layout and configurations.

# Learning & Transportations Preferences Survey

7,556 responses

1,060 respondents selected the virtual learning option
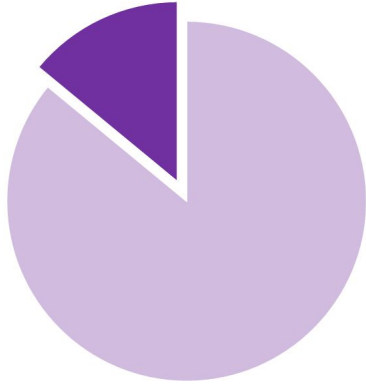


❖ 2,093 less respondents will ride the bus as compared to last year.

❖ We had ~ 8,000 total riders last year, so that would be a 25% reduction in ridership

# Scenario Summaries

| **Scenario A**<br>*Limited Reduction in Ridership* | **Scenario B**<br>*Moderate Reduction in Ridership* | **Scenario C**<br>*Reduction in Ridership + Adequate Space* |
|---|---|---|
| 5 week Rotation | Elementary:<br>4 days/week<br><br>Secondary:<br>1 day/week | Elementary:<br>4 days/week<br><br>Secondary:<br>2 days/week |

Based on preliminary survey data, these scenarios would be feasible for transportation.

# Elementary School Experience

In Person:

- ❏ Four days per week
- ❏ Each school develops their schedules and staff/facilities configurations

Virtual Option:

- ❏ Assigned virtual teacher
- ❏ Daily and weekly schedule determined (with *synchronous learning)

*Synchronous learning is learning that happens at the same time for the instructor and the learners, meaning that there's real-time interactions between them.

# Middle/High School Experience

All Students (In-person and virtual)

- ❏ 4 classes per semester
- ❏ *Synchronous Learning with an identified bell schedule

In-Person:  Alternating days in building

Virtual Option:  Assigned virtual teacher or "in building" teacher

*Synchronous learning is learning that happens at the same time for the instructor and the learners, meaning that there's real-time interactions between them.

# Return to School Planning: Next Steps

| | |
|---|---|
| **July 10th** | <ul><li>Communicate to staff & families recapping tonight's presentation</li><li>Staff Survey</li></ul> |
| **Beginning July 20th** | <ul><li>Distribute Intent Forms to families requesting commitment to type of learning and transportation</li></ul> |
| **July 30th**<br>Special Board Meeting | <ul><li>Finalize Return to School Operational Plans</li></ul> |
| **Additional Items** | <ul><li>Parent Guide</li><li>Teacher Guide</li><li>Health Plan & Instructional Plan</li><li>School Board Policy on Face Coverings</li></ul> |

# Return to School Planning Update:
*Additional Details and Information*

# Focusing on a Healthy Staff

Responses to common questions:

- All staff and students will be required to wear masks.
- Staff will have contact with limited number of students and adults.
- Staff who have concerns about returning to work should talk with their supervisor. If necessary, they should contact Human Resources about the <u>range of leave options</u> available to them.
  - Requests for accommodations for staff to teach virtually will be considered based on underlying health conditions and need for virtual teachers.
- Administrative leave will be provided if quarantine is necessary due to exposure to COVID-19.

# Focusing on a Healthy Staff

What's next -

- Communicating to staff
  - Video message from Dr. Haas
  - Survey regarding return to school feedback
  - Development of a teacher focus group for feedback around concerns.
  - Check the Division Compass and ACPS Website for updates
- Contacting Human Resources
  - Leave options and requests
  - Accommodation requests
    - Decisions regarding accommodations will be finalized after August 1.
- Exploring Childcare Options for Staff
  - For pre-service weeks and on Fridays throughout the year.

# Mitigation Strategies on Buses

- Limit capacity by allowing only one rider/seat (exception: siblings)

- Load back to front, unload front to back

- Require face coverings

- Promote health screenings prior to boarding

- Utilize hand sanitizer when boarding

- Increase ventilation utilizing windows and roof hatches

- Disinfect seats and handrails between trips

- Increase parent communication & partnership

# Mitigation Strategies in Buildings

- Require cloth face coverings for students and staff during arrival/dismissal, in hallways, and when not 6 feet apart in classroom or other times.

- Promote physical distance & limit interaction between building occupants
  - Stagger arrival, dismissal, and class changes
  - Develop and designate traffic patterns in hallways
  - Space classroom seating 6 feet apart (purchase additional desks to implement)
  - Students will eat lunch in classrooms
  - Prohibit non-essential visitors in the building

- Place signage at entrances, in hallways and bathrooms to promote social distancing, handwashing, and other health measures.

# Mitigation Strategies in Buildings (cont.)

- Promote frequent handwashing
  - Ensure adequate supplies in classrooms and bathrooms
  - All classrooms will have hand sanitizer dispensers
  - Require students and staff to wash hands or utilize hand sanitizer upon entry of classroom and frequently during the day

- Increase cleaning and disinfection
  - All schools have disinfectant misters to allow efficient disinfection of spaces
  - All classrooms will be supplied with spray bottles and wipes or pre-moistened wipes
  - We are procuring equipment for on-site generation of disinfectant
    - Disinfectant product on EPA's N-List
    - Onsite generation alleviates supply chain concerns
    - Products are Green Seal Certified

# Mitigation Strategies in Buildings (cont.)

- Increase ventilation
  - HEPA filtration units have been installed in all clinics
  - Building automation system will be programmed to increase outside air to the extent possible
  - Upgrading HVAC filter MERV ratings where possible
  - Investigating HEPA filtration units for classrooms

# Operation Planning Work Underway

❖ Transportation Routing

❖ Planning for meals in classrooms

❖ Space and furniture inventory

❖ Working with consultant to finalize ventilation plan

❖ Developing signage package including floor markings

❖ Installing plexiglass shields at reception desks

❖ Installing additional sensor-activated bottle fillers

❖ Procurement of supplies & furniture

# Health Services Planning Underway

❖ Designated dedicated School Health Coordinator

❖ Developing protocols/processes for:

➢ Staff and student health screenings
➢ Clinic layouts to designate waiting, well, sick and isolation areas.
➢ Daily clinic management
➢ Management of illness at school
➢ Return to school criteria after illness
➢ Communication

❖ Coordination with the Thomas Jefferson Health District (TJHD)

➢ Review health plans
➢ Create a detailed response plan to a positive case.

❖ Partnering with a representative of the American Academy of Pediatrics (AAP) to review plans

# Healthy Learning

❖ Guidance for:

➢ Curriculum delivery (hybrid and virtual)

➢ Best Practices for Hybrid Learning

➢ Best Practices for Student Feedback

➢ Best Practices for Communicating with Families

❖ Professional Development in June, July and August

[Return to School Webpage](#)