

Stage Four Questions from the Board

How many students would lose intervention services in Stage Four?

- **How many students who have received Tier 3 intervention support will receive Tier 2 or lower in the planned Stage 4?** 0 Principals prioritized Tier 3.
- **How many students who received Tier 2 support will receive Tier 1 or lower?** 0 See below (at this point)

Intervention services are accomplished through multiple ways. In ACPS, intervention services are delivered through a tiered system. Students are identified through their Professional Learning Community (PLC) and a School Based Intervention Team for services. Tier 1 is a reference to the instruction (type and duration) that all students receive. Students who are not being successful in meeting grade level benchmarks are identified for Tier 2 intervention. Tier 2 intervention may happen in a variety of supplemental ways: 1) a student has additional time or different instruction with the general education teacher (student works with the teacher for additional time during the day or afterschool) OR 2) a student works with an interventionist to supplement their learning (additional time or program) during the day or afterschool; OR 3) a student works in an assigned program progress monitored by the general education teacher or by an interventionists. Tier 3 intervention is determined when the strategy for Tier 2 intervention is not being successful.

For Stage Four,

- 7 schools have determined that there will be no loss of intervention services - will continue as is; and
- 8 schools have identified that students will receive extra time and support from a general education teacher (including an interventionist who is serving as a general education teacher) in a smaller class size arrangement instead of with their current interventionist (approximately 212 students). In addition to the small class size, these students will receive direct service from another teacher.

Will instructional hours in PreK-3 be different for hybrid and virtual students?

- The school day for both hybrid and virtual students is 6.5 hours. The school day for hybrid students is 7:55am-2:30 pm. Below is an example of what a virtual school day could look like:

Elementary Virtual Example - AM Zoom with Teacher

Time	Monday	Tuesday	Wednesday	Thursday	Friday
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8:00 - 11:00	RC (10) ELA (80) Math (50) Social Studies(30) Science Recess(10) (no order intended)	RC ELA Math Social Studies Science Recess	RC ELA Math Social Studies Science Recess	RC ELA Math Social Studies Science Recess	SEESAW Independent Skill Time: ST Math Math Reading PBL Recess
11:00 - 11:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:30 - 2:30	Recess (10) Independent Skill Time: ST Math (40) Math (10) Reading (60) Choice Board: (60) Music PE *intervention support may occur during am or pm times	RECESS Independent Skill Time: ST Math Reading Choice Board: (75) Art PE	RECESS Independent Skill Time: ST Math Reading Choice Board: (30) PE	RECESS Independent Skill Time: ST Math Reading Choice Board: (60) Music PE	Choice Board: (60) PE or Music or Art

How will meal service be impacted for students remaining virtual?

- Currently Albemarle County Public Schools (ACPS) offers three options for families to access school meals:
 1. We provide meals **on site** to students when they are learning in our buildings. (4 days/week).
 2. We operate a **School Bus Meal Delivery Program** that provides school meals to students along bus routes. (5 days/week)
 3. We offer a **School Meal Pickup Program** whereby families may arrive at any of our seven service sites during designated midday pickup times to pick up meals. (5 days/week)
- The only change in Stage 4, is that the School Bus Meal Delivery Program would only operate on Fridays. The Pick-up program will continue to operate 5 days/week.
- For the duration of the 2020-21 school year, school meals will be provided **free of charge, regardless of income level**, each scheduled school day according to the [2020-21 School Year Calendar](#).

What does teaching both hybrid and virtual at the same time look like?

- At the Board meeting on December 10, 2020, staff [shared a video](#) and [sample class schedules](#) showing what a hybrid/virtual experience might look like.

What types of classes/proportion of virtual students will be learning in that setting?

- In secondary schools, many classes will be conducted in this way, exceptions are occurring in English, Math and Social Studies. However, no hybrid student will have more than one class taught fully virtually during their in-person school day.

I suspect that cohorting (friends groups) is easier to do in elementary schools, but is it anticipated to be the case in middle and high schools in Stage 4?

- Students being with their friends is important to them. Class placement (or assignment of an A or B day) can be discussed with the school counselor or the principal of the student's school.

Have any decisions been made on lengthening the school year yet?

- We are not planning on extending the school year for all students, but are working on comprehensive, free-of-charge summer offerings that will be available to any student who wants to participate and identified students receiving an invitation.

What is the schedule for Bright Stars when we enter stage 4?

- All preschools, with the exception of one of our sites, will be 4 days per week.
- We are still working to find solutions to get the children at this site in more than 2 days per week.

How will lunch occur in secondary schools?

- Students will be eating in classrooms. Lunch will be brought to students so that they do not need to go to the cafeteria.

What is the breakdown of the number of teachers who are waiting for an appointment? Can we accommodate those who have not secured an appointment? (in person in Stage Three, in person in Stage Four, remaining virtual, etc.)

We continue to gather vaccine-related information from our employees. At this time, the breakdown of vaccine related information is as follows. This data is self-reported by our employees. In the cases where data does not seem to add up correctly employees may or may not have received the first dose of the vaccine, and may or may not be scheduled for a vaccine through the Blue Ridge Health District.

All Regular Full- and Part-Time Employees

	Total	Want Vaccine	Do Not Want Vaccine	Undecided	Received 1st Dose	Received 2nd Dose	1st Dose Scheduled	Unable to schedule
Total Employees	2621	2046	233	118	974	6	798	489
Teachers	1368	1195	46	50	473	3	633	160
Classified Staff	1243	851	186	68	508	3	166	318

Full- and Part- Time Regular Employees working in a school or on a bus during stages 3 and 4

	Total	Want Vaccine	Do Not Want Vaccine	Undecided	Received 1st Dose	Received 2nd Dose	1st Dose Scheduled	Unable to schedule
Teachers	1045	912	31	32	415	2	444	51
Classified Staff	967	678	161	53	448	3	83	123

Most appointments continue to be provided by BRHD. When we have a clinic or are allotted a specific number of vaccines we provide BRHD a list of employees to match the available number of doses. When this occurs, the employees we prioritize at this time are those in this chart who have not yet been able to schedule their first dose of the vaccine.

At this time, the appointments through the Blue Ridge Health District are being made through the end of February.

Teachers who have not been able to be scheduled for a first vaccine appointment cross all of our schools. At this point, all in person stage 3 and 4 teachers in 6 schools have or are scheduled for their first vaccine. The remaining schools have a range from 1 to 14 teachers still in need of first appointments.

If we are unable to get all teachers/support staff appointments prior to the start of Stage 4 we will work with them and their principal or supervisor to determine if any accommodation is needed for them.

How many students use the school meal delivery program?

- Approximately 3,000 students each week receive meals from this program.

What will the staff childcare program and EDEP look like in Stage Four?

- When Stage Four begins, the staff childcare program will end, and the EDEP program will begin.

Will there be impact on services for EL students in Stage Four?

- All EL students will continue to receive services.

How many Interventionists, ESOL teachers, Specials teachers will become classroom teachers i (partner teachers) in stage 4?

- According to elementary principals, 50% (20/40) of the teachers assigned intervention roles, 21% (5/24) of teachers assigned ESOL roles, and 60% (44/73) of special (art, music, physical education, media/librarians) teachers will become partners with their primary (K-3) colleagues in Stage 4. All intervention and ESOL students will continue to receive services.