Playbook to Accompany
Enhanced Continuity of Learning Plan 4.0

ACPS
Alexandria City Public Schools

EVERY STUDENT SUCCEEDS

Prepared for Division Principals

***Version:** August 14th, 2020*

Overview of This Playbook

Who is this for?

- All principals, assistant principals, and school administrative teams
- Instructional support staff, coaches, etc.
- Teacher-Leaders

How can I use this?

Reference this tool while…

- Building school-specific professional learning activities.
- Managing device distribution, maintenance, and repair.
- Managing student and staff mental and physical health, safety, and nutrition challenges.
- Engaging with families.

This is playbook is...

- Designed to be a tool and workbook versus a rule book.
- Grounded in the key components of ACPS *Enhanced Continuity of Learning Plan 4.0*, and our *2025: Equity for All* Strategic Plan.
- Communicates the division's approach to operating within Virtual PLUS+, and transitioning to in-person learning for 2020 - 2021 SY
- Connects tangible tools and guidance to adapt to your school's context.
- Ensures consistent, equitable decisions are aligned across all campuses in ACPS.

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How to Read this Playbook

*"Leading innovation is not about pursuing a singular leadership style…*
it is about moving between two related and
interdependent leadership behaviors."

As you lead your school throughout this turbulent time, please note that the guidance and expectations in this playbook fall into the following two categories:

Expectations w/ High Fidelity Implementation

Division-wide, 'set-in-stone' expectations, promote equity, ensure consistency, accountability, and safety.

- PPE
- Health & Safety
- Facilities Cleaning & Maintenance
- Payroll, Budget and Procurement
- HR
- Master Scheduling Expectations
- Implementation of Curriculum, Instructiona, and Staff Collaboration Guidance
- Student Support Processes
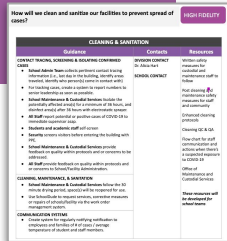
Expectations w/ Flexible Implementation

Division-wide expectations that allow for innovation, exploration, and experimentation.

- Communication Strategies
- Professional Learning Format & Delivery
- Student Nutrition / Meal Delivery Processes
- Technology Delivery & Repair Processes
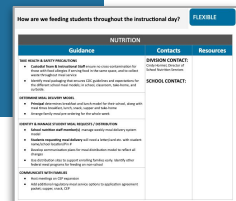
While all categories include detailed guidance from ACPS, some categories allow for more flexibility than others due to constraints around resources, personnel, health/safety, time, and space.

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How to Read this Playbook

First, check if the guidance your team is reviewing is **HIGH FIDELITY** or **FLEXIBLE**. This will determine the actions your team takes to implement the division guidance.

Then, for each piece of division guidance for your school team, refer to the left-most column.

Next, the middle column displays who in the division can support you in this particular area / who created this guidance.

Additionally, this area prompts you to add a member(s) of your own school team who will own taking action around a specific piece of guidance.

Finally, the right-most column presents division-selected resources to support you on your journey.

Now that you have reviewed how to complete your playbook, please make a copy of this document for your own usage with your team.

How will students and staff remain safe and healthy throughout the instructional day?

How will we clean and sanitize our facilities to prevent spread of cases?

HIGH FIDELITY

CLEANING & SANITATION		
Guidance	**Contacts**	**Resources**
CONTACT TRACING, SCREENING & ISOLATING CONFIRMED CASES ● **School Admin Team** collects pertinent contact tracing information (i.e., last day in the building, identify areas traveled, identify who person(s) come in contact with) ● For tracking cases, create a system to report numbers to senior leadership as soon as possible. ● **School Maintenance & Custodial Services** Iisolate the potentially affected area(s) for a minimum of 36 hours, and disinfect area(s) after 36 hours with electrostatic sprayer. ● **All Staff** report potential or positive cases of COVID-19 to immediate supervisor asap. ● **Students and academic staff** self-screen ● **Security** screens visitors before entering the building with PPE. ● **School Maintenance & Custodial Services** provide feedback on quality within protocols and or concerns to be addressed. ● **All Staff** provide feedback on quality within protocols and or concerns to School/Facility Administration.	**DIVISION CONTACT** Dr. Alicia Hart **SCHOOL CONTACT**	Written safety measures for custodial and maintenance staff to follow Post cleaning and maintenance safety measures for staff and community Enhanced cleaning protocols Cleaning QC & QA Flow chart for staff communication and actions when there's a suspected exposure to COVID-19 Office of Maintenance and Custodial Services ***These resources will be developed for school teams***
CLEANING, MAINTENANCE, & SANITATION ● **School Maintenance & Custodial Services** follow the 30 minute drying period, space(s) will be reopened for use. ● Use SchoolDude to request services, corrective measures or repairs of schools/facility via the work order management system.		
COMMUNICATION SYSTEMS ● Create system for regularly notifying notification to employees and families of # of cases / average temperature of student and staff members.		

How do I manage personal protective equipment for students and staff?

PPE		
Guidance	**Contacts**	**Resources**
ACQUISITION OF SUPPLIES ● **Principals** develop process to confirm receipt of delivered PPE as requested. ● **Principals** use SchoolDude to request additional supplies via the work order management systems. **INVENTORY** ● **School Administrative Team** tracks building usage and need, weekly. ● **School Administrative Team** Document inventory usage via Department of Facilities and Operations supply tracking sheet **COORDINATE WITH STAFF** ● **Principal** coordinates with **building engineers or custodial staff** to store and secure supplies in predesignated location(s). **HEALTH & SAFETY PRECAUTIONS** ● **All staff** report spillage of bodily fluids to **custodial team immediately.**	**DIVISION CONTACT** Dr. Alicia Hart **SCHOOL CONTACT**	Master PPE Supply Tracking Sheet PPE Usage Procedures and Social Distancing Guidance Posters PPE Request Instructions *These resources will be developed for school teams*

How do we keep our facilities, students, and staff safe and secure?

SECURITY		
Guidance	**Contacts**	**Resources**
IDENTIFY TEAM MEMBERS & TRAINING COMPLETION ● **Principal** ensures that school's designated safety and security team member(s) identify and track emergency preparedness training. (ALICE Training, Monthly Drills) ● **Principal** assigns personnel to monitor emergency drills and report feedback. ● **Administrative Team** identifies social/emotional triggers prior to conducting drills (work with SSTs). ● **Staff** completes emergency preparedness training. ● **Staff** completes monthly drills when in school.	**DIVISION CONTACT** John Contreras (john.contreras@acps.k12.va.us; 571-255-9720) **SCHOOL CONTACT**	Video Tutorial Resources *These resources will be developed for school teams*
MAINTAIN IN-PERSON POLICIES & PROCEDURES FOR SECURITY AND DISCIPLINE ● **All staff** maintain in person discipline protocols - these protocols should not deviate too far from what is currently expected of each student. ● **All staff** maintain universal emergency preparedness measures - these measures will stay the same regardless of virtual or hybrid models. ● **All staff** maintain current consequences for disruptions in learning. ● **Administrative Team** determines system for quickly identifying those that are exempt from wearing a face covering.		
COMMUNICATE WITH FAMILIES ● **Administrative Team** Utilize Welcome Packets, School Newsletter Updates, Central Office News (ACPS Express, Social Media, Fliers, Policy Updates), PTA Meetings, Parent Acknowledgement Forms, & Daily Student Agendas to share updates to security measures.		

How are we maintaining student and staff health through the instructional day?

HIGH FIDELITY

STUDENT HEALTH		
Guidance	**People**	**Resources**
DISTRIBUTE & MANAGE WEARING OF PPE ● **School Admin Team** provides the PPE and/or cloth face coverings (in the event that the student or family does not have resources) or provide parents information about where to get face coverings. ● **All staff and students** wear cloth masks when indoors. ● **School Nurses** upgrade to higher levels of PPE when needed. ● **Teachers** receive a supply of surgical masks from the division. ● **Note:** Anyone in the building who has a face covering exemption must present medical documentation for face covering exemption ○ If person has a medical exemption for a traditional face mask, face shield should be worn.	**DIVISION CONTACT** Elaine McSorley-Gerard: elaine.mcsorley-gerard @acps.k12.va.us Anita Cordova, Director M&CS Mark Carlson, Assistant Director M&CS **SCHOOL CONTACT**	Health Screening Checklist [Centers for Disease Control and Prevention (CDC)](#) [COVID-19 & Virginia Public Schools](#) [Novel Coronavirus COVID-19](#) [ACPS 2025 Strategic Plan / ACPS 2025: Equity for All](#)
CONDUCT STAFF TRAININGS ● **School Nurses** train all staff on expectations re: clinic visits, maintaining social distancing, and handwashing. ● **School Nurses** train staff with the checklist and monitoring of health staging room		
IMPLEMENT SCREENING PROCEDURES ● **Staff** check random sampling of temperatures as students enter the buildings. ● **Parents** screen student at home for overall health ● **Bus Drivers** only check to ensure a child has a face covering; if a child does not have one the bus driver will provide one		
DEVELOP SCREENING PROTOCOLS ● Any student or staff member who goes to the clinic will have their temperature taken. ● Before sending a student to a clinic, all staff use a standardized checklist to assess student symptoms		

How are we feeding students throughout the instructional day?

FLEXIBLE

NUTRITION		
Guidance	**Contacts**	**Resources**
TAKE HEALTH & SAFETY PRECAUTIONS ● **Custodial Team & Instructional Staff** ensure no cross-contamination for those with food allergies if serving food in the same space, and to collect waste throughout meal service ● Identify meal packaging that ensures CDC guidelines and expectations for the different school meal models; in school, classroom, take-home, and curbside. **DETERMINE MEAL DELIVERY MODEL** ● **Principal** determines breakfast and lunch model for their school, along with meal times breakfast, lunch, snack, supper and take-home ● **School Nutrition Service** staff arange family meal pre-ordering for the whole week **IDENTIFY & MANAGE STUDENT MEAL REQUESTS / DISTRIBUTION** ● **School nutrition staff member(s)** manage weekly meal delivery system model ● **Students requesting meal delivery** will need a letter/card etc. with student name/school location/Pin # ● **Administrative Team** develops communication plans for meal distribution model to reflect all changes ● **Administrative Team** uses distribution sites to support enrolling families early. Identify other federal meal programs for feeding on non-school **COMMUNICATE WITH FAMILIES** ● **Administrative Team and Nutrition Staff** host meetings on CEP expansion ● **School Nutrition Staff** add additional regulatory meal service options to application agreement packet; supper, snack, CEP	**DIVISION CONTACT** Cindy Hormel, Director of School Nutrition Services **SCHOOL CONTACT:**	

How might we transport students? How might we utilize our bus drivers?

FLEXIBLE

TRANSPORTATION		
Guidance	**Contacts**	**Resources**
PPE & MEAL DELIVERY ● **School administration team** provides the PPE and/or cloth face coverings and additional protection clothing to all bus drivers and monitors. ● **Bus Drivers** are aware of students and staff who qualify for the mask exemption. ● **Bus Drivers** continue supporting student meal delivery.	**DIVISION CONTACT** Scott Merriman, Director of Pupil Transportation and Fleet Management **SCHOOL CONTACT**	

Overview of Division-Wide Supports

Facilities

The Division will provide the following support for all staff

- Collaborate on available space and before/after/during school day care; recommend offering limited spaces as needed to support this purpose.
- Provide templates for furniture inventory, require single person desks at all grade levels.
- In collaboration with the Department of Student Services and Equity, establish isolation area requirements - should be near the clinic area and directly accessible from outside where possible.
- Support closing down spaces and/or providing flex space in the event of an outbreak.
- Support and implement screening procedures for facility access for staff and students.
- Develop safe procedures for accessing water for drinking and/or handwashing.

The Division will provide the following support for all staff (continued)

- Prepare facilities (i.e. furniture layout, signage, dividers where necessary) to adhere to social distancing guidelines (using 65 SF factor per person).
- Follow guidelines on proper ventilation and communicate to stakeholders on the operation of HVAC systems (including any changes to be implemented in building automation system, increase in filter changes and filter quality, increase in outdoor air exchange, and consider retrofitting for UV capability to cleanse air).
- Work with the Office of Safety and Security to create division-wide drop-off and pick-up protocols to accommodate additional parent drivers; work with the City on identifying additional traffic control measures.
- Establish assembly areas at each school entrance to allow for social distancing and screening at school during arrival and dismissal.
- Amend shared use agreements with community partners as necessary.

How must we set up our facilities to ensure staff and students' safety?

FACILITIES		
Guidance	**Contacts**	**Resources**
PLAN INSTRUCTIONAL DAY AROUND SOCIAL DISTANCING & STUDENT NEEDS ● Develop school-based building plan based on social distancing guidelines including different entrances and exits, one-way hallways ● Limit movement of students within the building to the greatest extent possible ● Assign bathroom, handwashing station, drinking water access, print station and work room to certain portions of the building ● Implement new pick-up and drop-off plan; communicate with families on expectation ● Set up isolation areas ● Identify outdoor learning potential and set up or request support from facilities ● Assign bathroom, print station and work room to certain portions of the building ● Operate on-site support space in accordance with division-wide guidance **CONDUCT INVENTORY OF FURNITURE & OTHER ITEMS** ● Prioritize work order requests ● Conduct furniture inventory to determine needs/exces	**DIVISION CONTACT** Erika Gulick erika.gulick@acps.k12.va.us John Finnigan john.finnigan@acps.k12.va.us **SCHOOL CONTACT**	**CURRENT ACPS GUIDANCE ON LEVEL 1** APPA LEVEL 1 CLEANING PROTOCOL Level 1 is a baseline that all schools do not currently maintain. Frequency of dusting and sanitizing of all surfaces will need to negotiated with SSC, ACPS **CDC COVID-19 GUIDANCE** Covid 19 Cleaning and Disinfecting Guidance for Schools and Child Care Programs **Social Distancing Guidance for Schools** Draft Social Distancing Capacity by School and Room **HVAC Upgrade Information** Notes from Paul May on HVAC **Furniture Inventory Checklist** Furniture and Equipment Checklist for Schools **Virginia Occupational Safety and Health (VOSH) and Virginia Department of Labor and Industry** §16VAC25-220, Emergency Temporary Standard Infectious Disease Prevention

What are the daily schedule expectations for students and teachers?

Master Scheduling Expectations

The following slides include sample schedules that highlight what the school day will look like for children across all grade levels. As you will see, these schedules:

- Reflect the usual school day with a mix of asynchronous and synchronous learning during instructional times.
- Are uniform across grade levels with the same number of minutes per subject area/grade level across the division.
- Include brain breaks or movement breaks across all grade levels.
- Ensure Special Education students will receive services based on their IEP. ACPS will be fully implementing IEPs in a virtual format.
- Ensure English Learner students will receive 45 minutes of direct instruction each day

Synchronous Learning	Asynchronous Learning
Synchronous learning refers to a learning event in which a group of students are engaging in learning at the same time. Before learning technology allowed for synchronous learning environments, most online education took place through asynchronous learning methods.	Asynchronous learning is the idea that students learn the same material at different times and locations. Asynchronous Learning is also called Location Independent Learning. It is the opposite to synchronous learning and has become more common as we have needed to adapt the way we offer learning opportunities during this pandemic when not all students are able to learn at the same time of day in the same way.

Master Scheduling & Instruction Expectations

VirtualPLUS+
Preschool
Sample Schedule

The preschool schedule has been informed by balancing asynchronous and synchronous learning with consideration of developmentally appropriate practices. Students will have opportunities to engage with teachers in large group, small group and one-on-one settings. The schedule will include times for progress monitoring to measure students' progress. Families will have the opportunity to connect individually with the teacher to learn how to support their child at home as well. The students will be able to socialize with peers during morning meetings, small group, and Encore. Time is reserved for outdoor exploration, play, lunch and rest time.

The preschool schedule provides opportunities for teachers to differentiate by addressing students' strengths and needs through flexible grouping, support for social-emotional and self-regulation skills, Guided Language Acquisition. Development strategies (GLAD), and one-on-one instruction. Teachers will engage closely with families so they can use these same strategies at home with their children.

[Early Childhood Full Day Student Sample Schedule (PDF)](#)

[Early Childhood Special Education Autism Student Sample Schedule (PDF)](#)

[Early Childhood Special Education Half Day Student Sample Schedule (PDF)](#)

Master Scheduling & Instruction Expectations

Live instruction will be the hallmark of the elementary school schedule in Virtual Plus+. Teachers will utilize Zoom technology to teach new content, provide instructional & social/emotional support, build relationships and help students stay connected to the school community.

The school day is from 8:00-2:30 with a classroom schedule Tuesday through Friday similar to a brick & mortar school day providing core instruction in ELA (English Language Arts), Math, Science & Social Studies, Encore and a dedicated block for SEAL (Social, Emotional & Academic Learning). The needs of students with disabilities will be met in accordance with their IEP requirements in a virtual setting. Elementary schools will meet the needs of English learner students in a virtual setting through direct services from EL teachers through the general education classroom and/or time set aside for intervention services.

Mondays will be asynchronous learning days for students allowing teachers and staff to engage in professional learning, plan with colleagues and attend meetings. In the absence of live (synchronous) instruction on Mondays, students have access through Canvas to a variety of activities and instructional resources that they can engage in independently such as recorded instructional videos, projects, and online assignments.

Tuesday through Friday will look and feel more like a traditional school day. Similar to in person teaching, content lessons will include whole group instruction followed by independent practice with options for small group work with a teacher or specialist culminating with whole group closure and directions for assignments. This flow between direct instruction and seatwork will be familiar to students and ensure that virtual learning is not a continuous screen time experience. As such, our framework for the four days of week of live instruction could also be described as a blend of synchronous and asynchronous instruction.

[Elementary Student Sample Schedules (PDF)](#)

[Elementary Student Sample Schedule for K-8 Schools (Jefferson-Houston and Patrick Henry) (PDF)](#)

Master Scheduling & Instruction Expectations

Middle School Asynchronous Learning Model

Each Monday is an Asynchronous planning day for staff and learning day for students. Administrators and staff will spend the day in school-wide meetings, professional learning, content professional learning communities, grade-level team meetings to ensure cross-curricular collaboration, and individual planning for weekly instruction. On this day, students will engage in asynchronous learning.   On asynchronous learning days, students have flexible and equitable opportunities to complete their learning throughout the day. Asynchronous learning activities will be available on Canvas and will include a variety of activities and instructional resources such as recorded instructional videos, online activities, and online assignments.

Middle School Synchronous Learning Model

Tuesday through Friday are synchronous learning days. Middle school students will follow a 4x4 (A-Day/ B-Day) schedule. The synchronous instructional learning model includes 60 minute block periods utilizing a station rotation model. The instructional day begins at 8:30 am with the Admiral RULER Morning Meeting for Francis C. Hammond Middle School and the Prexie SEAL Morning Meeting for George Washington Middle School. RULER and SEAL are social and emotional approaches to learning that allow students to understand the value of emotions, build emotional intelligence, set and achieve positive goals, feel and show empathy for others, make responsible decisions, maintain positive relationships, and create and maintain a positive school climate.

The instructional model during the 60-minute block will consist of 20 minutes of synchronous whole group instruction with the teacher. After whole group instruction, students transition into 30 minutes of station rotation to include Asynchronous Independent Work, Asynchronous Choice Boards, and Synchronous Targeted Small Group Instruction. The 60-minute block ends with 10 minutes of regrouping and an asynchronous exit ticket. The needs of students with disabilities will be met in accordance with their IEP requirements in a virtual setting. Middle schools will meet the needs of English learner students in a virtual setting through direct services from EL teachers through the general education classroom and in their EAP classes.

Tuesday and Thursday are considered A days in which students attend blocks 1,3,5 and 7. Wednesday and Friday are B days in which students attend blocks 2,4,6, and 8. Block 8 is an additional online support for students. During block 8 students will participate in scheduled extended advisory, School counselor led Wellness Wednesday and Fitness Friday which further supports social and emotional learning, virtual library services, virtual Talented and Gifted (TAG) support, and a virtual tutoring center to include a Language Arts/Writing Center, Math Center, Science Center, Social Studies Center, and Electives Center. The instructional day ends with 40 minutes of Asynchronous and Synchronous student support in which teachers can provide additional instructional support for students.

[Middle School Student Sample Schedule (PDF)](#)

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Master Scheduling & Instruction Expectations

VirtualPLUS+

K-8 School
Sample Schedule

The Virtual PLUS+ model provides teaching and learning for students within virtual classrooms that will teach new content, provide instructional support, build relationships with teachers and staff, and help students stay connected to the school community. For the K-8 schools, the Virtual Plus+ schedule consists of asynchronous and synchronous learning models.

For the elementary grades, the K-8 schedule is closely aligned with the elementary school schedules. Mondays are held as a staff planning day and asynchronous learning day for students. The classroom schedule Tuesday through Friday is similar to a brick & mortar school day providing core instruction in ELA (English Language Arts), Math, Science & Social Studies, Encore and a dedicated block for SEAL (Social, Emotional & Academic Learning). The needs of students with disabilities will be met in accordance with their IEP requirements in a virtual setting. Elementary schools will meet the needs of English learner (EL) students in a virtual setting through direct services from EL teachers through the general education classroom and/or time set aside for intervention services.

For the middle grades, the K-8 schedule is closely aligned with the middle school schedules. Tuesday through Friday are synchronous learning days, and follow a 4x4 (A-Day/ B-Day) schedule. The synchronous instructional learning model includes 60 minute block periods utilizing a station rotation model. The instructional day begins at 8:00 am with dedicated SEAL time. Starting with this time allows students to understand the value of emotions, build emotional intelligence, set and achieve positive goals, feel and show empathy for others, make responsible decisions, maintain positive relationships, and create and maintain a positive school climate.

Tuesday and Thursday are considered A days in which students attend blocks 1,3,5 and 7. Wednesday and Friday are B days in which students attend blocks 2,4,6, and 8. Block 8 is an additional online support for students. During block 8 students will participate in scheduled extended advisory, School counselor led Wellness Wednesday and Fitness Friday which further supports social and emotional learning. The instructional day ends with 40 minutes of office hours in which teachers can provide additional instructional support for students.

Across all grades, content lessons will include whole group instruction followed by independent practice with options for small group work with a teacher or specialist. This gradual release model is similar to in-person learning, and ensures that virtual learning is not a continuous screen time experience.

[K-8 Middle School Student Sample Schedule (Jefferson-Houston and Patrick Henry) (PDF)](#)

Master Scheduling & Instruction Expectations

High School Asynchronous Learning Model

Each Monday is a planning day for staff and an asynchronous learning day for students. Administrators and staff will spend the day in school-wide meetings, professional learning, content professional learning communities, and individual planning for weekly instruction. On this day, students will engage in asynchronous learning. On asynchronous learning days, students have flexible and equitable opportunities to complete their learning throughout the day. Asynchronous learning activities will be available on Canvas and will include a variety of activities and instructional resources such as recorded instructional videos, online activities, and online assignments. The needs of students with disabilities will be met in accordance with their IEP requirements in a virtual setting. The high school will meet the needs of English learners in a virtual setting through direct services from EL teachers through the general education classroom and in their EAP classes.

High School Synchronous Learning Model

Tuesday through Friday are synchronous learning days with dedicated time for asynchronous learning embedded. High school students will begin their days with asynchronous and synchronous targeted supports as well as time to complete assignments and meet as small groups. Students will follow a schedule that includes a combination of yearlong and semester-long classes. This means students take 4 classes in the fall semester and 4 classes in the spring semester. The synchronous instructional learning model includes 50-60 minute block periods.

The synchronous instruction consists of four classes per semester that will meet Tuesday through Friday. The first block will meet for 60 minutes and will meet all year long. This block of time will be dedicated to a yearlong class that will meet daily and include SEAL lessons. Titan SEAL lessons are social and emotional approaches to learning that allow students to understand the value of emotions, build emotional intelligence, set and achieve positive goals, feel and show empathy for others, make responsible decisions, maintain positive relationships, and create and maintain a positive school climate.

During semester one, students will then have three more classes each day with synchronous instruction for 50 minutes each in blocks 3, 5, and 7. At the conclusion of semester one, students will have fully completed the courses in blocks 3, 5, and 7. Students enrolled in yearlong course(s) will remain in those course(s) during semester two.

During semester two, students will continue their first block class for 60 minutes each day and will have three new synchronous classes in blocks 2, 4, and 6. At the conclusion of the second semester, students will have completed classes in blocks 1, 2, 4 and 6.

[High School Student Sample Schedule (PDF)](#)

Curriculum & Instruction Expectations

Our Curriculum and Instruction Team is working on the following supports for our schools, teachers and families:

- Identifying priority standards and creating pacing guides for a fully virtual school schedule, as well as alignment with a hybrid model.
- Implementing Curriculum Best Practices and utilize best practices for special populations for Virtual and Hybrid Learning.
- Organizing a vehicle to support collaboration and the exchange of resources, materials and ideas (example - the learning resources exchange).
- Implementing school-based Professional Learning Communities (PLC) for all instructional staff (facilitated by instructional coaches when available).
- Implementing a process that will provide an opportunity to reflect on how things are going and revise throughout the Fall semester once Interim data has been collected.
- Implementing a communication plan to ensure clear and concise information sharing among ACPS staff.

Curriculum & Instruction Expectations

Division Support for Instructional Models	Principal & Teacher Teams Design Expectations	Helpful Resources for School Teams
- Apply an interdisciplinary and project based learning (PBL) approach to instruction when possible. - Determine guidelines and criteria for targeted small group instruction. (consider MTSS, IEP hours, ELD, TAG, ASOL) - Develop a time and place for community building and Social Emotional Learning (SEL) within the curriculum - Innovate opportunities for accelerated learning within ACPS or through third party partnerships. (example: Edgenuity) (collaborate with the Department of Technology Services) - Create access to innovative virtual events for students each quarter (consider guest speakers) (connect with The Office of Community Partnerships and Engagement) - Implement a communication plan to ensure clear and concise information sharing among ACPS staff.	- Ensure staff is fully implementing the approved curricular resources and applications including the Learning Management System according to the division guidelines. - Support staff with the implementation of curriculum best practices, interdisciplinary and PBL, providing instruction on the priority SOLs, and community building and SEL. - Ensure instructional staff participates in collaboration and PLC's. - Provide a structure that is conducive to the implementation of targeted small group instruction. - Provide a structure for Instructional Coaches to support teachers with distance instructional strategies and the implementation of the curriculum. - Ensure guidelines related to small group instruction for special populations are followed and implemented. - Implement a process to ensure there is an accurate record of family contact information. (mailing, phone, email, etc) - Implement targeted small group instruction for students by and/or in collaboration with School-based interventionists, Special Educators, EL Specialists, Teachers. (small groups should include MTSS, IEP hours, ELD, TAG, ASOL, etc)	- What We Heard: Feedback from Survey and Community - Recommendations for Addressing Unfinished Learning (VDOE) - Best Practices in Hybrid and Distance Learning Documents - ACPS EL Best Practices for Remote Learning - Distance Learning for ELLs: Planning Instruction 6 Key Considerations for Supporting English Learners with Distance Learning - Glossary of Terms - VDOE Virginia Learns Anywhere - How to Succeed in Distance Learning - Curriculum Team Notes - feedback from survey and Community Conversations that align to guidance and decisions - Dr. Gerald Mann - Julia Neufer - Kimberly Schell - Tanja Mayer-Harding - Lora D'Adamo - Donna Brearley - Jane Richardson - Bethany Nickerson - Katherine Philipp

Staff Collaboration Expectations

Within the new schedule, there are several opportunities for collaboration. Mondays are a division-wide planning day that will be dedicated to collaboration and preparing for virtual instruction. Additionally, there is embedded planning time within daily schedules Tuesday-Friday to support additional collaboration opportunities.

Additional expectations for staff across the division include the following:

- Spend at least 3 hours on Monday planning with teams, creating materials and visuals to support student learning
- Plan daily for at least 1 hour, using that time to modify lesson plans, give feedback, and collaborate with teaching teams
- Participate in Professional Learning Communities (PLC) participation as directed by administrators
- Attend staff meetings and division-wide professional development participation is expected with registration through PLMS
- Participate in all contractual school-based activities and community events (ie., Open House, Back to School Night, Teacher Conferences)
- Provide Academic Supports based on Formative and Summative assessments
- Provide individual learning activities/plans for students receiving SEAL supports
- Collaborate with grade level teams, instructional specialists and coaches to determine integration for students receiving SEAL supports

How will we prepare staff to be successful in the Virtual PLUS+ and Hybrid models?

Overview of Division-Wide Supports

Professional Development

The Division will provide the following support for **all staff**

- All professional development will be delivered in a virtual environment.

- A Cross-Functional Professional Learning Team will convene to create continued guidance on professional learning for the entire division.

- Schools will follow a <u>tiered prioritization</u> to identify the professional learning and development required for specific student groups.

Division-Wide Professional Learning will be focused Equitable Services, Policies, and Practices in the following **five** areas

1. The Use of Instructional Technology
2. Trauma Informed Practices
3. Equitable Practices for Vulnerable Learners (EL, SPED, Black and Latino)
4. Instructional Best Practices for All Learners in a Virtual Setting
5. Multi Tiered Systems of Support

How do we conduct professional learning during this time?

PROFESSIONAL DEVELOPMENT		
Guidance	**People**	**Resources**
ONGOING CONVERSATIONS & PROFESSIONAL LEARNING ● **School Admin Team** continues conversations on racial equity in all professional learning sessions, as well as in coaching conversations. ● **All Staff** participate in ongoing professional learning and development within a school based PLC that focuses on culturally responsive, engaging, and sustaining practices. **SCHEDULING** ● **School Admin Team** uses the pre-service week to ensure that teachers understand and follow expectations around instructional technology usage, teaching and learning framework, and strategic plan. **IDENTIFY ROLES & RESPONSIBILITIES** ● **School Admin Team & Instructional Coaches** model and support the instructional strategies for staff ● **School Admin Team & Instructional Coaches** identify and highlight school leaders to lead and support teachers ● **All Staff** complete compliance learning i.e. grading, communication, licensure etc.	**DIVISION CONTACT** Dr. Terri Mozingo - Chief of Teaching, Learning, and Leadership Dr. Elizabeth Hoover - Chief Technology Officer Dr. Gerald Mann - Executive Director of Instructional Support Cory Kapelski - Talent Development Specialist **SCHOOL CONTACT**	[Tiered prioritization guide](#)

Overview of Division-Wide Supports
Technology Hardware & Software

The Division will provide the following support for **all students**

- To support our **students**, we are expanding Device Distribution to include Pre-K -2nd graders.
- Ensure each student has a device issued to them, and that these devices will work on private and public as well as school wifi when available and if needed due to special circumstances ACPS supplied hotspot
  - Provide Pre-K through 1st grade students tablets and 2nd grade through 12th grade students with chromebooks.
- Select a central facility to streamline activities and serve as our main storage and distribution hub. Other satellite and pop-up sites will be made available for support .
- Provide Wi-Fi & Internet Access so that families have the access that they need.

To support our **teachers** and **instructional support staff**, the division will focus our support in the following areas

- Design Canvas course templates for consistency across schools and grades, removing barriers associated with designing a course.
- Provide teachers synchronous and asynchronous professional development for ACPS digital tools.
- Have a central location for depot, distribution and repair. Most items will be handled in person as a pickup or swap out.
- Prepare and label staff devices and make them available at one centrally located distribution location for pickup.
- Set up satellite pick up locations for students/staff who miss the primary distribution
- Support will be offered by on-line documentation, By phone, by Zoom and Where safety guidance allows, in person classes

How will we pick up, distribute, and receive maintenance for our devices?

TECHNOLOGY HARDWARE & SOFTWARE		
Guidance	**Contacts**	**Resources**
ASSIGN SPACE IN BUILDING FOR TECH-RELATED ACTIVITIES ● **School Admin Teams** designate technology space for collection, distribution and service, as well as provide instructional space for classes ● **School Admin Teams** provide locations at sites to store and operate in-person support, and to hold in person training when needed, if possible.	**DIVISION CONTACT** John Crites **SCHOOL CONTACT**	**The following resources will be developed for school teams** Canvas Courses
COMMUNICATE TRAININGS & HELPFUL RESOURCES TO FAMILIES & STAFF ● **School Admin Teams** direct families/students/staff to training courses/materials to support access to all technology resources. ● **All Staff** advertise Tech Check for all students. ● **All Staff** access class materials and support via online portals such as Clever, Canvas. ● Develop process for sharing continuous updates around device distribution, and following support.		
SET & MONITOR TECH USAGE EXPECTATIONS ● **School Admin Teams** set and uphold expectations with staff on tool usage and family communication (Fidelity Checks) ● **School Admin Team** set and uphold expectations with staff on policy changes or amendments and student privacy requirements		

What operational, human capital, and financial process are being made to SY 2020-2021?

Overview of Division-Wide Expectations

Human Resources

Division-wide expectations for **all principals, supervisors and central office leaders**

- Communicate and ensure these stakeholders understand their responsibility for guaranteeing all remote staff are assigned daily work.
- Continue to have principals and school administrative teams set and adjust classroom time, instructional practices and teaching assignments for the work day.
- Continue to have supervisors take staff attendance for the work day.

For additional HR Questions, please consult the following

- School Board Policy G-Series (Personnel)
- Alexandria Health Department (AHD) COVID-19 Infection Response Guide for Schools, dated July 23, 2020
- CDC: Interim Guidance for Administrators of US K-12 Schools
- Virginia Occupational Safety and Health (VOSH) and Department of Labor and Industry §16VAC25-220, Emergency Temporary Standard Infectious Disease Prevention
- Contact an HR Customer Service representative for help.

Division-wide expectations for **all staff**

- No overtime by remote workers is allowed.
- Potentially modify Board policy to support HR programs, policies or procedures.
- Have COVID-related FMLA verified with a health-care provider per guidelines.
- Continue following our interactive HR process for ADA accommodation requests, per our division's current routine.
- Request substitute teachers will be requested at least 3 weeks in advance to prepare those staff members to support in person and/or remote instruction.
- Continue prohibiting official travel for faculty, staff and students.
  - Personal travel, both domestic and international, will also continue to be discouraged.
- Department of Student Services will oversee COVID-related cases in the workplace for tracing efforts.

Overview of Division-Wide Support

Budget, Procurement & Payroll

The Division will provide the following support for **all staff**

- Maintain division policy for employees to have direct deposits.
- Continue making employee direct deposit pay stubs available to all employees on Employee Self Service (ESS). No paper direct deposit pay stubs will be printed.
- Mail payroll paper checks to employee' address on file with Human Resources.
- Continue following Virginia Public Procurement Rules and Laws.
- Procurement will provide virtual training.
- Assisting schools/departments in the development of competitive negotiation for goods/services
- Maintain the Purchasing Card (P-card) program in an effort to streamline Procurement and invoice process steps and reduce paperwork.
- Revise timeline and processes that determine contract approval
- Expedite approval of services that provide virtual services for Tiered Instruction.
- Expedite approval of services that provide professional development to teachers and administrators regarding virtual learning and equity education.
- Wire payment methods according to CDC guidelines.
- Virginia Public Procurement Rules and Laws must still be followed. Procurement will provide virtual training

The Division will provide the following support for **all staff (continued)**

- Assisting schools/departments in the development of competitive negotiation for goods/services
- Maintain the Purchasing Card (P-card) program in an effort to streamline Procurement and invoice process steps and reduce paperwork
- Revise timeline and processes that determine contract approval
- Expedite approval of services that provide virtual services for Tiered Instruction
- Expedite approval of services that provide professional development to teachers and administrators regarding virtual learning and equity education
- Payment methods should be wired and according to CDC guidelines

For additional questions, please consult Canvas for the following:

- Updated Guidance Document on Financial Management
- Updated Guidance on Budgeting Process, Standards; Decision making around new needs
- Updated Trainings and Job Aids - Chart of Accounts, Budget book
- Current Budget Liaison Contact List for School/Department
- Financial Services News-Letter to ensure even sharing of information

What are our responsibilities for managing budget and payroll? How do we procure the items we need?

BUDGET, PAYROLL & PROCUREMENT		
Guidance	**Contacts**	**Resources**
MAINTAIN CURRENT PROCEDURES ● **School Admin Teams and Treasurer** adhere to procedures and monitor to guidance as communicated ● **All staff with financial management responsibilities** participate and have access to scheduled supplemental (refresher) financial, budget, procurement training, self-service resources, etc, ● **All staff with financial management responsibilities** will review reports and requests ● **School Admin Teams and Treasurer** embed processes and conduct ongoing assessments of needs, requirements, and spending (i.e. weekly check-ins, monthly financial reviews, etc.)	**DIVISION CONTACT** Robert Easley, Director of Budget Robert.Easley@acps.k12.va.us Mandeep Gill, Payroll Manager, 703-619-8148, or email to payroll@acps.k12.va.us **SCHOOL CONTACT**	
STAFF LEAVE REQUESTS & TIME REPORTING ● **All staff** submit leave requests in TCP when time off is needed. ● **All staff** use Payroll Canvas website for payroll tax forms. ● **All staff** (for regular hours) clock-in to TCP remotely (laptop). All contract staff configured in TCP to auto clock out. ● **Principals** manage and approve staff TCP hours as usual. ● **Principals** approve employee time and leave in TCP according to published payroll calendar schedule. ● **Principals** (for overtime hours) manually enter and approve OT hours in TCP as needed. No paper timesheets submitted.		
PROCUREMENT GUIDANCE & SYSTEMS TO CREATE ● **School Admin Team** ensures contracts include a clause that allows principals to reschedule services due to potential COVID-19 implications. ● **School Admin Team** ensures contracts are made with vendors that can accommodate services to virtual settings. ● **School Admin Team** ensures that contracts will be prioritized based on services for SPED/EL/TAG/FRL, and that SEL PD is prioritized. ● Develop process for sharing continuous updates around device distribution, and following support, and for ensuring that technology needs are documented and monitored.		

How can we best support students social-emotional health, and how might I reach out to families?

How will we support our students' social-emotional well-being?

STUDENT SUPPORT SERVICES		
Guidance	**Contacts**	**Resources**
PROGRESS MONITORING & SIP ALIGNMENT ● **School Administrative Team** develop a document and timeline for monitoring progress for MTSS teams, PBIS implementation, SEAL implementation, and restorative practices ● **School Administrative Team** Include SEAL in their school improvement plans in alignment with the ACPS 2025 Strategic Plan	**DIVISION CONTACT** Dr. Julie Crawford, julie.crawford@acps.k12.va.us Darrell Sampson, darrell.sampson@acps.k12.va.us **SCHOOL CONTACT**	VDOE Social Emotional Learning Resources VDOE Recover, Redesign, Restart: Student and Staff Supports CASEL Reunite, Renew, Thrive ACPS Department of Student Services & Equity ACPS Restorative Practices ACPS PBIS
DEVELOP IDENTIFICATION & ASSESSMENT PROCESS ● **School Administrative Team** Identifies students who are not engaging in virtual instruction and follow-up with families to identify and remove barriers ● **All instructional staff** use a trauma-informed approach to establish behavioral and academic expectations and practices ● **School Administrative Team** Implements an MTSS process to identify students with specific needs and provide appropriate resources ● **School Administrative Team** assesses the impact of COVID-19 on students and then develop and implement resources and programs to support identified needs		

How might we set up systems for maintaining contact with students and families?

FLEXIBLE

FAMILY & COMMUNITY ENGAGEMENT (FACE)		
Guidance	**Contacts**	**Resources**

CREATE FAMILY ENGAGEMENT PLCS & IDENTIFY PARENT LIAISONS
 	
● Identify members and coordinate a **family engagement professional learning committee (PLC)** responsible for effectively implementing family engagement best practices identified with guidelines, and for working with ACPS FACE to facilitate virtual quarterly workshops for families.
● Create a **school-based family engagement PLC** to identify a member to **serve as a liaison between the school community and the Office of School and Community Relations** to ensure collaborative, two-way communication.
  ○ This PLC will also collaborate with Office of School and Community Relations to develop a train-the trainer model for developing skills to effectively engage and support families.
  ○ This PLC will also survey family and school community to identify family engagement workshop topics (i.e how to connect online, supporting academic learning at home and promoting social-emotional well-being of their children).
  ○ This PLC will also collaborate with other offices/departments to determine processes for holding virtual Parent-Teacher conferences
	DIVISION CONTACT
	Kurt Huffman
	
	Shanna Samson
	
	Krishna Leyva
	
	SCHOOL CONTACT
		[Parent/Guardian and Family Engagement Regulations](#)
		[Parent Liaison Handbook](#)

IDENTIFY & IMPLEMENT EFFECTIVE ENGAGEMENT STRATEGIES ● Host monthly multilingual virtual principal chats. ● Parent Liaisons/Student Support Teams (SST) to provide direct calls weekly to check in and share essential information and resources to families. ● Communication Liaisons share essential information/resources in multiple languages through social media and school newsletters to families and key stakeholders (i.e., PTA and community organizations that directly serve school community/families). ● Parent Liaisons to share essential information/resources through multilingual text messaging to school community/families. ● Teachers facilitate virtual home visits to support families and students.		

ACPS Support Helpline Details

Through various stakeholders' comments and planning meetings, we have concluded that the need for an ACPS one stop helpline/information line is essential for providing information and regular updates to our families. We commit to creating multilingual, streamlined, responsive communication channels to support our community with their various questions and needs that arise due to COVID-19 throughout the instructional day.

ACPS will continue to share information in many different ways, including but not limited to: website, ACPS Express, email, school newsletters, ACPS and school social media, FAQs, video Q&As, videos, text messages, postal mail, robocalls, personal phone calls, etc. We also respond to the many individual questions that come in each day on our feedback form, by email, and on social media. As often as possible, all communication is in four languages (English, Spanish, Arabic and Amharic).

Key Components of Support
- We will provide a team of first responders to support staff and families in multiple languages via phone call and text
    - These team members will be available during the hours of 9:00 a.m. to 4:00 p.m.
- We will establish four specific helpline phone call numbers (English, Spanish, Amharic, Arabic)
    - Helpline will be answered by a total of 12 dedicated first call responders (ACPS designated staff) who can speak the language of the caller, or use the language line
    - We will provide training and professional development in customer service, handling questions, using resources like the language line, connecting with specific building / department / office staff, and finding and having FAQ knowledge.
- When applicable, first call responders will connect to building and department representatives for specific questions not found in our ACPS Website FAQ.
    - Approximately 25 various Department/Office and Building level support staff will be available to answer any specific questions that the first call responders have received that are not in the FAQ or readily available.
- We will use a ticket system to facilitate the tracking of notes, responses, who handled the question, time it took, closed/open, etc.

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If I have have a lingering question, who can I go to?

Our Cross-Functional Planning Teams worked to develop the guidance in this playbook.

Social, Emotional, and Academic Learning (SEAL) *Dr. Julie Crawford and Dr. Gerald R. Mann, Jr.*	*We support our staff's ability to teach in the "new normal." We support the academic needs of our diverse populations of learners.*	• Curriculum and Instruction - *Dr. Gerald R. Mann, Jr. (co-chair)* • Accountability - *Clinton Page* • Professional Learning - *Cory Kapelski* • Student Support Services - *Dr. Julie Crawford* • Technology - *Dr. Elizabeth Hoover*
Human Resources, Capital Programs & Facilities, and Technology *Dr. Stephen Wilkins and Sandra Hardeman*	*We organize our people, time, and resources for a successful return.*	• Capital Improvement Program (CIP) - *Erika Gulick* • Facilities - *John Finnigan* • Human Resources - *Sandra Hardeman (co-chair)*
Health and Safety *Dr. Alicia Hart, PMP and Dr. Marcia Jackson*	*We support the physical and mental, and social-emotional wellbeing of our stakeholders and non-academic needs of our students.*	• Personal Protective Equipment - *Mark Carlson* • School Nutrition - *Cynthia Hormel* • Security - *John Contreras* • Student Health - *Dr. Elaine Gerard* • Transportation - *Kifaya Hamad*
Financial Management *Dominic Turner and Robert Easley*	*We ensure our staff are paid on time, and correctly. We manage to the changing landscape of school operations and financial constraints and uncertainty.*	• Budget - *Robert Easley (co-chair)* • Payroll - *Michael Covington* • Procurement - *Dayanna McMullen*
School and Community Relations *Julia Burgos and Kurt Huffman*	*We listen to, watch for, and share out our community's needs. We share division updates, and help our ACPS community stay connected.*	• Communications - *Helen Lloyd* • Family and Community Engagement (FACE) - *Krishna Leyva* • Family Outreach - *Taneika Tukan* • Partnerships - *Kurt Huffman (co-chair)*