

Reimagining Schools Playbook

Enhanced Continuity of Learning Plan 4.0

Prepared for Division Principals

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EVERY STUDENT SUCCEEDS

DRAFT

This is a **DRAFT** that represents the direct work of our Cross Functional Planning Teams.

Over the next week, ACPS will consolidate this comprehensive set of notes into user-focused guidance for the opening of schools.



EVERY STUDENT SUCCEEDS

DRAFT

Enhanced Continuity of Learning Plan 4.0 Cross-Functional Planning Teams

Full team rosters [here](#)

Social, Emotional, and Academic Learning (SEAL) <i>Dr. Julie Crawford and Dr. Gerald R. Mann, Jr.</i>	Human Resources, Capital Programs & Facilities, and Technology <i>Dr. Stephen Wilkins and Sandra Hardeman</i>	Health and Safety <i>Dr. Alicia Hart, PMP and Dr. Marcia Jackson</i>	Financial Management <i>Dominic Turner and Robert Easley</i>	School and Community Relations <i>Julia Burgos and Kurt Huffman</i>
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Who We Are & Our Guidance

Social, Emotional, and Academic Learning (SEAL)	Human Resources, Capital Programs & Facilities and Technology	Health and Safety	Financial Management	School and Community Relations
<p><i>We support our staff's ability to teach in the "new normal."</i></p> <p><i>We support the academic needs of our diverse populations of learners.</i></p>	<p><i>We organize our people, time, and resources for a successful return.</i></p>	<p><i>We support the physical and mental, and social-emotional wellbeing of our stakeholders and non-academic needs of our students.</i></p>	<p><i>We ensure our staff are paid on time, and correctly.</i></p> <p><i>We manage to the changing landscape of school operations and financial constraints and uncertainty.</i></p>	<p><i>We listen to, watch for, and share out our community's needs.</i></p> <p><i>We share division updates, and help our ACPS community stay connected.</i></p>
<p>Our Guidance</p> <ul style="list-style-type: none"> • Accountability • Professional Learning • Student Support Services • Technology • Registration + Master Scheduling • Staff Expectations for Virtual Learning • Synchronous / Asynchronous Learning Expectations • Teacher Planning Expectations • Feedback, Grading & Assessment • Curriculum 	<p>Our Guidance</p> <ul style="list-style-type: none"> • Capital Investments & Facilities • Technology <ul style="list-style-type: none"> ○ Device Distribution ○ Hardware ○ Software Support ○ Training (Staff & Students) • Human Resources 	<p>Our Guidance</p> <ul style="list-style-type: none"> • Personal Protective Equipment • School Nutrition • Security • Student Health • Transportation • Cleaning & Maintenance 	<p>Our Guidance</p> <ul style="list-style-type: none"> • Risk Mitigation & Internal Controls • Budget • Payroll • Procurement 	<p>Our Guidance</p> <ul style="list-style-type: none"> • Family & Community Engagement (FACE) • Communications • Partnerships • Support In Development: Information Line / Hot Line / Text Line

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DIVISION PLAYBOOK

- [SEAL + C&I Playbook](#)
- [HR, Capital Investments, and IT Playbook](#)
- [Health & Safety Playbook](#)
- [Financial Management Playbook](#)
- [School and Community Relations Playbooks](#)

Division Guidance

Overview of Playbook

Division Use

- Articulates the standard operating systems for ACPS
- Communicates the design guardrails for elementary, middle and high schools based on the guidance provided by our Thought Partners and The VDOE
- Ensures consistent, equitable decisions are aligned across all campuses in ACPS

School Use

- Communicates the division's approach to reopening for 2020 - 2021 SY
- Outlines the decisions that school leaders will adapt based on the district's design guardrails
- Clarifies school protocols for reopening school

This playbook is designed to be a tool versus a rule book. Prior to diving into the decisions every school leader needs to make about student and staff, it is helpful to lay a foundation for those decisions made by the division and state. Doing so will allow school leaders to plan to be more community-driven, responsive to their needs and aspirations as a community, which are grounded in the key components of ACPS Enhanced Continuity of Learning Plan 4.0.

The goals of the playbook are to:

- Create actionable and solution oriented plans
- Connect tangible tools and implement examples to adapt to your school's context
- Sustain practices that lead to long-term impact

How You Might Use This Playbooks

- Reference while building school-specific professional learning activities.
- Reference while managing device distribution, maintenance, and repair.
- Reference to answer questions around managing health and safety, and nutrition challenges you may face.
- Reference for specific supports to use while engaging with families.

Our Guiding Principles

Increase Equitable
Access to Improve
Learning Outcomes
for All Students

Ensure the Voices of
Parents, Families,
Students

Study Lessons
Learned and Data for
Preparation and
Execution

Value Community
Coordination and
Collaboration

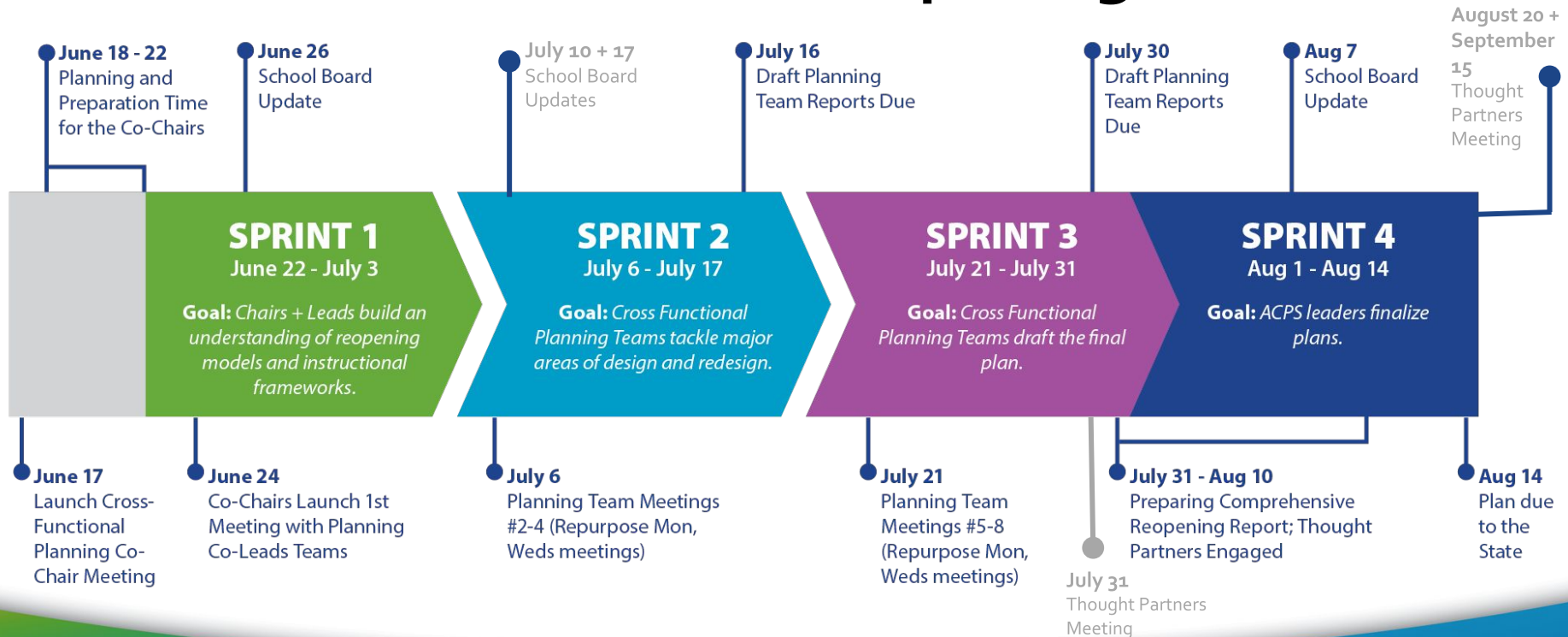
Build Trust and Allow
Creative Ideas for
Reopening

Embrace Flexibility
While Facing
Unprecedented
Challenges

Ensure Clear,
Consistent, and
Frequent
Communication

Ensure Students Have
Access to Technology
and Connectivity

Timeline for Reopening



Common Language for Reopening

LANGUAGE	WHAT DOES IT COMMUNICATE?
Model	A specific possibility; the goal is not a perfect plan, but rather used to uncover differences in an atypical school year. Our models will help us to start planning for new processes, policies and procedures specific to the ACPS context.
Sprint	A set period of time during which specific work has to be completed and made ready for review.
Core Areas	The Cross-Functional Planning Teams are focused on a variety of topics that will likely require deep design and redesign to support a future learning model. These are viewed as the topics that need to be addressed in most or all of the possible models.
Prototype	Generating innovative solutions by keeping our community at the center of the design process, gathering feedback early and often.
Actions	Decisions that are “safe enough to” move forward with across or in a given Model.

Our Return Models

PRIMARY DIVISION FOCUS

Model 1 TRADITIONAL

Traditional Model

- 100% of students are learning in-person and synchronously
- Social Distancing and PPE is used according to CDC & VDOE guidance

Model 2 HYBRID

Hybrid Model

- Varied percentages of students are learning in person and virtually
- This percentage is adjusted according to academic performance, confirmed cases, and other metrics

Model 3

- Continued **meal** distribution
- Expanded **technology** resources
- **Childcare** options
- Enhanced and formalized **Social, Emotional + Academic Learning (SEAL) Supports**

Navigating the Playbooks

EXAMPLE

SUMMARY of TOPIC:

[Why is this topic important? What does ACPS believe?]

CRITERIA FOR SUCCESS:

[Each CFPT created success criteria in the beginning of the design process]

WHAT WE HEARD:

[Inserted feedback from survey and Community Conversations that align to guidance and decisions]

ALIGNED ESSENTIAL QUESTIONS

[Essential Questions from VDOE Guidance and from CFPT discussions]

Applicable
Model



Hybrid



VirtualPLUS+

Division Guidance

[Responses to VDOE Essential Questions and CFPT key decisions. Describes what is consistent across schools.]

School Building Action Items:

[More specific actions for school leaders, staff, and department leaders to take.]

- *School Administration will ...*
- *School leadership teams or department teams will...*
- *School administration and Department leaders will...*
- *Staff will...*

[Teams 'checked' the model(s) their guidance applied to]

SUPPORTING SCHOOL DOCS & HELPFUL
CONTACTS

[Tools to support you and your teams getting started]

STILL HAVE QUESTIONS?

[Individual or department contact information in the event you have lingering questions]

SEAL + C&I Playbook

Accountability

SUMMARY of TOPIC:

All planning was done through a lens of equity to ensure we are responsive to the needs of all stakeholders through varied and adaptive approaches. We understand the need to prioritize social and emotional wellness and supports for students and staff in returning this fall. We also prioritized the need for as much instructional time for students and staff while balancing the need for some forms of measurement. We also must ensure we have a shared vision and understanding of how we define success, will reach success, and how we learn and adapt throughout the school year.

CRITERIA FOR SUCCESS: We will be successful if...

We create, implement, monitor, and adjust based on a system of measurement that illuminates inequities and monitors the efforts in their reduction and ultimate elimination through alignment with the Teaching and Learning Framework, ACPS 2025: Equity for All, and 4.0 Continuity of Learning Plan.

WHAT WE HEARD:

- Must focus on reducing inequities through all systems, supports and processes we employ in supporting all stakeholders.
- Prioritize SEL
- Need to focus on instructional delivery
- Must have processes to be able to know how we are progressing in any delivery model and be adaptive as an organization based on the data and voice of all stakeholders.

ALIGNED ESSENTIAL QUESTIONS

- How will we use data to monitor student progress and assess the impact of the interventions and support services we use to address these gaps and issues?
- How will School Improvement Plans need to be modified or adjusted to address this new era of accountability?
- How will we use disaggregated data to monitor underachieving subgroups whose learning may have been most severely impacted by the school closings?

Division Guidance

Regarding Progress Monitoring, the Accountability Team will...

- Ensure draft of assessment calendar and expectations are set for teacher review (mid-August)
- Prioritize SEL assessment for students and staff (September)
- Will investigate a potential division-wide norm-referenced diagnostic or curriculum based measure to inform instruction (no earlier than October)
- MAP screener (rather than full assessment) will be given in distance model. Full assessment will be given later in-person.
- Deprioritize other division required assessments (no CogAT, NNAT, MDA, PSAT)
- Just-in-time classroom based assessments (once new standards underway) and determine checkpoints (frequency) that align with curriculum unit pacing
- Create a division-level theory of action and system of measurement model inclusive of perceptual (survey) data (including engagement), assessments, and other indicators (i.e. attendance)
- Ensure two-way communication processes are in place

Regarding School/Department Improvement Plans, the Accountability Team will...

- Ensure alignment to 4.0 & 2025 strategic plans through guidance documents (August), professional learning (late August), and draft SIP & DIP submission (end of September)
- Ensure plans are founded upon illuminating current inequities and plans for systematically address and remove barriers
- Develop and communicate structure for quarterly chats by early October

School and Department Action Items

- School and department teams will receive support, develop, monitor, report data and adjust improvement plans aligned with the 4.0 CLP and ACPS 2025: Equity for All strategic plan

Applicable
Model



Hybrid



VirtualPLUS+

SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

- [ACPS 2025: Equity for All](#)
- [Department of Accountability](#)
- [Department of Teaching, Learning & Leadership](#)

STILL HAVE QUESTIONS?

- [Clinton Page](#), Chief Accountability Officer
- [Natalie Mitchell](#), Director of Title I Programs and School Improvement

Professional Learning

SUMMARY of TOPIC:

The best predictor of student success is the quality of teacher in the classroom. Professional learning is dedicated to the professional learning and development of necessary skills, mindsets, and capacities for all staff.

CRITERIA FOR SUCCESS: We will be successful if...

- Professional learning is relevant and accounts for the differentiated needs of teachers.
- Common framework and standards for effective professional learning.
- Acknowledge the adult and student trauma that has occurred and model the behaviors and mindsets we expect from students and staff
- Clear expectations and learning opportunities for tools, platforms, and purposeful best practices that are appropriate for Pre-K to Adult Ed.
- Data, local and differentiated from stakeholder groups, informs the decisions around professional learning offerings, delivery, and evaluation.
- Through use of the City of Alexandria's Covid Response protocol, our actions and outcomes will result in equitable practices and support for staff.

ALIGNED ESSENTIAL QUESTIONS

- How will the professional development calendar be modified to address emerging priorities associated with the crisis?
- How will we hold staff accountable to using specific programs and platforms?
- How will professional learning be delivered online, and how will PL days be divided per learning needs?
- What are the major professional learning needs of staff returning to school this fall (virtual or in person)?
- How will we target professional learning based on staff needs (i.e. survey staff)?

CONTINUE TO NEXT SLIDE

Professional Learning

Division Guidance

- All professional development will be delivered in a virtual environment
- Division-Wide Professional Learning will be focused Equitable Services, Policies, and Practices in the following 5 areas:
 - The Use of Instructional Technology
 - Trauma Informed Practices
 - Equitable Practices for Vulnerable Learners (EL, SPED, Black and Latino)
 - Instructional Best Practices for All Learners in a Virtual Setting
 - Multi Tiered Systems of Support
- A Cross-Functional Professional Learning Team will convene to create continued guidance on professional learning for the entire division
- Schools will follow a tiered prioritization to identify the professional learning and development required for specific student groups.

School Building Action Items:

- *School Administration will...*
 - Continue the conversations on racial equity
 - Use the preservice week to ensure that teachers understand and follow expectations around instructional technology usage, teaching and learning framework, and strategic plan
 - Model and support the instructional strategies for staff
 - Identify and highlight school leaders to lead and support teachers
- *Staff will...*
 - Complete compliance learning i.e. grading, communication, licensure etc.
 - Participate in ongoing professional learning and development within a school based PLC that focuses on culturally responsive, engaging, and sustaining practices.

Applicable Model



SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

- [Tiered prioritization guide](#)

STILL HAVE QUESTIONS?

- Dr. Terri Mozingo - Chief of Teaching, Learning, and Leadership
- Dr. Elizabeth Hoover - Chief Technology Officer
- Dr. Gerald Mann - Executive Director of Instructional Support

Student Support Services

SUMMARY of TOPIC:

The U.S. is currently experiencing two sources of trauma: the COVID-19 pandemic and systemic racism. Students are not immune to the impact of these traumas, and will need to have access to universal supports that build relationships, reinforce expectations, and support their social-emotional health and mental wellness.

CRITERIA FOR SUCCESS: We will be successful if...

- We identify emotional issues as they arise, within students and staff
- We address and appropriately handle issues as they arise (protocol in place)
- We share SEAL curricular resources across the divisions
- We designate clear time in school's master schedule to deliver Tier 1 SEAL supports
- We train staff to deliver/support support programs
- We ensure that role of SST Teams (including PBIS and RP Liaisons) are clear in light of what needs to be done regarding the COVID 19 context

WHAT WE HEARD:

- Students and families are anxious about their health and safety
- Students and families are concerned about maintaining their social connections to school staff and peers
- Students and families will need access to social-emotional supports and services regardless of school model
- Students and families are concerned about key transitions in school, for example from elementary to middle, middle to high

ALIGNED ESSENTIAL QUESTIONS

- How will we support the needs of homeless and transient students, including students who may have entered or plan to enter the system during school closings?
- How will the Department of Student Services collaborate with other departments within the division to maximize services for students who need them? (FACE, City, PTSA)
- How will we increase support for those who might have endured trauma, lost loved ones, or experienced increased poverty and economic instability?
- What are the psychological issues that students and staff will confront as they return to some form of schooling in the Fall?
- What resources and budget are we providing for non-RULER schools for Tier 1 SEAL?
- Are we using a universal screener?
- What strategies and processes are in place to address the learning and social-emotional needs of each of special populations?
- How do we meet the needs of students who may not return to school because of parental concerns about ongoing health risks and /or student disengagement after being isolated or disconnected to learning?
- What modifications will we need to make in our implementation of our Multi-Tiered System of Support (MTSS) to ensure that all special population students' needs will be addressed?
- How will we ensure that key parent and stakeholder groups associated with each special population be actively engaged in providing feedback and suggestions concerning these issues?
- How will the discipline protocol change given social distancing requirements/readjustment for students returning to school?

CONTINUE TO NEXT SLIDE

Division Guidance

Student Support services will...

- Work with Alexandria City, community resources, and ACPS Human Resources to assess the needs of school staff and provide whole-group supports and referrals for more targeted needs.
- Partner with Alexandria City community resources, PTAs and Parent Resource Center, FACE, and community partners to establish additional social, emotional, and mental health supports for school communities
- Provide professional development and resources to assist school staff with the provision of social-emotional and academic learning (SEAL), building relationships, and trauma-informed practices
- Establish guidance for student support team staff as well as restorative practices and equity leads to support their work

School Building Action Items:

School Administration will...

- Develop a document and timeline for monitoring progress for MTSS teams, PBIS implementation, SEAL implementation, and restorative practices
- Include SEAL in their school improvement plans in alignment with the ACPS 2025 Strategic Plan
- Include structured time for SEAL, relationship building, and the teaching of expectations in their master schedules

Staff will...

- Identify students who are not engaging in virtual instruction and follow-up with families to identify and remove barriers
- Implement an MTSS process to identify students with specific needs and provide appropriate resources
- Assess the impact of COVID-19 on students and then develop and implement resources and programs to support identified needs
- Use a trauma-informed approach to establish behavioral and academic expectations and practices
- Provide regular opportunities to build relationship, maintain connections, reinforce positive behaviors and expectations, and develop social-emotional skills and mental wellness

Applicable Model



SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

- [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](#)

STILL HAVE QUESTIONS?

- Dr. Julie Crawford, julie.crawford@acps.k12.va.us
- Darrell Sampson, darrell.sampson@acps.k12.va.us

Technology Support of SEAL

SUMMARY of TOPIC:

Supporting division plan with appropriate technologies.

CRITERIA FOR SUCCESS: We will be successful if...

- Hybrid model will be the biggest challenge for the teacher - How will we build in more planning time for teachers, coordination and collaboration of planning time (sustainability long term for teachers)
- Being intentional with considering Impact on students in pre k-2, 3-5, 6-12, AP, DE, (as well as IEPs/504/EL needs)
- Consistency across the school division with the “tools” the teachers are using. Last few months of learning have shown that the variety of tools has been a strain on parents / caregivers/ teachers.
- Alignment with professional learning and a CLEAR place for families and students to go for support with technology (hardware and software support)
- Alignment of message prek-12 and support of message from school based administration on tool usage, technical support, policy, procedures
- Over-communication-, multiple ways, multiple languages, multiple outlets, early and often. Clear lines of support for parents, students, for technology issues.
- Devices that work / internet access issues. Reliable devices and internet access for all students, ability to access the programs.
- Continued/ additional support for families, not just translations but videos with lingual / cultural differences in mind
- New teacher orientation / teacher development to hybrid model / all virtual
- Onboarding of lower grade teachers to blended learning/ students to blended learning style

WHAT WE HEARD:

- Split community support (between hybrid / all virtual)
- Need for specific expectations for asynch / synch learning (continuity of instructional quality)
- Need for consistency of tools (fidelity of usage)
- Support for families with devices
- Privacy/data concerns

ALIGNED ESSENTIAL QUESTIONS

- What are our plans for collecting, refreshing, and distributing devices to students? (Plan being developed by technology / human capital team)
 - How will we assess cyber security and safety protocols for infrastructure maintenance, fraud, data security, and harassment?
 - What is your plan for providing greater access to Internet connectivity, technology, and literacy/techtraining for all students/families, particularly subgroups and vulnerable populations?
- What tools will be allowed?
- How will we support teachers and staff in being ready for virtual instruction?
- How will we support students and families with tools and skills needed for success with virtual learning?

CONTINUE TO NEXT SLIDE

Division Guidance

Technology, C&I, and human Capital teams will...

- Support staff in using ACPS Curriculum supported technology tools (collaborative lists with Tech/C&I)
- Ensure alignment of tools used to communicate with families and students (collaborative lists with Tech/C&I)
- Create and upload Virtual Teaching and Learning Course in Canvas, ACPS at Home Website
- Create and upload Virtual Learning Camp- Professional learning alignment with C &I/TS
- Work with Learning Partners to add an additional layer to support staff
- Share streamlined and clear communications (From CO/Admin, expectations, procedures)
- Provide support for devices and applications in variety of formats and languages
- Create and upload a student help-desk course for families in Canvas
- Increase communication, including routine / scheduled meetings with FACE / parent liaisons

School Building Action Items

School Administration will...

- Set and uphold expectations with staff on tool usage and family communication (Fidelity Checks)
- Set and uphold expectations with staff on policy changes or amendments and student privacy requirements
- Set ample time and clear expectations for teachers to attend and complete professional developments
- Facilitate the communication of resources to staff / families

Staff will...

- Adhere to expectations set forth by administration and the division
- Attend and be active participants in required professional development(s)
- Be responsible for being up to date on information being provided (in emails, on Virtual Teaching and Learning Course, ACPS at Home Website etc)

Applicable Model



SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

- [Virtual Teaching and Learning Course \(Canvas\)](#)
- [ACPS @ Home Website](#)

STILL HAVE QUESTIONS?

- Dr. Elizabeth Hoover elizabeth.hoover@acps.k12.va.us
- Dr. Izora Everson izora.everson@acps.k12.va.us
- Emily Dillard emily.dillard@acps.k12.va.us

Registration and Master Schedule Building

SUMMARY of TOPIC:

- Building a master schedule for TC and our two middle schools often takes 3-4 months. How do we set up master schedules in a 2-3 week timeframe if we aren't making decisions until August 7? In addition, it is imperative (lesson learned from summer school) that we leave two weeks prior to September 8 for all hands on deck communication. Schedules need to be done Friday, August 21 to leave ample time for communication to families and ESPECIALLY to those who are our most vulnerable and/or English is not their first language.
- The concern is we plan this great thing but if we can't get the info to families it is going to cause issue.
- In addition there are SEVERAL questions, issues, and considerations about new student registration, transfer requests, etc. These questions have been piling up for weeks and need an answer asap.

CRITERIA FOR SUCCESS: We will be successful if...

- Success will be measured by the number of students who are able to log in on the first day of school and participate. After that success gets much more granular by grade, school, etc.

WHAT WE HEARD:

- Directors of Guidance and central office personnel who are familiar with what this is going to take are really starting to panic
- Everything is based off the school's master schedule

ALIGNED ESSENTIAL QUESTIONS

- How do we create a master schedule that supports student learning, teacher instruction, and creates a school "day" that is realistically able to be attended by students in a virtual environment?
- How do we create a system that allows families to finish registering for school in time for September 8th?

CONTINUE TO NEXT SLIDE

Division Guidance

- The student registration process remains unchanged by VDOE. Students and families will still need to complete the traditional registration process to include verification of documentation and immunizations. ACPS will continue to prioritize the safety of school staff and families in order to complete this process.
- Master schedules will maintain consistent characteristics across schools by level, with opportunities for schools to make some customizations for their specific populations
- Master schedules will include set-aside time for advisory periods/morning meetings to establish and build relationships, establish and reinforce school expectations, and provide social-emotional and academic learning.
- The balance of screen time versus asynchronous learning will be considered through a developmental lens
- ACPS is examining 4x4 models at the high school level? Secondary level?
- Every effort will be made to provide students with their choice of courses at some point during the school year.

School Building Action Items:

School Administration Will...

- Use master schedule guidelines to create schedules that provide consistency across ACPS

Staff Will...

- Registration Guidance
 - Schools offices are set to open on August 17 to continue registrations.
 - Registrars need to monitor their online registrations and ensure their families come to the centralized registration sites before August 13 or come to their school office beginning August 17. The rules from VDOE for registration requirements remain the same so all paperwork has to be collected.

Applicable Model



STILL HAVE QUESTIONS?

- Marya Runkle (marya.runkle@acps.k12.va.us)
- Darrell Sampson (darrell.sampson@acps.k12.va.us)

Staff Expectations for Virtual Learning

SUMMARY of TOPIC:

ACPS recognizes this is a stressful situation and that employee communication, education, and training will be needed for re-entry. We will identify and prioritize quality staff expectations and best practices for virtual learning in order to maximize engagement and equitable outcomes for all members of the ACPS family.

CRITERIA FOR SUCCESS: We will be successful if...

- Consistent tools and expectations across the division
- Expectations are developmentally appropriate across grade levels
- Increase participation rates for students
- Consistent implementation and use of expectations (Survey, chats, and break-out groups)

WHAT WE HEARD: Trends from Surveys

- Lack of consistency across schools in implementation of virtual learning
- Asynchronous very important for EL students, because synchronous was very difficult for families
- Participation of EL students online was low, especially at secondary level. Internet access and kadjeeet limitations were one factor
- SPED families want more synchronous
- Variability of platform use--consistent platform--ACPS learning management system

Desire from staff for

- Instructional videos, simplified, processes for accessing technology/online learning
- Clear communication for what is expected for teachers vs. SST members, and consistent across schools
- Roles for engaging students--clear guidelines for which staff covers which issues-clear establishment of roles
- Clear and defined expectations for professional learning for each staff member, i.e. paraprofessionals, teachers, office staff, media specialists, etc
- Expectations for planning, time for synchronous vs. asynchronous learning
- Expectations for teachers for students who can't access internet

Desire from families for

- Reasonable amount of contact as teacher's responsibility and then passed on to other staff
- Need for increased outreach to EL families, face-to-face in the community

ALIGNED ESSENTIAL QUESTIONS

- How will the professional development calendar be modified to address emerging priorities associated with the crisis?
- How will we hold staff accountable to using specific programs and platforms?
- What are the major professional learning needs of staff returning to school this fall (virtual or in person)?
- How will we target professional learning based on staff needs (i.e. survey staff)?

CONTINUE TO NEXT SLIDE

Staff Expectations for Virtual Learning

Division Guidance

ACPS will provide...

- The ACPS learning management system--consistent use of one platform across the division-Canvas
- Same platforms for access across EL and/or SPED with clear guidance
- Using programs/platforms that division already owns
- PD in Canvas, Zoom, and various division platforms
- Professionalism, e.g. require standard ACPS virtual background on Zoom for teachers and students. Set norms for students on Zoom.
- Division wide central location for data--Powerschool?
- Clear guidance on attendance
- Create walkthroughs and observations forms for administrators to use when conducting virtual walkthroughs/observations.
- Guidance on expectations for virtual lessons
- Guidance on standards and objectives posted
- Assessments/measures of academic progress
- Specific documentation for SPED that will be required of SPED teachers. Guidance for EL teachers on English language development.
- Guidance for administrative staff, paraprofessionals, interventionists, nurses, administrators, central office staff, etc
- Clear expectation of a structure timed schedule for staff and students.
- Specific professional development with regards to Zoom in order to engage students in cooperative learning and student discourse.
- The grade level teams provide different live Zoom sessions throughout the day to allow students to join when they are available.
- Collect data on students engaging both synchronously and asynchronously
- Teachers should provide Daily direct instruction to students via Zoom. The lessons must be interactive.
- PreK-2nd teachers will need to familiarize students with their devices in the beginning of school.
- School division should look at all staffing personnel to provide support to the schools.

Applicable Model



SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

- [guide] [ACPS Continuity of Learning Plan 1.0 + 2.0](#)
- [article] [Teaching Strategies for Virtual Instruction](#)
- [resource bank] [Microcredentialing that Supports Virtual Learning](#)
- [sample schedules/models] [Texas Education Agency School Models](#) (explore sample schedules for teacher schedules/expectations)
- [how to videos] [Dear DIS: PD Playlists](#)
- [MOOC] [Remote Teaching and Learning](#)--Friday Institute free online course

STILL HAVE QUESTIONS?

- Dr. Gerald Mann - Executive Director of Instructional Support
- Dr. Julie Crawford - Chief of Student Services and Equity

Staff Expectations for Virtual Learning

Applicable Model



School Building Action Items:

School Administration will...

- Collect data on students not accessing, etc. central location to keep all the data

Staff will...

- Complete training in Zoom, Canvas, Clever as needed depending on grade level/school building.
- Differentiate and integrate best practices for our special populations and receive training in this area.
- SPED staff will have an additional layer of documentation requirements
- Be responsible for communication to families and document the data to provide outreach support.
Training for parents in any of the online platforms.
 - Teachers will maintain a communication log and make the appropriate referral after two attempts of communicating with families.
- Collect attendance and make referrals to the appropriate person when students are not attending.
- Professionalism, e.g. require standard ACPS virtual background on Zoom for teachers and students. Set norms for students on Zoom.
- Provide daily direct instruction via Zoom.
- Record the “I do” lesson or record the entire lesson.(Explore guidance related to pinning teacher’s Zoom window to ensure students’ confidentiality)
- PreKG-KG Teachers will need to provide specific guidance to parents on how to instruct their students at home.

SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

- [guide] [ACPS Continuity of Learning Plan 1.0 + 2.0](#)
- [article] [Teaching Strategies for Virtual Instruction](#)
- [resource bank] [Microcredentialing that Supports Virtual Learning](#)
- [sample schedules/models] [Texas Education Agency School Models](#) (explore sample schedules for teacher schedules/expectations)
- [how to videos] [Dear DIS: PD Playlists](#)
- [MOOC] [Remote Teaching and Learning](#)--Friday Institute free online course

STILL HAVE QUESTIONS?

- Dr. Gerald Mann - Executive Director of Instructional Support
- Dr. Julie Crawford - Chief of Student Services and Equity

CONTINUE TO NEXT SLIDE

Synchronous / Asynchronous Learning Expectations

SUMMARY of TOPIC:

ACPS recognizes that in order to provide high-quality instruction in our reopening models, we need to provide guidance and support on what live and independent learning looks like for students and teachers.

CRITERIA FOR SUCCESS: We will be successful if...

- Detailed + explicit **definitions** of what each topic means and doesn't mean, that apply across the system
- **Expectations** of guidance vs requirements → where are we on the same page vs flexibility while maintaining equity of access
- Clear visibility of how **best practices** are translated into synchronous and asynchronous learning environment
- *A clear plan in place for our students who are not showing up (aligned to MTSS)*
- Both synchronous and asynchronous environments are strong for students
- Streamlined + consistent ease of use for families
- Training modules for families on how to support across s/a

WHAT WE HEARD:

- Needs are different across sub-groups (who is opting in to hybrid vs 100% virtual) → demands flexibility and equity focus
- Virtual instruction will happen across all scenarios → we need to get really strong on virtual instruction
- Building structures and supports for virtual learning at home is KEY
- EL teacher survey (needed culturally relevant instruction, need for tutorials, clear directions)

ALIGNED ESSENTIAL QUESTIONS

- Relationships + Engagement: How are we building + sustaining relationships + engagement in both environments?
- What are the best practices for synchronous + asynchronous (timing, parts of the lesson, across grade levels, content areas)?
- What does engagement look like in synchronous + asynchronous environments?
- Requirements/Certifications: How can we make sure IEP and 504 requirements are implemented effectively in virtual environment?
- How can we incorporate GLAD cooperative learning structures?
- How can we support teachers in implementing synchronous structures?

CONTINUE TO NEXT SLIDE

Applicable Model



Division Guidance

- Specific guidance and expectations for best practices within the teaching and learning framework in synchronous and asynchronous learning environment.
- Maintaining clear communication, clarity, and organization to streamline for students and families (platforms, posting times, tools, email communication)
- Experience of synchronous and asynchronous learning will be established for students in special education, English Language Learners
- Professional learning will prepare staff to meet the expectations of the division, and provide opportunities to share best practices

School Building Action Items:

- *School Administration Will...*
 - Create a master schedule that allows for flexibility and maintains division guidance on synchronous/asynchronous guidance
 - Create a plan for holding team accountable for best practices
- *Staff Will...*
 - Implement division expectations for best practices for synchronous + asynchronous learning environments

SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

- Glossary of terms
- Stay Tuned: Overall schedule across grade levels
- Stay Tuned: Nuanced view for sub-groups
- Stay Tuned: Potential learning modules:
 - Engagement
 - Relationships
 - Building habits for virtual learning

STILL HAVE QUESTIONS?

- Contact info of person / team if stakeholder has more questions and needs guidance

Teacher Planning Expectations

SUMMARY of TOPIC:

ACPS recognizes this is a stressful situation and that employee communication, education, and training will be needed for re-entry. We will prioritize the teacher planning time needed in order to collaborate with Professional Learning Communities (PLC), prepare for synchronous/asynchronous teaching, and research/learn best practices for delivery of virtual instruction. We will ensure expectations are clear and consistent across the division. We respect and value each teacher's work and personal demands knowing flexibility in planning time must be considered to support the unique needs and the changing conditions that impact our ACPS Family.

CRITERIA FOR SUCCESS: We will be successful if...

- Consistent tools and clear expectations across the division
- Planning time is for planning not meetings
- Expectations are developmentally appropriate across grade levels

WHAT WE HEARD:

- Clear and defined expectations for professional learning for each staff member, i.e, paraprofessionals, teachers, office staff, media specialists, etc
- Expectations for planning, time for synchronous vs. asynchronous learning

ALIGNED ESSENTIAL QUESTIONS

- How will the professional development calendar be modified to address emerging priorities associated with the crisis?
- How will we hold staff accountable to using specific programs and platforms?
- How will professional learning be delivered online, and how will PL days be divided per learning needs?
- What are the major professional learning needs of staff returning to school this fall (virtual or in person)?
- How will we target professional learning based on staff needs (i.e. survey staff)?

CONTINUE TO NEXT SLIDE

Division Guidance

Dept. of TLL will...

- Consider the school level/ teaching teams/ cross curriculum planning team
- Ensure all staff have access to wi-fi and technology device for PL

School Building Action Items:

School Administration will...

- develop PL based on staff/school needs (using Zoom & pre-recorded videos)
- Running record of who attends PL
- PLMS
- Collect and analyze teacher observation/survey data & school based needs to determine targeted PL

Staff will...

- Staff will target PL based on their own needs, student needs, and school-wide plans
- Use PLMS log,
- Spend at least 3 hours on Monday planning with teams, creating materials and visuals
 - Planning Daily for at least 1 hour for pre-recorded videos, modifying lesson plans based on student progress
- Set office hours to debrief PL with administration or appropriate personnel. PL learning will be divided according teacher/building priorities.
- Teachers will receive mandatory PL on addressing trauma, social emotional needs, and self-care, creating a supportive and connected classroom community (new students)
- Training on virtual learning and ACPS learning management platforms (i.e. Canvas, Google Classroom, and Clever)
- Collect data from staff surveys and administrator survey observations/ feedback for continued PL needs
- Lesson plans are expected for all courses/subjects/ grade levels as directed by administrators
- Professional Learning Communities (PLC) participation as directed by administrators
- Staff meeting and district-wide professional development participation is expected with registration through PLMS
- Participation 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

Teacher Planning Expectations

Applicable Model



SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

The following resources will be developed and shared with principals and school teams

- Toolkit of Resources
- Safety Procedures guidance
- Pre-recorded PL videos
- C & I scope and sequence guides & lessons on quarterly standards to master

STILL HAVE QUESTIONS?

- Department of Teaching, Learning & Leadership

Feedback, Grading & Assessment

SUMMARY of TOPIC:

ACPS recognizes that feedback, grading and assessment must be adjusted to specifically address the realities and challenges experienced by students and staff participating in virtual learning.

CRITERIA FOR SUCCESS:

- Consistent tools and expectations across the division
- Expectations are developmentally appropriate across grade levels
- Teachers will use a variety of formative and summative assessments.
- Ensure all assessments are supported by virtual technology.
- Teachers will give feedback that reflects student progress and mastery
- Provide additional opportunities to meet individual needs
- Multiple ways for students to demonstrate their level of understanding (aka “mastery”)

WHAT WE HEARD:

- There was a continuum of feedback on the grading policies. For some groups, the revised grading policy motivated students in quarter 4. For others, it did not motivate students to engage if they already had high enough grades.
- Student perspective - some grading incentive needed to remain engaged.
- “Optional Assignments” have lower completion rates
- Grading on completion versus mastery.
- Not consistent across division
- Consistent expectations for number of assignments per quarter (e.g. 1 assignments / week)
- Incentive to engage and complete work for some / Concern about not enough “rigor” for some
- Flexibility on when tasks were completed was appreciated

ALIGNED ESSENTIAL QUESTIONS

- How do we diagnose the learning losses and put every student on a faster track back to grade level?
- What modifications will we need to make in traditional accountability measures and processes (e.g., pacing of curriculum implementation, intervention to reinforce standards missed during the closure, Tier II and Tier III interventions within our Multi-Tiered System of Support)?
- What will be the role of standardized testing (e.g., quarterly benchmarks, SOLs)?
- How will we monitor student progress, provide feedback and support to learners, and determine interventions to address learning gaps extending from school closures?

Applicable Model



Hybrid



VirtualPLUS+

Division Guidance

- Explore ways to move to 4x4 and scheduling formats for ES to make learning & assessment manageable
- IKB-R & IKC-R (# of course assignments and grading): Start with policy/regs and work from there. What adjustments need to be made at elementary? At secondary? What is realistic?
- Hold further conversations with Pre-k/elementary specialists to set differentiated expectations

School Building Action Items:

- *School Administration will...*
 - Explore 4x4 scheduling and scenarios (Follow-up: Possible consult w/ FCPS Edison HS→ Years of experience with 4x4)
 - Consult with tech services to see if PS has capacity to help (Follow-up: M.R. Says possible from PS perspective; details will need to be worked out prior to move; M.R. has experience building 4x4)
 - Digital literacy thread; “How to” time K-12 (PD / Units of instruction) OUTLIER ITEM
 - -Need to loop Testing/DoA into 4x4 conversation for ramifications for SOL testing, etc
- *Staff will...*
 - Explore creative scheduling for synchronous learning start times to take family obligations and the different needs of elementary vs. secondary students into account.

SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

- [ACPS Grading Regulation](#)
- [ACPS Assessment & Evaluation Regulation](#)

STILL HAVE QUESTIONS?

- Staff contact: Dr. Gerald Mann, Executive Director of Instructional Support
gerald.mann@acps.k12.va.us

Curriculum

SUMMARY of TOPIC:

ACPS recognizes this is a stressful situation and that employee communication, education, and training will be needed for re-entry. ACPS will provide an equitable, high quality education through curriculum that is accessible and engaging to all students.

CRITERIA FOR SUCCESS: We will be successful if...

- Consistent tools and expectations across the division (ACPS approved resources such as Canvas)
- Expectations are developmentally appropriate and culturally responsive across grade levels and instructional levels
- Focus on providing student access to a rigorous instructional program with appropriate levels of challenge and support informed by grade level content although not limited to it
- Equitable access to instructional resources and materials

WHAT WE HEARD (Curriculum Team Review of Survey [here](#))

- Our students, families, and staff would benefit from a curriculum format that provides flexibility and curriculum tools and content that are consistent throughout the school division and afford students opportunities to interact with teachers. Additionally, the curriculum should include time for community building and social emotional learning.
- Our students and families need equitable opportunities that ensure all students will have access to the curriculum.
- Our students will benefit from differentiated instruction (Prek-2, 3-5, 6-8, 9-12, Specialized Instruction, English Learners, Talented and Gifted).
- Our students and families will benefit from feedback and balanced assessments to determine student learning and progress.
- Our families will benefit from clear, consistent, and accessible communication as it relates to the curriculum.
- In a virtual environment, communication must be two-way (between ACPS and Families initiated by either the family, school, teacher etc.) and must utilize multiple modalities (not limited to email and online).

ALIGNED ESSENTIAL QUESTIONS

- How do we create a plan to accelerate student learning as well as meet the social, emotional, and mental health needs of students?
- How can we use the COVID-19 closings to augment and enhance our approach to instructional delivery and learning? For example, how can we ensure that all our classrooms are personalized, engaging, authentic, and differentiated to address students' varying readiness levels, interests, cultures, and learner profiles?

CONTINUE TO NEXT SLIDE

Division Guidance

The C&I Team will...

- **Utilize** the ACPS Learning Management System (LMS) consistently to ensure equity for our students. Grades 2-12 will use Canvas, Grades K-1 will use a Clever Teacher pages and have a Canvas Homepage, Pre-K will use Clever Teacher pages (Families will need additional support from the Department of Technology Services)
- **Implement** Curriculum Best Practices and utilize best practices for special populations for Virtual and Hybrid Learning.
- **Apply** an interdisciplinary and project based learning (PBL) approach to instruction when possible.
- **Identify** priority standards and create pacing so that virtual and hybrid models are in parallel. (Nonpriority standards should receive less focus but should still be taught.)
- **Plan** for opportunities and resources for community building
- **Develop** a time and place for community building and Social Emotional Learning (SEL)
- **Organize** a vehicle to support collaboration and the exchange of resources, materials and ideas (example - the learning resources exchange).
- **Implement** school-based Professional Learning Communities (PLC) for all instructional staff (facilitated by instructional coaches when available)
- **Determine** guidelines and criteria for targeted small group instruction. (consider *MTSS, IEP hours, ELD, TAG, ASOL*)
- **Create** access to innovative virtual events for students each quarter (consider guest speakers) (connect with The Office of Community Partnerships and Engagement)
- **Implement** a process that will provide an opportunity to reflect on how things are going and revise as needed
- **Implement** a communication plan to ensure clear and concise information sharing among ACPS staff.
- **Innovate** opportunities for accelerated learning within ACPS or through third party partnerships. (example: Edgenuity) (collaborate with the Department of Technology Services)

Applicable Model



School Building Action Items:

School Administration will...

- **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*)

School Building Action Items Continued:

Staff will...

- **Utilize** the ACPS Learning Management System (LMS) consistently to ensure equity for our students. Grades 2-12 will use Canvas, Grades K-1 will use a Clever Teacher pages and have a Canvas Homepage, Pre-K will use Clever Teacher pages (Families will need additional support from the Department of Technology Services)
- **Implement** ACPS approved resources and applications, curriculum best practices, interdisciplinary and PBL, providing instruction on the ACPS identified priority SOLs, and community building and SEL.
- **Participate** in school based PLC's
- **Plan** for and **implement** targeted small group instruction
- **Implement** strategies to create engaging and authentic learning opportunities.
- **Implement** a communication plan to provide opportunities to communicate with families throughout the fall (via canvas, phone, email, etc.) - connection to The Office of Community Partnerships and Engagement
- **Connect** and **Communicate** with families to ensure a more personal connection to families and to provide feedback to support families in implementing a virtual model.
- **Collaborate** with other instructional staff throughout ACPS and exchange resources, materials, and ideas.
- **Teach** new content and identify gaps that prevent students from accessing grade-level material. Address unfinished learning using VDOE recommendations.
- **Utilize** a balance of diagnostic assessment with just in time formative assessments that inform immediate instructional needs.

Applicable Model



Hybrid



VirtualPLUS+

Curriculum Resources & Contact Information

SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

- [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](#)
 - Specialized Instruction
 - Talented and Gifted
- Distance Learning Playbook
- ACPS Approved Resources for Instruction and Activities
- [Glossary of Terms](#)
- [VDOE Virginia Learns Anywhere](#)
- ACPS Multi Tiered System of Support
- [How to Succeed in Distance Learning](#)
- [Curriculum Team Notes - feedback from survey and Community Conversations that align to guidance and decisions](#)

STILL HAVE QUESTIONS?

- | | |
|-----------------------|---------------------|
| ● Dr. Gerald Mann | ● Donna Brearley |
| ● Julia Neuffer | ● Jane Richardson |
| ● Kimberly Schell | ● Bethany Nickerson |
| ● Tanja Mayer-Harding | ● Katherine Philipp |
| ● Lora D'Adamo | |

Human Resources, Capital Programs & Facilities and Technology Services

SUMMARY of TOPIC:

Provides safe and optimal environment for teaching and learning, regardless of model

CRITERIA FOR SUCCESS: We will be successful if...

- CIP and facilities support academic progress.
- Facilities is able to implement recommended safety standards objectively.
- Staff and students feel safe.
- Facilities are maintained and projects are pursued on time and on budget.

WHAT WE HEARD:

- Concerns about ventilation and HVAC systems
- Drinking fountains
- Handwashing stations
- Cleaning procedures (collaborate with Health and Safety)
- Maintaining social distance
- Before/after care, shared use programs
- Limiting transition within building
- Increased traffic based on limited bus capacity
- Signage requirements, establishing safe movement throughout facility

ALIGNED ESSENTIAL QUESTIONS

- Will we modify our capital project plans?
- What is our building capacity, and what daily protocols are established for employees and students when entering building?
- What type of signage must we add to schools?
- What are the expectations for how external partners will use facilities?
- Regardless of return Model what is our decision around playgrounds and other common space usage?

CONTINUE TO NEXT SLIDE

Division Guidance

The Facilities Team will...

- Develop social distancing guidelines for different types of spaces; using 65 SF factor per person
- Supply signage, dividers, furniture to meet social distancing demand, 10 ft wide hallways can be two way, anything less, one-way hallway
- Create guidelines on ventilation and communicate how HVAC systems work including any changes to be implemented in BAS - increase filter changes and filter quality, increase outdoor air exchange, consider retrofitting for UV capability to cleanse air
- Work order response improvement/instilling confidence, establishing and communicating priority.
- Create division-wide drop-off and pick-up protocols to accommodate additional parent drivers; work with City on identifying additional traffic control measures
- Establish covered assembly areas at each school entrance to allow for social distancing and screening at school during arrival and dismissal
- Amend shared use agreements with partners in facilities including before and after care providers, pre-k programs, election; collaborate on available space and before/after/during school day care; recommend offering gymnasiums only for this purpose
- In collaboration with health and safety, support closing down spaces and/or providing flex space in the event of an outbreak
- Provide template for furniture inventory, require single person desks at all grade levels
- Establish isolation area requirements - should be near clinic area, directly accessible from outside if possible, where possible and if eating in the classroom, recommend use of the cafeterias, add curtains or standing dividers, cots
- In collaboration with Health & Safety and Fire Marshal office, communicating that, in the event of emergency, social distancing guidelines do not apply
- Develop safe procedures for accessing water for drinking and/or handwashing
- Work with Health and Safety on screening procedure for facility access for staff and students
- Preparing for additional setup time and support

School Building Action Items:

School Administration will...

- Develop school-based building plan based on social distancing guidelines including different entrances and exits, one-way hallways
- Prioritize work order requests
- 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
- Conduct furniture inventory to determine needs/excess
- Set up isolation areas
- Identify outdoor learning potential and set up or request support from facilities

Staff will...

- Set up classrooms in accordance with social distancing guidelines
- Adhere to all safety measures
- Educate students and families

Applicable Model



Hybrid



VirtualPLUS+

SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

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 be 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](#)

STILL HAVE QUESTIONS?

- Erika Gulick erika.gulick@acps.k12.va.us
- John Finnigan john.finnigan@acps.k12.va.us

CONTINUE TO NEXT SLIDE

Capital Programs & Facilities (page 3 of 3)

Division Guidance

The Facilities Team will...

- Establish spaces within school for on-site supports for technology, providing wi-fi, etc. Tents with electric/wifi/etc. not feasible given requirement to set up and remove every day
- Amend shared use agreements with partners in facilities including before and after care providers, pre-k programs, election polling places, daycare providers; collaborate on available space and before/after/during school day care; recommend offering gymnasiums only for this purpose
- In collaboration with health and safety, support closing down spaces and/or providing flex space in the event of an outbreak
- In collaboration with Health & Safety and Fire Marshal office, communicating that, in the event of emergency, social distancing guidelines do not apply
- Prepare facilities for teachers to teach from their classrooms in virtual model, if pursued
- Work with Health and Safety on screening procedure for facility access for staff and students
- Prepare for next phase with all guidance included in hybrid
- Increased level of communication
- Preparing for additional setup time and support when phasing in hybrid

School Building Action Items:

School Administration Will...

- develop school-based building plan based on social distancing guidelines including different entrances and exits, one-way hallways for staff coming onsite
- Prioritize work order requests
- Assign bathroom, print station and work room to certain portions of the building
- Operate on-site support space in accordance with division-wide guidance
- Prepare for next phase with all guidance included in hybrid

Staff Will...

- Set up classrooms in accordance with social distancing guidelines
- Adhere to all safety measures
- Educate students and families

Applicable Model



SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

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 be negotiated with SSC, ACPS

CDC COVID-19 GUIDANCE

- [Covid 19 Cleaning and Disinfecting Guidance for Schools and Child Care Programs](#)

STILL HAVE QUESTIONS?

- Erika Gulick erika.gulick@acps.k12.va.us
- John Finnigan john.finnigan@acps.k12.va.us

Technology - Device Distribution (Infrastructure)

SUMMARY of TOPIC:

Distribution of devices and internet services to students

CRITERIA FOR SUCCESS: We will be successful if...

- Students have access to a device to participate in On-line / Hybrid learning
- Previously enrolled students 4-12 will retain the devices assigned to them
- Students new to ACPS will receive a device. Chromebook for grades 2&3 and newly enrolled students grades 4-12
- Grades prek-1 will receive a tablet device as needed
- Qualifying students who need internet access can Request a Kajeet MiFi
- Devices need to become more available in the marketplace
- Distribution will be held on-site and in person at one of several ACPS school building facilities. With a core site located centrally to ACPS. Sites TBD working with the facilities department and school personnel

WHAT WE HEARD:

- Students need Devices and internet services to participate online.
- Shipping is difficult, not secure and cost prohibitive.

ALIGNED ESSENTIAL QUESTIONS

- What is our decision around developing shared use around technology/devices/services to better integrate afterschool providers and coordinate on student supports?
- What is our decision for device service, distribution, collection, and repair sites? Will these sites remain open? And if so, how will they operate regardless of return Model?

CONTINUE TO NEXT SLIDE

Technology - Device Distribution (Infrastructure)

Division Guidance

Technology Department will...

- Have a central location for depot, distribution and repair. Most items will be handled in person as a pickup or swap out.
- In instances where a student is quarantined, arrangements will be made for shipping or alternate delivery. This method of operation is only minimally impacted by model.
- Set up sites with staggered hours of operation to try and best serve needs of parents and students
- Maintain and expand the in place 1:1 devices program for students so they each have a mechanism to access curricula.
- Order devices (Chromebooks, Kajeets, Tablets, PCs, etc.) within budget constraints and marketplace constraints.
- Inventory, label, and prepare each device for distribution.
- Organize a centrally located device distribution location. All devices will be picked up by students/families there.
- 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 miss the primary distribution

School Building Action Items:

School Staff will...

- Provide technology space for collection, distribution and service. May be required to provide instructional space for classes
- Provide locations at sites to store and operate in-person support, hold in person training when needed.
- Continue to share/communicate clear directions for device distribution, and following support.
- Provide space for in-person training on devices.
- Advertise Tech Check for all students.

Applicable Model



SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

The following resources will be developed for school teams

- Collaboration needed with communications department to develop signage (infographics and multilingual)

STILL HAVE QUESTIONS?

- John Crites

SUMMARY of TOPIC:

Division support of the division's technology hardware.

CRITERIA FOR SUCCESS: We will be successful if...

- We have a central location for depot, distribution and repair. Most items can be handled in person as a pickup or swap out. In instances where a student or staff member is quarantined, arrangements will be made for shipping or alternate delivery. This method of operation is only minimally impacted by either Hybrid or On-line instruction model.
- Sites are open weekdays and have staggered hours of operation to try and best serve needs of parents and students and staff.

WHAT WE HEARD:

- Devices need to be repaired and turned around as fast as possible

ALIGNED ESSENTIAL QUESTIONS

- What is our decision around developing shared use around technology/devices/services to better integrate afterschool providers and coordinate on student supports?
- What is our decision for device service, distribution, collection, and repair sites? Will these sites remain open? And if so, how will they operate regardless of return Model?

Technology - Hardware Support (Students and Staff)

Division Guidance

Technology Department will...

- Provide a central facility will be selected for the main storage and distribution hub. Other satellite and pop-up sites will be made available for support
- Provide support will via online documentation, by phone, by Zoom or in person hardware swap
- 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
- Order replacement devices and parts as necessary based on budget and marketplace availability.
- Inventory, label, and repair devices
- Organize a main Support Center with equipment and staff.
- Open pre-identified satellite sites for hardware support (specific days and times).
- Collaborate with the ACPS Communications Team to create clear infographic on HOW, WHERE, and WHEN to visit Tech Support Centers around the city.
- Create a Canvas course with support videos, forms, how-tos, schedules, phone numbers to call, etc. for families, students, and staff. (All ACPS Community will have access to this course.)

School Building Action Items:

Staff will...

- Provide technology space for collection, distribution and service. May be required to provide instructional space for classes
- Provide locations at sites to store and operate in-person support, hold in person training when needed.
- School staff will continue to share/communicate clear directions for device distribution, and hardware support.
- School staff will provide space for in-person training on devices. If guidance allows.

Applicable Model



SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

The following resources will be developed for school teams

- Communication collaboration for Tech Support Centers - communicating WHERE AND WHEN support is available.

STILL HAVE QUESTIONS?

- John Crites

Technology - Software Support (Students and Staff)

SUMMARY of TOPIC:

Support the division's education plans through the use of technology tools and services

CRITERIA FOR SUCCESS: We will be successful if...

- Students Staff will access ACPS technology tools using ACPS provided resources via ACPS portals such as Clever and Canvas. Other software items are either made available for download as needed or pushed to units.
- Students and staff will have support available to them via Online documentation, By phone, by Zoom.
- Where guidance allows, We would like to hold some early in person classes for parents so they can help their student with use of ACPS technology tools.

WHAT WE HEARD:

- In-person and phone technology support needed for students/families and staff.

ALIGNED ESSENTIAL QUESTIONS:

- What is our decision around developing shared use around technology/devices/services to better integrate afterschool providers and coordinate on student supports?
- What is our decision for device service, distribution, collection, and repair sites? Will these sites remain open? And if so, how will they operate regardless of return Model?

Division Guidance

Technology Department will...

- Renew and maintain current software licenses.
- Prepare a course and support services materials and support will be accessed via online portals such as Clever, Canvas. Support will be offered by on-line documentation, by phone, by Zoom and (where safety guidance allows) in person class-identified satellite sites for hardware support (specific days and times).
- Technology Services creates and organizes Canvas course with support videos, forms, how-tos, schedules, phone numbers to call, etc. for families, students, and staff. (All ACPS Community will have access to this course.)

School Building Action Items:

Staff will...

- Access to ACPS TIS for support and training materials
- Access class materials and support via online portals such as Clever, Canvas. Support will be offered by on-line documentation, By phone, by Zoom and Where safety guidance allows, in person classes.
- Provide technology space for collection, distribution and service. May be required to provide instructional space for classes
- Provide locations at sites to store and operate in-person support, hold in person training when needed.
- School staff will continue to share/communicate clear directions for device distribution, and software support.
- School staff will provide space for in-person training on devices. If guidance allows.
- School staff will utilize Tech Resources on Clever/Canvas to share with families/students.

Applicable Model



Hybrid



VirtualPLUS+

SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

The following resources will be developed for school teams

- Communication collaboration for Tech Support Centers - communicating WHERE AND WHEN support is available.

STILL HAVE QUESTIONS?

- John Crites

Technology - Training (Students and Staff)

SUMMARY of TOPIC:

Support the division's education plans through the use of technology tools and services by providing student training and professional learning for staff.

CRITERIA FOR SUCCESS: We will be successful if...

- Other software items are either made available for download as needed or pushed to units.
- Students and staff will have support available to them via Online documentation, By phone, by Zoom.
- Where guidance allows, We would like to hold some early in person classes for parents so they can help their student with use of ACPS technology tools

WHAT WE HEARD:

- Students need to be trained on how to access online learning tools, to use their Chromebooks and Kajeets.
- Teachers need professional learning on best practices for effective and engaging distance learning

ALIGNED ESSENTIAL QUESTIONS

Class materials and support will be accessed via online portals such as Clever, Canvas. Support will be offered by on-line documentation, By phone, by Zoom and Where safety guidance allows, in person classes.

Staff also have additional access to ACPS TIS for support and training materials

Applicable Model



Hybrid



VirtualPLUS+

Division Guidance

Technology Department will...

- Ceates training videos and modules on how-tos for Tech Tools and hardware (Clever, Canvas, GSuite, Zoom etc.) to support students and staff.
- Create an organized and clear Canvas course accessible for all with all training materials.
- Transcribe materials for families.
- Investigate multilingual interfaces for Clever/Canvas, etc.

School Building Action Items:

Principals will...

- Direct families/students/staff to training courses/materials to support access to all technology resources.

SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

- Collaborate with TISs for videos and Canvas course build-out

STILL HAVE QUESTIONS?

- John Crites

SUMMARY of TOPIC:

- Work attendance by all staff will be adequate (minimum staff required) and consistent (attendance is reliable) to support the instructional model.
- Department of TLL provides professional learning for remote-instruction.
- Department of Facilities provides a healthy and safe workplace (i.e. cleanliness of buildings, access to PPE, temperature checks, etc.).
- Department of Student Services coordinates with Alexandria Health Department for public health guidance
- All supervisors keep focus on the wellness, health and safety of staff daily (employee self-monitoring matters, individual responsibility.)
-

CRITERIA FOR SUCCESS: We will be successful if...

- Employees feel the workplace is safe-healthy and that they have the resources to perform in a hybrid and/or virtual environment.
- Plans, policies, and procedures are easy-to-read, easy-to-understand for the average worker.
- HR has the staff capacity to provide timely assistance for an expected increase in requests for assistance.
- Surveying of staff, regarding location, but also about ability to return to work based on health (staff's and home-health needs), as well as child care needs.

WHAT WE HEARD:

- Estimated staff attendance in person is low. Only 63% of employees expect to return to work in a physical setting (ref: June 2020 survey).

ALIGNED ESSENTIAL QUESTIONS

HR Office of Recruiting and Retention

- Will the division continue to pay contracts for all employees regardless of capacity to work remotely? (e.g. bus drivers, one-on-one aides, etc.)
- How will principals communicate the assignment of teachers and other staff to a remote or hybrid (in-person) assignments?
- How will HR recruit any staff shortages given the hiring freeze?
- Will we be able to recruit competent substitutes to work in a remote-learning classroom?

HR Office of Employee Engagement and Retention

- What is the HR process for managing employees who cannot return in-person due to health risks?
- How will HR handle an employee who refuses to report to work based upon a personal perception of an unsafe workplace? (self-exclude based upon health concerns)
- Will the division waive the annual evaluation process as it did last year? If not, what are the standards for remote instruction?
- HR will receive more requests for assistance. Does HR have the staff to handle these requests in a timely manner?
- Will the division restrict travel?

ALIGNED ESSENTIAL QUESTIONS, Continued

HR Office of Compensation and Benefits

- Will HR use sick-leave data in any manner for district operations?
- Will HR be able to manage FMLA requests when HR is staffed at 60% (only 3 of 5 staff are filled)
- Are there any coverage changes to health insurance policy and worker's compensation for COVID-diagnosed workers?
- Will EAP (Employee Assistance Program) be sufficient to support the mental health needs for staff?
- Do employment contracts require any addendum for a remote or hybrid model?
- How will contract and casual employees' time (include OT) and leave be managed?
- Time and Attendance: What are the clock-in requirements for staff?

Division Guidance

- All staff work - either remotely or on-site. Anyone not at work should be on leave (of some type).
- Principals and administrators are responsible to ensure all remote staff are assigned daily work.
- The school principal sets classroom time, instructional practices and teaching assignments for the work day.
- Supervisors must take staff attendance for the work day. Ask for assistance if there is a need to contact staff.
- Strictly control overtime (OT). All OT must be pre-approved at the chief or executive director level.
- There is no change to HR programs, policies or procedures. Board policy aligns with CDC safety guidelines.
- Employment contracts have already been distributed. There is no plan to change or revise contracts.
- To date, there are no changes to workers compensation benefits and ACPS insurance plans due to COVID.
- Reminder that COVID-related FMLA leave must be verified with a health-care provider per guidelines.
- For ADA accommodation requests, the HR interactive process will be followed per routine.
- The Department of Student Services oversees COVID-related cases in the workplace for tracing efforts.
- Remind all staff to use the Employee Assistance Program (EAP) for mental health and wellness services.
- Minimize substitute teachers. If substitutes are used, coordinate with Tech Services to issue laptops and TLL to conduct classes on “how-to-teach-remotely.” 3-weeks advanced scheduling of substitutes is preferred.
- Official travel is prohibited for faculty, staff and students. Personal travel, both domestic and international, is also discouraged.

School Building Leadership Team Action Items:

- *School Administration Will...*
 - Place right teacher with right student(s). Use principal’s discretion to assign staff for effective instruction.
 - Monitor morale. Consider use of “wellness champions” to build school-based community relationships
 - Stay safe, stay strong. Regularly document public health training of all staff.
 - Goal setting. Focus initial goal setting meeting on standards and expectations to evaluate teacher effectiveness in a remote teaching and learning environment.
 - Stay connected. Schedule time for performance feedback and check on all staff regularly.
- *Staff Will...*
 - Learn. Be aware of policies, programs and procedures for health and safety in the workplace.
 - Stay informed. Provide feedback on school communications to ensure understanding of re-opening plans.
 - Stay safe. Report health and safety concerns to a supervisor. Practice personal safety habits..

Applicable Model



SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

- 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](#)

STILL HAVE QUESTIONS?

- Contact an [HR Customer Service representative for help.](#)

Health & Safety Playbook

PPE (1 of 2)

SUMMARY of TOPIC: Either Hybrid or Virtual

CRITERIA FOR SUCCESS: We will be successful if...

- Procure reliable vendors with affordable pricing and quality products.
- Proactively order supplies and equipment to ensure stock is in place prior to school reopening.
- Support, communication and enforcement amongst all stakeholders.
- Students, staff and visitors adhere to CDC guidelines.

Financial Criteria for Success

- Supplies (reusable masks, disposable masks, hand sanitizer, gloves, gowns and wipes) ~ \$2.45M (annual)
- Equipment (dispensers and electrostatic machines) ~ \$9,000 (one time cost)

ALIGNED ESSENTIAL QUESTIONS

- How will we stock-pile resources? Will stockpiles exist in each building?
- Which PPE do we recommend distributing to all students (i.e. tissue boxes, hand sanitizer, reusable masks)?
- Have we contacted our cleaning supplies vendor(s) regarding the availability of supplies and equipment?

Division Guidance

The Office of Maintenance & Custodial Services will...

- Stockpile resources at ACPs warehouse. Each school/facility will have a minimal two week supply onsite, depending on available storage.
- Identify supply storage locations at each school/facility in collaboration with School Administration.
- Coordinate with School Administration to confirm supply need.
- Deliver supplies to schools weekly.
- Distribute supplies to custodial staff and School/Facility Administration, where appropriate.
- Install supplies and equipment, where appropriate.
- Ensure custodial staff adhere to the new normal and apply PPE to enhanced cleaning throughout the building.
-

School Building Action Items:

School/Facility Administration Will...

- Enforced this new normal according to CDC guidelines to help control the spread of COVID-19 by ensure all students, staff and visitors are using PPE at all times.
- Receive and confirm receipt of delivered PPE as requested.
- Coordinate with building engineers or custodial staff to store and secure supplies in predesignated location(s).

Applicable Model



Hybrid



VirtualPLUS+

SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

The following resources will be developed for school teams

- Master PPE Supply Tracking Sheet
- PPE Usage Procedures and Social Distancing Guidance Posters
- PPE Request Instructions

STILL HAVE QUESTIONS?

- Office of Maintenance and Custodial Services

CONTINUE TO NEXT SLIDE

PPE (2 of 2)

SUMMARY of TOPIC: Either Hybrid or Virtual

CRITERIA FOR SUCCESS: We will be successful if...

- Procure reliable vendors with affordable pricing and quality products.
- Proactively order supplies and equipment to ensure stock is in place prior to school reopening.
- Support, communication and enforcement amongst all stakeholders.
- Students, staff and visitors adhere to CDC guidelines.

Financial Criteria for Success

- Supplies (reusable masks, disposable masks, hand sanitizer, gloves, gowns and wipes) ~ \$2.45M (annual)
- Equipment (dispensers and electrostatic machines) ~ \$9,000 (one time cost)

ALIGNED ESSENTIAL QUESTIONS

- How will we stock-pile resources? Will stockpiles exist in each building?
- Which PPE do we recommend distributing to all students (i.e. tissue boxes, hand sanitizer, reusable masks)?
- Have we contacted our cleaning supplies vendor(s) regarding the availability of supplies and equipment?

Applicable Model



Hybrid



VirtualPLUS+

School Building Action Items:

Principals will...

- For Quality Control, track usage and need by conducting weekly inventory.
- Document inventory usage and need on electronic master supply tracking sheet provided by Department of Facilities and Operations.
- Request additional supplies via the work order management systems (School Dude).
- Report spillage of bodily fluids to custodial team immediately.

Staff Will...

- Follow CDC guidelines and properly wear PPE while inside ACPS buildings at all times.
- Monitor and enforce student usage of PPE.
- Timely request PPE as needed via School Administration.

SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

The following resources will be developed for school teams

- Master PPE Supply Tracking Sheet
- PPE Usage Procedures and Social Distancing Guidance Posters
- PPE Request Instructions

STILL HAVE QUESTIONS?

- Office of Maintenance and Custodial Services

SUMMARY of TOPIC:

Virtual feeding Model

CRITERIA FOR SUCCESS: We will be successful if...

- Ensure access to well balanced, safe and nutritious meal for all students.
- Safe working environment for staff
- Flexibility in meal distribution models to meet all stakeholders needs.
- Communication
- Technology
- Meal Application - FARM
- SNS revenues
- Expanding CEP model

WHAT WE HEARD:

It is of utmost importance that we safely prepare and serve nutritious meals (breakfast and lunch) to students within social distancing restraints to prepare student for a day of learning.

ALIGNED ESSENTIAL QUESTIONS

- Are students learning at home getting meals from ACPS? If so, how? And when?
- What measures are being taken to ensure integrity and food safety of meals being served?
- If someone tests positive at our prep sites what are next steps?
- How will we communicate our SNS plan to our Stakeholder groups?
- How will we ensure that students receiving Free or Reduced Lunch Meals have access to food using NSLP guidelines as opposed to SFSP
- How do we capture and update FARM applications in a virtual setting for new SY.
- Expand meal service programs beyond traditional model to capture additional SNS revenues; supper, snack, weekend meals
- Enroll additional CEP schools increasing equity for all students.

Division Guidance (Many of our actions are inter-connected with other teams. See below for details)

- Central Office will share detailed guidance around how meal service will function during our Virtual Plus+ Model, along with reviewing and sharing additional guidance from VDOE

IT Team will...

- Provide some type of letter/card etc. with student name/school location/Pin # to be used at distribution sites. (SNS and IT/Power School,
- Increase Wireless access points for the curbside meal distribution
- Student Information Data transfer from PowerSchool

Health Services Team will...

- Provide staff temperature screenings
- Provide food safety and allergen meals (SNS, Nurses)

Transportation Team will...

- *Set up a mobile deliveries option for families in need*
 - *Transportation support for pop up deliveries and home delivery models (Transportation)*
- *Family Meal pre-ordering for the whole week (will this be available, to explore).*
 - *Delivery system model for the whole week (Transportation)*
- *Identify school locations and mobile deliveries*
- *Confirm hours operation*
- *Days of week for given models*
- *Host meetings on CEP expansion*
- *Develop a strategy for supporting highest-need families in getting meals*
- *Communication plans for meal distribution model to reflect all changes*

School Action Items:

Principals, SLT & FACE Teams will...

- *Confirm models for:*
 - *Confirm hours operation (SNS, SLT, FACE, Principals)*
 - *Days of week for given models (SNS, SLT, FACE, Transportation)*
 - *Food safety and allergen meals (SNS, School Health)*
 - *Transportation support for home delivery models, if applicable (SNS/Transportation)*
 - *Virtual students will need letter/card etc. with student name/school location/Pin # to be eligible for meals (SNS and IT/Power School, Increase Wireless Internet access points/IT)*
- *Arrange family meal pre-ordering for the whole week (will this be available, to explore). (SNS)*
 - *Set up a delivery system model for the whole week SNS/(Transportation)*
- *Continue safe working environment for all staff are being followed as prescribed; “gloves, facemask, temps*
 - *Follow up with the staff and remind to continue to take the proper safety measures. (SNS/Health Service)*
 - *Staff Temp. screening. (SNS/Health Services)*
- *SOP in the event a staff member tests positive for COVID (SNS/Health Service)*
- *Add additional regulatory meal service options to application agreement packet; supper, snack, CEP (SNS)*
- *Communication plans for meal distribution model to reflect all changes (SNS/Communication team)*
- *Host meetings on CEP expansion (SNS, SLT, Principal’s, Accountability and Title 1)*

Applicable Model

Hybrid



SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

- Additional VDOE Guidance, when released

STILL HAVE QUESTIONS?

- Cindy Hormel, Director of School Nutrition Services

SUMMARY of TOPIC:

Hybrid feeding model

CRITERIA FOR SUCCESS: We will be successful if...

- Ensure access to well balanced, safe and nutritious meal for all students.
- Safe working environment for staff
- Flexibility in meal distribution models to meet all stakeholders needs.
- Communication
- Technology
- Meal Application - FARM
- SNS revenues
- Expanding CEP model

WHAT WE HEARD:

It is of utmost importance that we safely prepare and serve nutritious meals (breakfast and lunch) to students within social distancing restraints to prepare student for a day of learning.

ALIGNED ESSENTIAL QUESTIONS

- How are students remaining 100% virtual receiving meals from ACPS? If so, how? And when?
- How do students in a hybrid model receive meals on non-attendance days?
- What measures are being taken to ensure integrity and food safety of meals served?
- Where will students consume meals during the school day?
 - Safety measures that align with CDC guidance for meal service?
- If someone tests positive at our prep sites what are next steps?
- How will we communicate our SNS plan to our Stakeholder groups?
- How do we capture and update FARM applications for new SY.
- Expand meal service programs beyond traditional model to capture additional SNS revenues; supper, snack, weekend meals
- What additional equipment be required and funding streams available, i.e. grants
- Enroll additional CEP schools increasing equity for all among our student population.

Division Guidance (Many of our actions are inter-connected with other teams. See below for details)

Central Office will share detailed guidance around how meal service will function when we transition to our Hybrid Model, along with reviewing and sharing additional guidance from VDOE

IT Team will...

- Provide some type of letter/card etc. with student name/school location/Pin # to be used at distribution sites. (SNS and IT/Power School, Increase the network wireless access points for outdoor meal distribution site
- Student Information Data transfer from PowerSchool

SLT & FACE Team will...

- Work with Principals' at select schools to roll out CEP. (SNS/SLT/Principal/Title 1/Accountability)
- Engage FACE to support with FARM online outreach (SNS/FACE/Principal/Social Workers)
 - Use distribution sites to support enrolling families early.

Communications Team will...

- Develop communication plans for meal distribution model to reflect all changes
- Coordinate with communication our outreach efforts regarding meal distribution

School Action Items:

Principal will...

- Determine breakfast and lunch model for their school, along with meal times breakfast, lunch, snack, supper and take-home

School Nutrition Team will...

- Coordinate with communication our outreach efforts regarding meal distribution (SNS and Communications)
- SNS staff will identify and purchase:
 - Needed IT, delivery methods, COVID compliance, equipment to support and align with the virtual and hybrid models. (SNS)
 - Meal packaging to be identified to ensure CDC guidelines and expectations for the different school meal models; in school, classroom, take-home, and curbside (SNS)
 - Student pre-ordering (SNS)
- Work with Principals' at select schools to roll out CEP. (SNS/SLT/Principal/Title 1/Accountability)
- Engage FACE to support with FARM online outreach (SNS/FACE/Principal/Social Workers)
 - Use distribution sites to support enrolling families early. Identify other federal meal programs for feeding on non-school attendance day i.e. to include supper. (SNS)
- Ensure no cross-contamination for those with food allergies if serving food in the same space? (SNS/Teachers/Custodians)
- Collection of food and trash before, during and after each meal based on school model. (Custodians)
- Increase pest control treatments and abatements with students eating in multiple classrooms. (Custodial/Outside contractor)
- Principal's to determine breakfast and lunch model for their school, along with meal times breakfast, lunch, snack, supper and take-home (SNS/Principal)

School Custodial Team will...

- Ensure no cross-contamination for those with food allergies if serving food in the same space? (SNS/Teachers/Custodians)
- Collection of food and trash before, during and after each meal based on school model. (Custodians)
- Increase pest control treatments and abatements with students eating in multiple classrooms. (Custodial/Outside contractor)

Applicable Model



SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

- Additional VDOE Guidance, when released

STILL HAVE QUESTIONS?

- Cindy Hormel, Director of Student Nutrition Services

Security (1 of 2)

SUMMARY of TOPIC:

Safety & Security Services (S&SS) will be available to assist in either opening option (fluid change in security posture). The requirement for training will remain the same. Staff and Teachers will need to have emergency procedure training in preparation for the new year.

CRITERIA FOR SUCCESS: We will be successful if...

- Staff Development Time Dedicated to S&SS
- Audience Target (Returning Staff & New Employees)
- Resources to Ensure Walking Safety & Traffic Pattern Changes are Outlined (This includes collaboration with City Partner Agencies.)
- Virtual - Reassign Security Staff
- Hybrid - Assign Staff Based on Scheduling Model and Occupancy
- S&SS Officers must be allowed to perform primary security function when students and staff are present.

WHAT WE HEARD:

- It is understood that physical distancing cannot be completely accomplished in an emergency evacuation or lockdown
- Therefore, we must create innovative measures to secure our facilities and to maintain emergency drills and procedures

ALIGNED ESSENTIAL QUESTIONS

- What drills are necessary to put in place for a hybrid or virtual model?
- How will required drills (i.e. fire alarms, evacuation, etc) occur given social distancing guidelines?

Division Guidance:

- Emergency preparedness will be universal and not change based on virtual or hybrid models. Practice drills must look like what staff, students and teachers would do in an actual emergency. Example - All personnel must evacuate a building at the time of a fire alarm alert.
- Emergency drills are required when a building is occupied. (State Requirements)

School Building Action Items:

School Administration will...

- Ensure that the school's designated safety and security team member(s) identify and track emergency preparedness training. (ALICE Training, Monthly Drills)
- Assign personnel to monitor emergency drills and report feedback.
- Identify social/emotional triggers prior to conducting drills (work with SSTs).

Staff will...

- Be required to complete emergency preparedness training.
- Be required to complete monthly drills when in school.

Applicable Model

 Hybrid

 VirtualPLUS+

SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

The following resource will be developed for school teams

- Video Tutorial Resources
- Follow Crisis Management Plan (located at each school)

STILL HAVE QUESTIONS?

- John Contreras (john.contreras@acps.k12.va.us; 571-255-9720)

Security (2 of 2)

SUMMARY of TOPIC:

Student Health and Security. What does discipline and/or enforcement of protocols look like for Staff, Teachers and Students.

CRITERIA FOR SUCCESS:

- S&SS Officers must be allowed to perform primary security function when students and staff are present.
- Support from Staff, Teachers & Administrators
- Support from Parents (PTA and Others)
- Support from Students
- Clear Expectations (Signage and
- Clear Message
- Understand that not all schools have Security Officers

ALIGNED ESSENTIAL QUESTIONS

- How are discipline protocols going to change?
- What does return to school onboarding look like for all kids? Debrief all kids? Community circles? What Teacher/Staff training is necessary? (a trauma informed approach)
- What are the consequences for student infractions? Is there an appropriate consequence? Does the consequence support a need? Is there a tiered approach to discipline? Are there supportive or preventative measures that can be taken?

Division Guidance/School Building Action Items

- In person discipline protocols should not deviate to far from what is currently expected of each student. Example - When a student is found without a face cover, utilize similar guidance when enforcing a dress code issue. (provide student with required PPE item)
- Proper protocols can be explained in many different ways. Schools should utilize Welcome Packets, School Newsletter Updates, Central Office News (ACPS Express, Social Media, Fliers, Policy Updates), PTA Meetings, Parent Acknowledgement Forms, & Daily Student Agendas.
- Consequences for disruptions in learning should remain the same (as current consequences). This will require Administrators, Teachers, Staff and Security Officers to work together. This cases are not a matter for Security alone.
- Those that are exempt from wearing a face covering should be easily identifiable.
- Prevention should be in the form of clear messaging (signage and verbal direction).
- Align any new COVID19 protocols with what is already in place.

Applicable Model



Hybrid



VirtualPLUS+

STILL HAVE QUESTIONS?

- John Contreras (john.contreras@acps.k12.va.us; 571-255-9720)

SUMMARY of TOPIC:

Our community is concerned for their safety.

CRITERIA FOR SUCCESS: We will be successful if...

- Minimum exposure to COVID-19 for our staff and students
- We have a formal plan in place to ensure the safety and wellbeing (physical and mental) of all of our students, including IEP services, meal services, mental health services, and other wellness services.
- We have protocols for any positive cases, and for supporting minimum exposure (VDH, CDC, Alexandria Health Department)
- We have a clear, consistent form of communication for families
- We are prepared to answer questions from our community
- We ensure the perceptions of safety are considered through all decision-making

WHAT WE HEARD:

- Parents and staff are concerned about preventative measures that we are putting into place. They want masks, social distancing, and screening to be in place.
- Parents and staff have concerns regarding immunocompromised individuals
- Parents and staff are concerned about buildings being cleaned
- Parents and staff have concerns about regular communication from ACPS regarding maintenance of required immunizations that currently required for school participation.
- Parents and staff had child care concerns.
- Parents and staff are concerned about the effectiveness of HVAC systems, water safety, and other facilities concerns.

ALIGNED ESSENTIAL QUESTIONS

- How will we communicate preventative healthcare and basic control to parents?
- What are our student screening protocols throughout the school day?
- How, and how often will masks be provided to elementary and secondary students?
- What is our protocol for contact tracing?
- What will we need to do for families who are food-deprived, including addressing issues related to non-English-speaking families and individuals?
- How will you provide guidance to affected individuals with COVID-19 regarding self-reporting, quarantine and return-to-school expectations?
- What mental health supports will we provide to students?
- How will we address the wellness, health, and safety of staff throughout reopening and the entire academic year?

Division Guidance:

- The School Division and Administration will communicate the expectation of face coverings for school attendance.
- The School Division will provide families with a screening checklist to help families to make informed decisions about sending children to school.
- The School Division and School Administration will communicate to parents that they are expected to check temperatures and keep students at home if they are showing symptoms. Include a social contract in welcome packets home to families at the beginning of the school year.
- The School Division and School Administration will provide all staff members with training for social distancing, PPE, and other measures to minimize COVID-19 transmission
- The School Division and School Administration will provide all staff with MTSS supports in regards to students' mental and physical wellbeing
- The School Division and School Administration will continue to partner with the ACPS community to ensure resources are available, accessible, and in place for student mental and physical health and safety
- The School Division and School Administration will continually monitor the VDH, CDC, and Alexandria Health Department for the latest information and guidance
- Elaine McSorley-Gerard will attend a weekly call with the VDOE and VDH

School Building Action Items:

- School Administration will provide 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 should wear cloth masks when indoors. The nurses should be able to upgrade to higher levels of PPE when needed.
- Teachers will have a supply of surgical masks provided for them.
- Nurses will create a checklist for teachers to fill out before sending kids to the clinic.
- ACPS central office will post information on the website, in the ACPS Express, provide mailings with information. Parents will receive communication about PPE, health requirements like when to keep children home. Provide an infographic to help non-English speakers.
- Staff will conduct pre-screening prior to sending students to the nurse's clinic. A checklist will be provided to teachers and will communicate with the clinic, if they are COVID-19 symptoms.
- Nurses will train all staff on expectations re: clinic visits, maintaining social distancing, and handwashing.
- Staff will check a random sampling of temperatures as students enter the buildings with the understanding that social distancing will be followed throughout the school day.
- Any student who goes to the clinic will have their temperature taken.
- Medical documentation for face covering exemption
- Face shield should be worn if possible if there is a medical exemption
- Schedule students who are unable to wear a face covering with that in mind
- Parent consultation to understand the specifics of each child's situation
- Social stories to help students understand specific needs
- School nurses train staff with the checklist and monitoring of health staging room

Health Screening Recommendation:

- Parent will screen student at home for overall health
- Everyone will be screened using a medical checklist
- Standardized checklist - see FCPS option (Link: [Health Screening Agreement](#)); (Link: [Health Screening Checklist](#))
- Utilize SST to support usage of checklist
- Bus drivers will only check to ensure a child has a face covering and if a child does not have one the bus driver will provide one
- Bus drivers must be aware of the mask exemption

Other Recommendations:

- Cleaning of the clinics to be included more frequently throughout the day on an agreed upon schedule and on an as needed basis if there is a concern about exposure to the virus
- Cleaning of the Healthy Staging Room (isolation room) frequently - see CDC guidance - suggestion of using the cafeteria
- Ventilation - identify a room that has windows that could be opened - see CDC guidance
- Schools will provide “sneeze guards” for tables and student desks.
<https://www.professionalplastics.com/Plexiglass-School-Desktop-Sneezeguard-Shields>
<https://www.privacyshields.com/which-privacy-shield-should-i-buy/>
- Outdoor options can be used for classes when weather and spacing permit.

Applicable Model



SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

- <https://www.cdc.gov/>
- http://www.doe.virginia.gov/support/health_medical/office/covid-19.shtml
- <https://www.alexandriava.gov/Coronavir-us>
- <https://www.acps.k12.va.us/2025>

STILL HAVE QUESTIONS?

- Elaine McSorley-Gerard:
elaine.mcsorley-gerard@acps.k12.va.us

Transportation

SUMMARY of TOPIC:

ACPS acknowledges the complicated nature of transporting our students and providing them meals in either return Model. We will provide services to ensure our students are safely transported, and the families in need have the nutritional support they require.

CRITERIA FOR SUCCESS: We will be successful if...

- Transporting students in safe manner
- Drivers remain safe, healthy, and able to monitor students in their care
- We maintain the cleanliness of the buses
- Students, families, and drivers have a positive experience
- We effectively follow CDC guidelines (i.e. 6 foot distance, PPE)
- Minimizing time loss on route repositioning
- Follow the CDC and VDOE guidelines
- PPE for all transportation employees
- Annual Physicals Completed

WHAT WE HEARD:

- Our survey data reflects that 37% of families who responded require transportation support

ALIGNED ESSENTIAL QUESTIONS

- **VDOE Question:** To what extent are there transportation budget implications of the reopening? For example, will we need more buses if we use a bifurcated approach to scheduling?
- **VDOE Question:** What are the transportation issues that will surface if we reopen using a modified in-person and virtual schedule (e.g., How will we ensure that students know which schedule they are on and when they will be picked up?)
- How will drivers' hours be impacted?
- Will we pre screen pupils at bus stops?
- What is our method of cleaning / disinfecting and sanitizing the buses?
- Will we provide PPE for drivers and Monitors (masks, Shields, gloves, and gowns)?
- Will child care for our drivers & monitors be provided?
- How will we provide transport to special needs students?
- What is our procedure for handling a student who has an exception for wearing a mask?
- Where will buses be cleaned and sanitized between runs?
- Who will be cleaning and sanitizing the buses?
- How will we transport out of district students?
- What are the statuses of all drivers and monitors?
- Will we provide transportation for daycare students?
- Will drivers and monitors be required to have a covid test before starting work,

Applicable Model



Hybrid



VirtualPLUS+

Division Guidance

Transportation Team will...

- Share **weekly communications** to all drivers /monitors to share updates on job duties, support opportunities
- To determine who plans to return, will survey all Drivers and Monitors
- Screen all drivers for COVID-19 before they are able to drive
- Expand the explanation for transportation (ACPS only)

Virtual Plus+ Supports will include

- Meal delivery to families unable to come to specific site to receive meals
- Supporting child care operations in collaboration with community partners

Hybrid School Building Action Items:

School Administration will...

- Provide the PPE and/or cloth face coverings and add'l protection clothing to all bus drivers and monitors.

All staff and students will...

- Follow all CDC guidelines with social distancing and face masks.
- Social distancing and social gathering will not exceed VDOE guidelines.

STILL HAVE QUESTIONS?

- Scott Merriman, Director of Pupil Transportation and Fleet Management

Cleaning & Maintenance

SUMMARY of TOPIC:

[Anita to add]

CRITERIA FOR SUCCESS:

- Communicate with all stakeholders
- All staff being transparent
- Accepting responsibility of the plan
- Following planned protocols and adjust to changes in according with the ever changing CDC guidelines
- Adopt policy to require students and staff to obtain negative COVID-19 test results prior to coming or returning to school

WHAT WE HEARD:

- [Anita to add]

ALIGNED ESSENTIAL QUESTIONS

- What protocols have we planned to ensure the safety and health of all operational personnel as support services are delivered daily (i.e., food service, transportation, custodial, maintenance, etc.)?
- What are the varying wellness, health, and safety measures we are putting in place for different age levels and populations of staff and students?
- What is our data collection process (absenteeism, health office/clinic visits, exclusions due to illness, reporting of COVID-19 incidents)?
- What is our plan for how you will respond to suspected COVID-19 cases within a school facility or on a school campus to include protocols for communication and quarantine?
- What is our screening protocol for arriving students, staff, and visitors entering school facilities?
- What is our protocol for reporting suspected cases of COVID-19? Reporting to supervisor
- Prior to opening schools, what are the standard operating procedures for cleaning, hygiene, and maintenance?
- What is our process for addressing medically fragile students and employees per physician's guidance that cannot attend school or work?
- What are our protocols to conduct traditional school health services expectations (i.e., immunizations, sports physicals, vision and hearing screening, related health services for special education students etc.)?

CONTINUE TO NEXT SLIDE

Division Guidance

Department of Facilities and Operations will...

- Provide an understanding of the standard operating procedures for cleaning, hygiene, and maintenance via email/website, which will include custodial staff cleaning and disinfecting protocols and building engineers performing building maintenance such as ceiling tiles replacement, changing light bulbs, ensured that HVAC systems are working properly to combat hot weather. Air quality control.
- Provide safety measures for custodial and maintenance staff that will included daily temperature screening, providing necessary PPE, practice social distancing, working in small groups, cleaning and disinfecting food distributing areas including restrooms.
- Provide PPE, cleaning supplies and equipment for maintaining cleanliness of busses.
- Custodial staff will support cleaning and disinfecting inside the buses.
- Develop, modify as needed and distribute via ACPS email/website enhanced cleaning protocols in line with the most current CDC guidelines.
- Ensure cleaning products used are EPA approved, which are safe to use in schools/facility for all ages.
- Isolate and ensure removal of hazardous spillages to avoid contamination/cross contamination and or potential spread of COVID-19.
- Perform routine and responsive maintenance to the school/facility timely.
- Review and provide refresher training for ACPS custodial staff and contractors on enhanced cleaning protocols.
- Perform Quality Control and Quality Assurance reviews based on the enhanced cleaning protocols.
- Document QC/QA reviews and communicate with custodial team and School/Facility Administration.
- Develop and take corrective actions where necessary.
- Follow-up with School/Facility Administration.
- Monitor trends of absenteeism using ACPS time and attendance system (TimeClockPlus).

Applicable Model



SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

The following resources will be developed for school teams

- 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

STILL HAVE QUESTIONS?

- Anita Cordova, Director M&CS
- Mark Carlson, Assistant Director M&CS

CONTINUE TO NEXT SLIDE

Applicable Model



Division Guidance, Continued

Department of Facilities and Operations Will...

- Independent of Time Clock Plus, track and report potential and positive cases of COVID-19 with leadership asap.
- Regularly coordinate and communicate with staff to remind them of options to addressing medically fragile students and employees per physician's guidance that cannot attend school or work
- **Develop the plan for how suspected COVID-19 cases within a school/facility or on school campus will be addressed**
 - Student and staff reports to School/Facility Administration and or HR
 - If it's potential case of COVID-19, School/Facility Administration request student or staff to quarantine for 72 hours and encourage he or she to coordinate with primary care physician. (Student or staff should be allowed to work remotely, if achievable)
 - If a person has come in contact with someone who has tested positive for COVID-19, School/Facility Administration request student or staff to quarantine for 14 days and encourage him/her to coordinate with primary care physician. (Student or staff should be allowed to work remotely, if achievable)
 - If it's a positive case of COVID-19, School/Facility Administration request student or staff to quarantine for 14 days and encourage he or she to coordinate with primary care physician. (Student or staff should be allowed to work remotely, if achievable)

SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

The following resources will be developed for school teams

- 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

STILL HAVE QUESTIONS?

- Anita Cordova, Director M&CS
- Mark Carlson, Assistant Director M&CS

CONTINUE TO NEXT SLIDE

School Building Action Items:

School Leadership Teams / Facility Administration will...

- Collect pertinent information (i.e., last day in the building, identify areas traveled, identify who person(s) come in contact with)
- Report to Student Services, Communications and Maintenance & Custodial Services
- Draft notification to employees and families

Maintenance & Custodial Services will...

- Isolate the potentially affected area(s) for a minimum of 36 hours. Disinfect area(s) after 36 hours with electrostatic sprayer.
- Follow the 30 minute drying period, space(s) will be reopened for use.
- Provide feedback on quality within protocols and or concerns to be addressed.
- Timely request services, corrective measures or repairs of schools/facility via the work order management system (School Dude).
- Track cases of COVID-19 and report up to senior leadership asap.
- Students and academic staff should self-screen, visitors should be screened by security before entering the building with PPE.

Staff Will...

- Provide feedback on quality within protocols and or concerns to School/Facility Administration.
- Report potential or positive cases of COVID-19 to immediate supervisor asap.
- Regularly coordinate and communicate with immediate supervisor and HR to stay informed of options to addressing medically fragile students and employees per physician's guidance that cannot attend school or work

Applicable Model



SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

The following resources will be developed for school teams

- 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

STILL HAVE QUESTIONS?

- Anita Cordova, Director M&CS
- Mark Carlson, Assistant Director M&CS

Financial Management Playbook

Risk Mitigation & Internal Controls

SUMMARY of TOPIC:

Actively managing risk, adapting internal controls and operational protocols that are responsive to the changing landscape

CRITERIA FOR SUCCESS: We will be successful if...

Financial risk is managed cross-functionally under the "New Normal"

WHAT WE HEARD: Step 2

- In place of community conversation we turn to latest thinking around managing risk in COVID-19 environment, as referenced in the following report
 - [Deloitte- Reacting to COVID-19 in internal control over financial reporting](#)
- Additional input needs to be added

ALIGNED ESSENTIAL QUESTIONS

- How will ACPS respond to the changing landscape and manage risk?
- How are staff that have financial management responsibilities supported under the "New Normal"?
- What aspects of FSD existing operations will need to be re-evaluated/refreshed in order to be efficient/effective under the "New Normal"?
- What investments may be needed/what resource should be redeployed to adjust to the "New Normal"?

Division Guidance

Financial Services Department will...

- Develop and roll out updated Financial Management Guidance and updated training program on topics such as budget /pipelining, procurement planning, fiduciary responsibilities, key financial management workstream, internal controls/quality assurance actions; SOP and 1 page how to guides;
- Review and rollout updated communication plan on new developments in Finance
 - FSD Updates/Newsletter Format; Latest Funding News; Expand the use of FSD Canvas, and updates to FSD knowledge management practices; guidance on use of new technology (as applicable)

Departmental Operational Actions to Changing Landscape and Managing Risk:

- Evaluate lessons learned and new ways of operating being generated by the crisis and identify financial management implications
- Review, rationalize & where necessary optimize key internal controls against updated risk considerations and a refreshed "new normal"
- Revisit and update financial management guidance and training programs to consider current business landscape, new controls, new systems and/or revised regulations/policies & procedures
- Continue remediation of known risk and areas of improvement in internal controls and compliance
- Increase the use of technology
- Build a talent model that can adapt to changing requirements (third-party support, rotational/reassignment of staff)
- Be aware of the latest thinking
- Actively use financial and nonfinancial data for decision making, where practical standardize/simplify decision making process to better manage the changing landscape of operation and financial constraints

Applicable Model



Hybrid



VirtualPLUS+

SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

The following resources will be developed for school teams

- Updated Toolkit of Financial Resources
- Updated Financial Management Guidance & Job Aids
- Financial Services News-Letter
- Establish a cross functional working groups to support the workstreams
- Revisit Division Risk Management Matrix & establish accountability mechanism across the division/depts

STILL HAVE QUESTIONS?

- Contact info of person / team if stakeholder has more questions and needs guidance

SUMMARY of TOPIC:

ACPS recognizes the uncertainty of the revenue outlook and that shifting needs will require greater agility. We will actively help diversify resources and manage to the fiscal constraints. We will continue to actively use financial and nonfinancial data for decision making. Where it is necessary and practical, we will continue to adapt decision-making and internal controls processes to better manage to the changing landscape of operation and financial constraints and uncertainty.

CRITERIA FOR SUCCESS: We will be successful if...

- Curriculum & Instruction objectives and student school nutrition needs are appropriately supported through financial resources (OF, SNS, Cares Act, FEMA Grants or any other means of funding)
- Guidance to stakeholder is clear, timely & consistent regarding roles & responsibilities, budgetary constraints, and timelines; and and adhered to with mutual accountability
- Requests are prioritized based on established prioritization criteria including one-time versus on-going expenditures
- “New Normal” division-wide budget management allows for pooling of budget, expands a budget contingency for redeployment as needed;
- New funding and resource uses are appropriately remapped/reallocated to ensure proper financial reporting
- ACPS is able to meet existing and new reporting needs of our funders, school board and other stakeholders
- Department/School leadership adheres to financial management standards including active monitoring of financial activity and variances, anticipate & communicate procurements and staffing need changes
- Professional Development for budget liaisons to adapt to operating under a “new normal”
- Additional time is provided for coordination, and collab and collaboration of planning time (sustainability long term for teachers)

WHAT WE HEARD:

- Dedicate resources for staff to implement full breadth of curriculum and instruction, Professional Development, SEAL, SPED, EL, and Operations
- The survey showed us that between both families and staff, physical health and safety is the #1 factor when returning back on-site. Resources will be repurposed so we adequately supply schools and offices with safety equipment should and when we return back on-site.
- Insightful data points around social distancing requirements
- The survey showed us the transportation plans, an idea of how much resources will be needed to transport student safely while following the six feet distance rule.

ALIGNED ESSENTIAL QUESTIONS

- How will required items be purchased?
- What restrictions do schools / departments have in place for spending? What are the expectations?
- How will one-time expenditures be addressed? What about ongoing expenditures?
- Are there any increases/decreases/realignments that school leaders and their teams should be aware of that are standard across the district?
- What decisions related to the model choice including CARES Act and other funding streams in FY21 may impact your FY22 budget process?

Division Guidance

The Budgeting Office and Budget Staff will...

- Determine budgeting and Procurement thresholds, restrictions, parameters
- Financial Management - FY 2021 budget that can be used to support the new model, although some resources may be centralized, i.e. software/online charges
- Ensure schools will continue to have access to submit budget transfers to realign their budget, if needed
- Work with Budget Staff to continue to provide budget support to schools and departments. This may include providing reports, training, and guidance.
- Monitor account activity to ensure we have available resources to purchase essential goods/services
- Provide communication and transparency regarding any changes to processes, timelines, and any budget-related matters
- Establish a cross functional working groups to support ongoing development under these workstreams

School Building Action Items:

School Administration, including Treasurer, leadership teams or department teams will...

- Adhere to procedures and monitor to guidance as communicated ...
- Will embed processes and conduct ongoing assessments of needs, requirements, and spending ...i.e. weekly check-ins, monthly financial reviews, etc.)

Staff will...

- Staff with financial management responsibilities will participate and have access to scheduled supplemental (refresher) financial, budget, procurement training, self-service resources, etc,
- Staff with financial management responsibilities will review reports and requests

Applicable Model



SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

Please refer to Canvas for the following documents

- Update Guidance Document on Financial Management
- Update Guidance on Budgeting Process, Standards; Decision making around new needs
- Update 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

STILL HAVE QUESTIONS?

- Robert Easley, Director of Budget
Robert.Easley@acps.k12.va.us

Payroll

SUMMARY of TOPIC:

ACPS will pay employees on time, and accurately reflect time worked.

CRITERIA FOR SUCCESS: We will be successful if...

- **DONE** Payroll will be processed on time

ALIGNED ESSENTIAL QUESTIONS

- How will time be submitted to payroll?
- How will we process time for staff in order for them to be compensated?
- How will W-4 changes be submitted?
- How will employees receive paper checks?

Division Guidance

- ACPS policy is for employees to have direct deposits
- Employee direct deposit pay stubs will be available to all employees on Employee Self Service (ESS). No paper direct deposit pay stubs will be printed.
- Payroll paper checks will be mailed to employee' address on file with Human Resources.

School Level Action Steps

Staff will...

- Submit leave requests in TCP when time off is needed.
- Use Payroll Canvas website for payroll tax forms.
- Regular hours: All staff clock-in to TCP remotely (laptop). All contract staff configured in TCP to auto clock out. Principals/Dept heads to manage and approve staff TCP hours as usual.

Principals will...

- Approve employee time and leave in TCP according to published payroll calendar schedule.
- OT hours: Principal/Dept heads to manually enter and approve OT hours in TCP as needed. No paper timesheets submitted.

Applicable Model



Hybrid



VirtualPLUS+

SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

- [LINK PAYROLL PAGE](#)

STILL HAVE QUESTIONS?

- Mandeep Gill, Payroll Manager, 703-619-8148, or email to payroll@acps.k12.va.us

SUMMARY of TOPIC:

Recognizing the changes in the school environment Procurement will prioritize the purchasing of health and safety equipment and ensure all Virginia Public Procurement Laws and Rules are continued to be followed.

CRITERIA FOR SUCCESS: We will be successful if...

- The School Board for ACPS , by the use of the *VPPA* (Virginia Public Procurement Act), provide for the increased public confidence in the procedures followed in the procurement process.
- Financial Services Department (FSD)/Procurement Office as the centralized Procurement area for materials, supplies, equipment, printing, and services required by schools and departments, ensure all such purchases made for any department or school shall be made in accordance with School Board Policies and Procedures, the FAR for purchases using grant funds, and the Code of Virginia.
- Maintain that all purchases will follow the laws and rules of the VPPA and
- Provide increased economic benefit to ACPS' procurement activities and to maximize to the fullest extent practicable the Procurement value of public funds of ACPS.
- Dedicated responsiveness to the needs of stakeholders and to promote uniformity of procurement policies and procedures among the schools and departments of the organization
- To obtain more favorable prices through volume Procurement and to reduce lead-time and admin cost and effort, FSD/Procurement Office may establish mandatory use term contracts or master agreements for goods/services.

WHAT WE HEARD:

- The VPPA and Procurement Manual are not changing because of the pandemic, agencies are still required to follow the rules.

ALIGNED ESSENTIAL QUESTIONS

- What are the modifications to procurement policies at the building-level?

CONTINUE TO NEXT SLIDE

Division Guidance

- Virginia Public Procurement Rules and Laws must still be followed. 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
- Payment methods should be wired and according to CDC guidelines

School Building Action Items:

School Administration will...

- Make sure contracts include a clause that allows principals to reschedule services due to potential COVID-19 implications
- Make sure that contracts are made with vendors that can accommodate services to virtual settings
- Make sure that contracts will be prioritized based on services for SPED/EL/TAG/FRL
- Make sure that SEL PD is prioritized
- Make sure that technology needs are documented and monitored

Applicable Model



Hybrid



VirtualPLUS+

SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

Please refer to Canvas for the following documents

- ACPS Procurement Manual
- Virginia Public Procurement Act (VPPA)

STILL HAVE QUESTIONS?

- procurement@acps.k12.va.us

Technology (Time Tracking, VPN, Munis)

SUMMARY of TOPIC:

ACPS Employees have the appropriate level and access they need to clock time and access Munis.

CRITERIA FOR SUCCESS:

- Employees are able to clock into TCP remotely
- Employees can access Munis remotely

Applicable Model



Hybrid



Division Action Items:

- Turn on remote clock-in feature in TCP
- Employees will be able to clock in on any device
- Do not have Geofencing so people could clock in from anywhere
- We do NOT want to turn this on because there will be training needed and we have to have a trust factor. We need to save our training for if we go to Executime.

STILL HAVE QUESTIONS?

- Marya Runkle (TCP) Marya.runkle@acps.k12.va.us
- Gary Estep (TCP) Gary.estep@acps.k12.va.us
- Daniel Fugar (Munis) Daniel.fugar@acps.k12.va.us

School & Community Relations Playbook

SUMMARY of TOPIC:

Family and community engagement is a shared responsibility for schools, out of school programs and families. It involves partnering with families to support student academic success and social-emotional well-being.

CRITERIA FOR SUCCESS: We will be successful if...

- Family engagement is ongoing, goal-directed relationships between staff and families that are mutual and culturally responsive.
- Ensure all tools, information and resources (academic and social-emotional, etc) are accessible regardless of model of learning.
- All families have knowledge of school system decisions and are provided opportunities to give feedback.
- Families are aware of supports available from the school system and know who to contact in order to get support and/or information

WHAT WE HEARD:

- Two way communication with families is essential during this time.
- Families need to receive information in a timely manner. All materials need to be translated/services interpreted.
- Outreach alone is not engaging...It is one-way communication.
- Families need to be engaged throughout the school year and particularly during times of uncertainty. They want to have a chance to provide feedback and have their questions/concerns/ideas heard and responded to.
- Systems need to be in place for family engagement division-wide with consistent expectations.

ALIGNED ESSENTIAL QUESTIONS

- How do we ensure families know where they can find information as they seek out meaningful supports for their children?
- Is family engagement culturally relevant and culturally responsive? Are we implementing protocols to ensure that strategies and initiatives have been evaluated through a cultural and economic competency lens?
- How do we allocate adequate resources to outreach, communication, and family engagement, in multiple languages and through multiple channels to ensure that the most vulnerable families have access to information and understand expectations of students?
- How do we incorporate family input and perspective in decision-making?
- Have we established a process to involve families in all ongoing messaging in order to amplify the schools' messages within the homes and further build the school/family partnership?
- How do we continually involve families in all ongoing messaging in order to amplify the schools' messages within the homes and further build the school/family partnership?

Family + Community Engagement

Division Guidance

FACE will...

- Ensure all reopening materials use family-friendly language and are translated into major home languages, and utilize various modes of communication to target the needs of specific communities, per our Guidelines/Policy.
- Develop guiding principles and a set of tools on how ACPS schools/teachers/staff should consistently communicate with and engage families, including a framework for developing and maintaining School-based Family Engagement Professional Learning Committees (PLCs).
- Develop Communication processes for high impact Family and Community Engagement for Parent Liaison and staff in collaboration with the Office of Community Partnerships and Engagement.
- Coordinate quarterly professional development for teachers/school staff on effective engagement, high impact strategies for working with families.

Applicable Model



SUPPORTING SCHOOL DOCS

- [Parent/Guardian and Family Engagement Regulations](#)
- [Parent Liaison Handbook](#)

STILL HAVE QUESTIONS?

- Kurt Huffman
- Shanna Samson
- Krishna Leyva

CONTINUE TO NEXT SLIDE

Family + Community Engagement

School Building Action Items:

School Leadership Teams will...

- Identify members and coordinate a family engagement professional learning committee (PLC) responsible for effectively implementing family engagement best practices identified with guidelines.
- 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.
- Create a school-based family engagement PLC to collaborate with Office of School and Community Relations to develop a train-the trainer model for developing skills to effectively engage and support families.
 - School-based family engagement PLC to 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).
- Create a Family engagement PLC to identify individuals to work with ACPS Family and Community Engagement (FACE) to facilitate virtual quarterly workshops for families.
- Host monthly multilingual virtual principal chats.
 - School-based family engagement PLC to collaborate with other offices/departments to determine processes for holding virtual Parent-Teacher conferences.

Liaisons will...

- 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.

Staff will...

- Teachers facilitate virtual home visits to support families and students.

Applicable Model



SUPPORTING SCHOOL DOCS

- [Parent/Guardian and Family Engagement Regulations](#)
- [Parent Liaison Handbook](#)
- FACE Professional Development + Materials for Teachers

STILL HAVE QUESTIONS?

- Kurt Huffman
- Shanna Samson
- Krishna Leyva

Communications

SUMMARY of TOPIC:

Materials required for smooth, clear comprehensive public rollout of a plan. This includes materials for the Board, principals, teachers, staff, families and students.

CRITERIA FOR SUCCESS: We will be successful if...

All materials to be prepared in advance ready to go live at noon on August 7. The initial impact of the communication will be a critical contributing factor in how the plan is received. Ongoing communication in "bite-size chunks" shared with staff and the community between July 29 and the end of September.

WHAT WE HEARD

Parents of PreK-5 want a clear understanding of what their child is expected to learn each week. Staff want clear guidance around expectations and professional development opportunities. Parents want a comprehensive packaged rollout on August 7.

ALIGNED ESSENTIAL QUESTIONS

- Is the content clear and accessible in multiple ways for all our families? (infographics; videos translated; postcards; print mailers; simple to understand and without jargon)
- Does the content include details of what a parent can expect?
- Is the content easy to find in one place?

Applicable Model



Hybrid



VirtualPLUS+

Division Guidance:

The Communications team will...

- Deliver a comprehensive fully-packaged plan by noon on August 7. All content will be aligned with the 2025 Strategic Plan.
- Create one centralized structure for sharing content around guidelines and information around fall opening that can be repackaged in smaller chunks across multiple platforms. An outline of the structure can be [viewed on Google Drive](#).
- Restructure the ACPS-at-Home website to align with this structure.
- Share a Comprehensive Reopening Report (PDF version) of the plan with the School Board and VDOE, created using this structure. This will be posted as an accessible flipbook on the landing page for the plan.
- Create an addendum to the Staff Handbook will be created using this structure.

SUPPORTING SCHOOL DOCS & HELPFUL CONTACTS

[Reopening Materials](#)

STILL HAVE QUESTIONS?

Helen Lloyd
703-244-2041
helen.lloyd@acps.k12.va.us

CONTINUE TO NEXT SLIDE

Division Guidance, continued

Additional multilingual materials will include:

- Cheat Sheets for hotline staff and Support Hub staff
- Cheat Sheets for teachers to share the highlights of the content with their students
- Talking Points for principals and the School Board
- Informational Videos
- Infographics
- Mailed postcards
- Mailed fliers included in the Virtual PLUS+ Welcome Packets mailed to all students
- Mailed Virtual PLUS+ packet in English/Spanish/Arabic/Amharic
- How to Access Help Flier
- Cheat Sheet on Chromebook access
- Superintendent Videos
- FAQs
- Fact sheets
- Content to post on the City's website

School Building Action Items:

School Administration will...

- Share with their staff (School Social Media Liaisons, Parent Liaisons, newsletter editors, teachers and staff) to ensure full understanding of the guidance documents - using information provided by the Office of Communications.

Staff will...

- Share with their students to ensure full understanding of the resources available.

Applicable Model



SUPPORTING SCHOOL DOCS

[Reopening Materials](#)

STILL HAVE QUESTIONS?

Helen Lloyd
703-244-2041
helen.lloyd@acps.k12.va.us

SUMMARY of TOPIC: ACPS recognizes the importance of strengthening our community partnerships through this process. We are fortunate to have over 175 current partners, many of which have indicated their willingness to pivot their programming/services as needed to support ACPS. They certainly can fill an essential role in “gap filling” to help ensure success for our students and families.

CRITERIA FOR SUCCESS: We will be successful if...

- Relationship strengthening with partners through multiple touch point opportunities. Keeping partners up to date on new/essential information and working collaboratively to utilize the partners mission/strengths to support the work of ACPS.
- Connecting partners to various department/office/school building leadership for more in depth discussions as needed and aligned with reopening plans.
- Innovative planning and collaboration with community and higher education partners to “open the box” of new ideas and solutions to our new school reality.

WHAT WE HEARD:

- We heard from (currently) over 30 partners that they are willing to pivot and adjust services/programming when they know ACPS plans for reopening.
- We heard from our own internal “partnership” program- LINK CLUB (that serves several buildings, has multiple partners, our most at need students and families through the 21st Century Community Grant) that by working together with partners, we can adjust Link Club grant funding to help support tutoring, mentoring, after school care, etc. in collaboration with aligned partners.

ALIGNED ESSENTIAL QUESTIONS

- Childcare will be a major consideration in all scenarios. What coordination and collaborations with community partners are needed to provide flexible supports for families with out-of-school time? Who will be leading those discussions?
- How are we identifying community partners and stakeholders and empowering them with information in support of our communication and student/family support efforts?
- How are 21st CCLC programs implemented and utilized to provide academic support to high need students?
- Have we discussed overall community-wide child care needs with our community partners?
- Where space is shared, have we considered how cleaning supplies, protective equipment, and protocol can be provided, shared or coordinated?
- Have we discussed overall parent child care needs with your community partners and involved libraries, recreation centers, local higher education, independent providers and other partners in planning?
- Have we surveyed your workforce to identify their concerns related to child care for their own family?
- Will there be an increased need for before school and after school programs under various operating scenarios?
- How can community partners and afterschool programs help address school meal needs if students are not attending in-person school daily?
- How will changes in school operating schedules be communicated to partners?
- Will school divisions provide accommodations for services be maintained by partner agencies during closure?
- What coordination and collaborations with community partners are needed to provide flexible supports for families with out-of-school time?

Division Guidance

The Partnerships Team will...

- Work with facilities to identify available space for out-of-school time/childcare programming within ACPS schools; work with DRPCA and other community partners to identify shared space available in school/community sites.
- Determine the number of students that can be served in available space while following all appropriate social distancing guidelines.
- Collaborate with partners to identify capacity (staffing, scheduling, funding) of each to support out-of-school/childcare supervision and academic support services in a virtual plus model.
- Work with Finance and Title I to Identify additional funding supports for out-of-school and academic support.
- Amend partnership agreements to ensure compliance with covid19 related safety guidelines.
- Determine who is eligible for out-of-school/childcare services.
- Market out-of-school/childcare services to be offered and enroll eligible students.
- Hire/contract with partners to offer out-of-school/childcare supervision and academic support.
- Work with C&I to determine necessary academic support needed for virtual learning during out-of-school/childcare programming and develop a model for implementation.
- Work with Student Services to determine necessary social-emotional support needed for virtual learning during out-of-school/childcare programming and develop a model for implementation.
- Work with IT to ensure technology is available during out-of-school/childcare for virtual learning.
- Contract with vendors and current partners to provide additional enrichment services to students served in out-of-school/childcare.
- Collaborate with ACPS staff and partners to provide family engagement and support services.
- Put a system in place for ensuring partners receive communications in a timely manner and can be empowered to support outreach/services appropriately.

School Building Action Items:

School Administration will...

- School Administration will be transparent and convey needs to the School and Community Partnership team.
- School Administration will be responsive to potential partner requests and discussions

Applicable Model



SUPPORTING SCHOOL DOCS

- Multiple research and evidence based articles about “Learning Hubs” are found on the internet. This includes: <https://www.msn.com/en-us/news/us/sf-will-open-learning-hubs-to-help-6-000-school-children-with-distance-learning/ar-BB176N8R?ocid=hlocalnews> and <https://www.vox.com/2020/7/28/21340222/learning-pods-covid-private-pandemic-education-school>
- Partner Database: <https://www.acps.k12.va.us/Page/1483>
- Out of School Time : <https://www.acps.k12.va.us/Page/2553>

STILL HAVE QUESTIONS?

- Kurt Huffman
- Shanna Samson
- Krishna Leyva

SUMMARY of TOPIC:

In preparation for the decision regarding reopening, one of the essential stages to pass through regards the importance of a robust, yet clear Information/Hotline for all our families.

CRITERIA FOR SUCCESS: We will be successful if...

- LIVE phone hotline and text hotline (Callers will reach a live person with high customer service skills). Callers would receive an immediate answer or be followed up with an answer in 24 hours.
- Consistent and clear hours of the hotline/text line known to our stakeholders.
- Multilingual (either by staff or language line utilization)
- Adequate staff assigned as first responders for any call received.
- Clear, consistent training for all first call responders.
- Clear, consistent management and supervision of call responders.
- Dedicated department/office and building representatives that will be able to answer any specific questions, aligned with their location, not found in the FAQs
- Database/Ticket Open/Closed system
- Cellular or similar communication equipment for each responder.
- Regular updates to FAQs and other essential information.

WHAT WE HEARD:

Through various stakeholders comments and planning meetings the need for an ACPS one stop hotline/information line is essential for providing information to our families. Currently, families may be reaching out to various numbers/departments/offices/staff and getting different or no answers. This main hotline/text system would help support that challenge.

WHAT WE NEED (FINANCIAL AND RESOURCES) To achieve our goal of having a robust, clear information/text/hotline, we would be requesting the following:

- Four specific hotline phone call numbers established (English, Spanish, Amharic, Arabic). Hotlines are answered by a total of 12 dedicated first call responders (ACPS designated staff). The first responders would either be able to speak the language of the specific phone number, or quickly be able to use language line. The first call responders would also need training and professional development in customer service, handling questions, and finding and having FAQ knowledge.
- First call responders would need cellphones (\$).
- First call responders can connect to building and department representatives for specific questions not found in an FAQ.
- A ticket system will allow for tracking notes, responses, who handled the question, time it took, closed/open, etc. (\$)
- Technology will be consulted to see what options are already available for a ticketing system..
- A phone tree call in system. (\$) Will follow up with Technology to see what options are available.
- Approximately 25 various Department/Office and Building level support staff to answer any specific questions that the first call responders have received that are not in the FAQ or readily available. This staff would also need cellphones (\$).
- A training/professional development system in place that ensures high level customer service, how to use resources like language line, how to find FAQs, how to connect with specific building/department/office staff.
- The voice hotline should be supplemented with a text hotline system. (\$)
- Established/clear hours for all (First call responders and building/department/office staff to be on the hotline/text lines.

School Building/Department Action Items:

- School and Department Administration will commit to supporting the hotline/information line by designating a staff member (office support staff?) to respond and provide information to first call responders as needed.
- School and Department Administration will commit to guidance/expectation consistency in regards to their dedicated staff member being trained and fully knowledgeable as much as possible in regards to language line, and be able to know or connect to specific aligned requested information