

**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Department of Accountability**

**COVID-19 RESPONSE PHASE I PRIMARY DRIVERS:  
INSTRUCTION - TECHNOLOGY ACCESS  
STUDENT NUTRITION, HEALTH, AND WELLNESS - COMMUNICATION**

**PRIMARY DRIVER(S) ADDRESSED:** Instruction, Technology & Access, Student Nutrition/Health/Wellness, Communication

**ACTION PLAN**

**1. Essential Action/Secondary Driver** (where, in your system [the existing structures/processes], you should focus your energies to affect the primary driver (i.e. technology hardware): **Create and Refine a division Theory of Action for COVID-19 Phase II Response.**

**Primary Driver(s) Impacted:** Instruction, Technology Access, Student Nutrition/Health/Wellness

**SMART Goal:** Complete a COVID-19 Phase II Division Response Theory of Action by April 23, 2020.

**Can this Secondary Driver be achieved within the confines of your current budget (Y/N)?** YES Please estimate funding required to accomplish this Secondary Driver: \$0

**Collaborating Departments:** Curriculum & Instruction, Technology Services, Student Services, Operations, Human Resources, Finance, Partnerships, Communications

| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i> | <b>Action Steps</b>   | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b> | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i> | <b>Monitoring<br/>Frequency and Method</b> |
|---|---|--|---|---|--|
| Division and School Leadership  | Develop on overall goal statement ( <i>what you want to accomplish for whom and by when</i> ) for COVID-19 Phase II ACPS response | Continuous Improvement Team                                  | March 30 - April 3                                      | Draft Goal Statement  | One-time deadline date document review.    |
| Division and School Leadership  | Develop division-level Primary Drivers ( <i>what you need to focus on to achieve goal</i> )                                       | Continuous Improvement Team                                  | March 30 - April 3                                      | Visualization of Goal and Primary Drivers                             | One-time deadline date document review.    |
| CO Staff  | Create a department template for COVID-19 Phase II response action-plans on how each department will                              | Continuous Improvement Team                                  | April 2 - April 17                                      | Department Action Plans   | One-time deadline date document review.    |

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|  | assist in reaching the overall goal and monitor completion.   |  |   |  |   |
| Staff  | Use department action plans to complete division COVID-19 Phase II response plan including overall goal, primary drivers, secondary drivers, and action-steps.        | Continuous Improvement Team                          | April 17 - April 23                                 | Complete visual of full Theory of Action                               | One-time deadline date document review.                       |
| Staff  | Monitor and review Theory of Action and make necessary adjustments throughout COVID-19 Phase II response  | Continuous Improvement Team                          | April 24 - June 30                                  | Revised version(s) of Theory of Action                                 | Bi-weekly based on feedback via System of Measurement (below) |
| <b>2. Essential Action/Secondary Driver: Create and Implement a System of Measurement</b>  |   |  |   |  |   |
| <b>Primary Driver(s) Impacted: Instruction, Technology Access, Student Nutrition/Health/Wellness</b>   |   |  |   |  |   |
| <b>SMART Goal: Create and implement a system of measurement leading to refinement of the Theory of Action beginning by May 1, 2020.</b>  |   |  |   |  |   |
| <b>Can this Secondary Driver be achieved within the confines of your current budget (Y/N)? YES Please estimate funding required to accomplish this Secondary Driver: \$500</b> |   |  |   |  |   |
| <b>Collaborating Departments: Curriculum &amp; Instruction, Technology Services, Student Services, Operations, Partnerships, Communications</b>                                |   |  |   |  |   |
| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students Teachers/All Staff/Families etc.]</i>  | <b>Action Steps</b>   | <b>Person/Team(s) Responsible for Implementation</b> | <b>Timeframe</b><br><i>(Beginning to End Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i>  | <b>Monitoring Frequency and Method</b>                        |
| Staff  | Conduct an assessment of existing leading and lagging indicators available for the Theory of Action Goal Statement and Primary Drivers.                               | Accountability                                       | April 13 - April 20                                 | Primary leading and lagging indicators for Theory of Action identified | One-time deadline date document review.                       |
| Staff/Students/Families  | Develop electronic Pulse Surveys for staff, students (gr 3-12), and families to inform high-level progress of COVID-19 Phase II response across Primary Driver areas. | Accountability                                       | April 13 - May 1                                    | Completed survey instruments for staff, students and families          | One-time deadline date document review.                       |

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| Staff/Students/Families | Administer Pulse Surveys every three weeks to inform progress  | Accountability              | May 1 - June 19     | Survey administration timeline and response rates   | Daily monitoring of response rates and weekly monitoring of timeline |
| Staff                   | Create online Dashboard for survey results to display for instant staff access and analysis                        | Accountability              | April 20 - May 1    | Functional online dashboard   | One-time deadline date document review.                              |
| Staff                   | Create and implement survey analysis protocol structure for leadership to ensure rapid learning and responsiveness | Accountability              | April 20 - June 19  | Agendas for SLT and completed protocols and next-steps  | Document review after every three week survey administration cycle   |
| Staff                   | Through Department COVID-19 Action Plans identify measures and reporting frequency for Secondary Drivers.          | Continuous Improvement Team | April 17 - April 23 | Complete Theory of Action with measurements identified across levels (goal, primary driver, secondary driver) | One-time deadline date document review.                              |

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**Department of Communications**

**COVID-19 RESPONSE PHASE I PRIMARY DRIVERS:  
INSTRUCTION - TECHNOLOGY ACCESS  
STUDENT NUTRITION, HEALTH, AND WELLNESS - COMMUNICATION**

**PRIMARY DRIVER(S) ADDRESSED:** Instruction, Technology Access, Student Health & Wellness, Communication

**ACTION PLAN**

**1. Essential Action/Secondary Driver** (where in your system [the existing structures/processes] you should focus your energies to effect the primary driver (i.e. technology hardware): *Easy access to learning resources, primarily for students in Pre-K through Grade 2*

**Primary Driver(s) Impacted:** *Instruction*

**SMART Goal:** *Ensure easy access to learning resources for students in Pre-K through Grade 2 between April and June 20, 2020*

**Can this Secondary Driver be achieved within the confines of your current budget (Y/N)?** No Please estimate funding required to accomplish this Secondary Driver: \$

- \$35,100 (\$2,700 per week for captioning x 13 weeks)
- \$428.96 G-Technology 10TB G-DRIVE with Thunderbolt and USB 3.0 Desktop External Hard Drive, Silver - 0G05024
- \$3,900 Internet access for streaming TV from the living room

**Collaborating Departments:** Curriculum and Instruction

| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i> | <b>Action Steps</b>   | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b> | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i>   | <b>Monitoring<br/>Frequency and Method</b> |
|---|---|--|---|---|--|
| Parents   | <i>Ensure easy access to instructional materials posted to the website and updated regularly (learning packets, TV content with web rights and access to view online, ACPS story hour, parent</i> | Aaron  | April -May  | <ul style="list-style-type: none"> <li>• <i>Number of individual hits to the ACPS-at-Home COVID-19 resources website</i></li> </ul> | Weekly website data                        |

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|                         | <i>tips, sample schedules, outline of daily expectations for each grade level).</i>                                       |               |            | <ul style="list-style-type: none"> <li>• <i>Survey responses</i></li> </ul>   | Survey results  |
| Parents                 | <i>Facilitate access to answers to questions about instructional content.</i>   | Tiffany/Aaron | April-June | <ul style="list-style-type: none"> <li>• <i>Webinar data</i></li> <li>• <i>FAQ data</i></li> <li>• <i>Survey responses</i></li> </ul>   | Weekly website data for FAQs                                      |
| PreK-2 students/parents | <i>Support educational content for Pre-K through grade 2 streamed on ACPS-TV and the City's Channel 70 every morning.</i> | Nathan/Susan  | April-June | <ul style="list-style-type: none"> <li>• <i>ACPS- TV website page data (and potential City comparative data if available)</i></li> <li>• <i>Survey responses of families who say they have used ACPS-TV as a learning tool (June 2020)</i></li> </ul> | Survey data, possible also Comcast data/website data from TV page |

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|---|
| <b>2. Essential Action/Secondary Driver: Resource for Chromebook help and online resources</b>  |
| <b>Primary Driver(s) Impacted: Technology Access</b>  |
| <b>SMART Goal: Ensure easy access to technology resources between April and June 20, 2020</b>   |
| <b>Can this Secondary Driver be achieved within the confines of your current budget (Y/N)? Yes Please estimate funding required to accomplish this Secondary Driver: \$</b> |
| <b>Collaborating Departments: Technology Services</b>   |

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| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i> | <b>Action Steps</b>  | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b> | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i>  | <b>Monitoring<br/>Frequency and Method</b>                            |
|---|--|--|---|--|---|
| Parents/students  | <b><i>Provide easy access to Chromebook Help portal with resources and current FAQ</i></b> | Aaron/Tiffany  | April - June  | <b><i>Rate of increase in calls to the helpdesk in relation to the number of views of the Chromebook Help portal</i></b> | Weekly website data for technology pages/weekly helpdesk call numbers |

**3. Essential Action/Secondary Driver: Communications around food distribution**

**Primary Driver(s) Impacted: Student Health and Wellness**

**SMART Goal: Ensure all families are aware of food resources by April 23, 2020**

**Can this Secondary Driver be achieved within the confines of your current budget (Y/N)? Please estimate funding required to accomplish this Secondary Driver: \$**

**Collaborating Departments:**

| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i> | <b>Action Steps</b>  | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b> | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i> | <b>Monitoring<br/>Frequency and Method</b> |
|---|--|--|---|---|--|
| Students/parents  | <b><i>Ensure access to food resources is clearly communicated to those who need it the most through multilingual, multimedia communications including robocalls, daily text messages and printed mailers to all homes.</i></b> | Julie/Delaina  | April   | <b><i>Number of families accessing food resources per week</i></b>    | Weekly nutrition data                      |

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|                   |   |       |              |  |                       |
|-------------------|---|-------|--------------|--|-----------------------|
| Students/families | <i>Ensure staff and volunteers who are performing these tasks feel valued through media coverage of their work and kudos.</i> | Julie | March - June | <i>Number of media mentions for ACPS staff</i> | Weekly media mentions |
|-------------------|---|-------|--------------|--|-----------------------|

**4. Essential Action/Secondary Driver:** *Regular, consistent multilingual multimedia communications directly to the customer - reducing the need for families and students to seek out information themselves*

**Primary Driver(s) Impacted:** *Communication*

**SMART Goal:** *Ensure all students, families and staff are informed of resources available between April and June 2020.*

**Can this Secondary Driver be achieved within the confines of your current budget (Y/N)?** Yes Please estimate funding required to accomplish this Secondary Driver: \$

**Collaborating Departments:**

| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i> | <b>Action Steps</b>   | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b> | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i>   | <b>Monitoring<br/>Frequency and Method</b>                             |
|---|---|--|---|---|--|
| Staff   | <i>Ensure staff expectations are communicated regularly and clearly to facilitate staff management and ensure they are meeting the needs of all students.</i> | Julie/Delaina  | April - June  | <i>Mailchimp data for ACPS Insider</i>                                  | Open rates for ACPS Insider benchmarked against average open rate data |
| Secondary students  | <i>Secondary student communication via student email accounts in Canvas.</i>  | Delaina  | April - June  | <i>Student log-ins 48 working hours since the message has been sent</i> | Viewed data collected 48 hours after the message has been posted       |

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|----------------------|--|---------------|--------------|--|---------------------------------------|
| Parents              | <i>Regular updates sent to all parents</i>   | Julie/Delaina | April - June | <i>Number of parents reached via ACPS Express</i>  | Number of subscribers                 |
| Non-English-speaking | <i>Daily updates sent to non-English-speaking parents</i>  | Delaina       | April - June | <i>Number of text messages opened and read in languages other than English each week</i>   | Text message clicks on PDF            |
| Community            | <i>Social media blasts</i>   | Delaina       | April - June | <i>Number of people engaged on social media each week</i>  | Weekly social media data              |
| Parents              | <i>Provide ongoing opportunities about ways to update contact information in PowerSchool to ensure access to instructional, technology and food distribution resources for all families through print mailings, teacher and principal outreach and FACE.</i> | Delaina       | March - June | <ul style="list-style-type: none"> <li><i>Number of students with current contact data in PowerSchool (updated since July 1, 2020)</i></li> <li><i>Number of print mailers sent to homes since March 13</i></li> </ul> | Powerschool data<br>Print mailer data |



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**Department of Curriculum and Instruction**

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INSTRUCTION - TECHNOLOGY ACCESS  
STUDENT NUTRITION, HEALTH, AND WELLNESS - COMMUNICATION**

**PRIMARY DRIVER(S) ADDRESSED:** Instruction

**ACTION PLAN**

**1. Essential Action/Secondary Driver** (where, in your system [the existing structures/processes], you should focus your energies to affect the primary driver (i.e. technology hardware): Cyclical development, continuous adaptation, and implementation of 2.0 Enhanced Continuity of Learning Plan (ELP2.0).

**Primary Driver(s) Impacted:** Instruction

**SMART Goal:** By May 15, 2020, 70% of surveyed staff, students, and families will report satisfaction with the academic/instructional supports available in the ELP2.0

Can this Secondary Driver be achieved within the confines of your current budget (Y/N)? **N** Please estimate funding required to accomplish this Secondary Driver: **\$167K** (see link for cost breakdown)

**Collaborating Departments:** Tech Services - for the development of distance learning standards and objectives, Communications - for the posting and deployment of the plan

| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i> | <b>Action Steps</b>  | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b>  | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i>   | <b>Monitoring<br/>Frequency and Method</b>  |
|---|--|---|---|---|---|
| <b>K-12</b> Students,<br>Families,<br>ACPS Instructional<br>Staff                                     | Using data, the team will identify and prioritize all standards that should be reviewed, taught/introduced, and/or extended for the remainder of the year (Elementary and secondary teachers will provide online instruction for students and ACPS will provide supplemental resources to support the implementation of distance learning) | Coordinators of Humanities, STEM, Literacy Teams (Collaborating leaders: Coordinator of Instructional Technology and Director of Online Learning) | March 23 - April 3, 2020                                | <ul style="list-style-type: none"> <li>Development and distribution of <a href="#">prioritized standards document for K-12</a></li> </ul> | <ul style="list-style-type: none"> <li>Will be reviewed by multiple teams prior to publication in ELP 2.0 plan online</li> <li>Regular updating and review in PMOT as needed</li> </ul> |

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| <p><b>K-5</b> Students, Families, ACPS Instructional Staff</p>  | <p>The team will collaborate with vendors or teachers/publishers to create “live lessons” that can be aired on the ACPS TV</p>                                       | <p>Coordinators of Humanities, STEM, Literacy Teams, and Library Media Instructional Specialist/Textbook</p> | <p>March 23 - EOY</p> | <ul style="list-style-type: none"> <li>Recording and streaming of live lesson/read aloud content on ACPS TV</li> <li><a href="#">TV Content Checklist</a></li> <li><a href="#">Approved Vendor List</a></li> <li><a href="#">TV Channel Handbook</a></li> </ul>                    | <ul style="list-style-type: none"> <li>Each live lesson is team approved and reviewed by Communications prior to airing</li> </ul> |
| <p><b>K-2</b> Students, Families, ACPS Instructional Staff</p>  | <p>The staff will work with schools and communication to provide read aloud stories and broadcast on TV and ACPS website</p>   | <p>Library Media Instructional Specialist/Textbook Coordinator</p>   | <p>March 13 - EOY</p> | <ul style="list-style-type: none"> <li><a href="#">TV Channel Handbook</a></li> <li><a href="#">Approved Vendor List</a></li> <li><a href="#">TV Content Checklist</a></li> </ul>  | <ul style="list-style-type: none"> <li>Each story is team approved and reviewed by Communications prior to airing</li> </ul>       |
| <p><b>K-12</b> Students, Families, ACPS Instructional Staff</p> | <p>The team will create and /or collect/record Zoom “live streaming” videos for the following areas: Dance, Drama, Art, PE, and Project-Based Learning/CivicTREK</p> | <p>Humanities Team</p>   | <p>March 23 - EOY</p> | <ul style="list-style-type: none"> <li>Creation, recording (as necessary), and dissemination of Zoom content for Dance, Drama, Art, PE, and Project-Based Learning/CivicTREK</li> <li><a href="#">TV Content Checklist</a></li> <li><a href="#">TV Channel Handbook</a></li> </ul> | <ul style="list-style-type: none"> <li>Each live lesson is team reviewed and approved</li> </ul>                                   |

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| <p><b>Pre-K</b> students, families, and teaching staff</p>               | <p>The staff will create:</p> <ul style="list-style-type: none"> <li>Distance learning packets to include 5 Studies, each study covers 2 weeks:             <ol style="list-style-type: none"> <li>GOTTA BE ME</li> <li>WEATHER</li> <li>REDUCE, REUSE, RECYCLE</li> <li>INSECTS</li> <li>WATER</li> </ol> </li> <li>Teacher Pacing/Planning Guide following VA Foundation Blocks</li> <li>Choice Board</li> <li>Family Resource Packet</li> <li>Supplemental documents</li> <li>Student materials (pencils/sharpener, crayons, markers, paper, scissors, glue stick, journal, playdoh, pipe cleaners, popsicle sticks) will be sent to students</li> </ul> | <p>Coordinator of Early Childhood Special Education</p>     | <p>March 13 - EOY</p>          | <ul style="list-style-type: none"> <li>Development and distribution of distance learning packets for Pre-K students and families</li> </ul>   | <ul style="list-style-type: none"> <li>Participate in zoom meetings with teachers and students to ensure content is delivered effectively and provide feedback</li> <li>Hold weekly PLC meetings to discuss ideas and feedback re. Curriculum 2.0</li> <li>Review videos and read alouds that will be posted to families and provide feedback to staff</li> </ul> |
| <p><b>K-2</b> Students, Families, ACPS Instructional Staff</p>           | <p>The staff will create learning activities for K-2 literacy and math</p> <ul style="list-style-type: none"> <li>Four sets of packets will be sent to students through June 2020</li> </ul>  | <p>Coordinators of Humanities, Literacy, and STEM Teams</p> | <p>March 23 - June 5, 2020</p> | <ul style="list-style-type: none"> <li>Deployment of K-2 Learning Kits</li> <li>Development of <a href="#">K-2 Learning Packets</a></li> <li><a href="#">Delivery and Distribution Plan</a></li> <li><a href="#">PreK-2 Kits</a></li> </ul> | <ul style="list-style-type: none"> <li>Team review activities and packets prior to distribution on an ongoing basis as they are developed</li> <li>Learning kits reviewed prior to distribution</li> </ul>  |
| <p><b>Dual Language</b> Students, Families, ACPS Instructional Staff</p> | <p>In collaboration with school leaders, the staff will develop a Dual Language 2.0 plan</p>  | <p>Executive Director of English Learners</p>               | <p>March 23 - EOY</p>          | <ul style="list-style-type: none"> <li>Development of K-2 Learning Packets in Spanish</li> <li>Delivery and Distribution Plan of K-2 Learning Packets in Spanish</li> </ul>   | <ul style="list-style-type: none"> <li>Will be reviewed by multiple teams</li> <li>Regular updating and review by Central Office and school-based administrator team in standing weekly dual language meetings</li> </ul>   |

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|  |   |   |                          | <ul style="list-style-type: none"> <li>Recording and streaming of live lesson/read aloud content on ACPS TV</li> <li><a href="#">TV Content Checklist</a></li> <li>Creation, recording and dissemination of Zoom content for grades 3-5 Content Areas, Dance, Drama, Art, PE, and Project Based Learning/Civik Trek</li> </ul> |  |
| <b>English Learner</b><br>Students, Families, ACPS Instructional Staff             | <b>The staff will develop a plan to ensure equity and access for English Learners</b>           | Executive Director of English Learners        | March 23 - EOY           | <ul style="list-style-type: none"> <li>Development of equity and access content for 2.0 Plan</li> <li>Development of Staff Guidance (CO Specialists, General Education teachers of ELs and EL Teachers)</li> <li>Development of Family Guidance (Students, Parents/Caregivers)</li> </ul>                                      | <ul style="list-style-type: none"> <li>Will be reviewed by multiple teams prior to publication in 2.0 plan online</li> <li>Regular updating and review in weekly EL team meetings, PMOT, and with school-based EL Instructional Leaders</li> </ul> |
| <b>Students with Disabilities,</b><br>Students, Families, ACPS Instructional Staff | <b>The staff will develop a plan to ensure equity and access for Students-with-Disabilities</b> | Executive Director of Specialized Instruction | March 23 - April 3, 2020 | <ul style="list-style-type: none"> <li>Development of equity and access content for ELP2.0</li> </ul>  | <ul style="list-style-type: none"> <li>Will be reviewed by multiple teams prior to publication in ELP 2.0 plan online</li> <li>Regular updating and review in PMOT as needed</li> <li>Provide Feedback to school board as requested</li> </ul>     |
| <b>K-12 Students,</b><br>Families,   | <b>The team will create sample schedules for grades K-2; 3-5; 6-8; and 9-12</b>                 | Executive Director of Secondary Instruction   | March 23 - April 3, 2020 | <ul style="list-style-type: none"> <li><a href="#">Development of suggested schedules for grades K-2; 3-5; 6-8; and 9-12</a></li> </ul>  | <ul style="list-style-type: none"> <li>Will be reviewed by multiple teams prior to publication in ELP 2.0 plan online</li> </ul>   |

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| ACPS Instructional Staff                          |  |  |                          |   | <ul style="list-style-type: none"> <li>Regular updating and review in PMOT as needed</li> </ul>   |
| K-12 Students, Families, ACPS Instructional Staff | The team will develop a method/process by which teachers and/ families can record video clips of examples of engaging students using key strategies such as Turn and Talk, reading passages, leading physical activities, cooking, cleaning, gardening, at-home science projects, etc. | Director of Talent Development                   | March 23 - April 3, 2020 | <ul style="list-style-type: none"> <li><a href="#">Learning Together Communication</a></li> </ul>                     | <ul style="list-style-type: none"> <li>Talent Development department will review lists weekly</li> </ul>  |
| K-12 Students, Families                           | The team will create Parent Suggestions and Student Tips for Continuous Learning for Grades K-2; 3-5; 6-8; and 9-12  | Director Title I Programs and School Improvement | March 23 - April 3, 2020 | <ul style="list-style-type: none"> <li><a href="#">Suggestions/Tips document for students and families</a></li> </ul> | <ul style="list-style-type: none"> <li>Will be reviewed by multiple teams prior to publication in ELP 2.0 plan online</li> <li>Regular updating and review in PMOT as needed</li> </ul> |
| K-5 Students, Families, ACPS Instructional Staff  | The team will collaborate with Communications on identifying TV instructional content from Discovery Education, Mystery Science, etc. to be shown on ACPS TV in alignment with identified priorities   | Coordinators of Humanities, STEM, Literacy Teams | April 1 - EOY            | <ul style="list-style-type: none"> <li>Televised instructional content</li> </ul>                                     | <ul style="list-style-type: none"> <li>Each lesson is team reviewed and approved prior to airing</li> </ul>   |
| C&I Staff   | The team will review survey data to determine impacts on staff, students, and families, and make adjustments to ELP2.0 as needed, in conjunction with coordinating departments as necessary  | Chief Academic Officer                           | May 1 - EOY              | <ul style="list-style-type: none"> <li>Revised ELP2.0 content;</li> <li>ELP3.0 content</li> </ul>                     | <ul style="list-style-type: none"> <li>Review upon receipt of actionable survey data</li> </ul>   |

**2. Essential Action/Secondary Driver:** C&I staff will engage in their own ongoing professional learning, while simultaneously continuing to develop and offer professional learning opportunities for division instructional staff.

**Primary Driver(s) Impacted:** Instruction

**SMART Goal:** Throughout the closure, all C&I staff will engage in the ELP2.0 required 2hrs/wk of professional learning, as measured by monthly review of staff schedules, logs, or other documentation.

**Can this Secondary Driver be achieved within the confines of your current budget (Y/N)?** Y Please estimate funding required to accomplish this Secondary Driver: Staff salaries

**Collaborating Departments:** N/A

**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Department of Curriculum and Instruction**

| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i> | <b>Action Steps</b>   | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b> | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i>   | <b>Monitoring<br/>Frequency and Method</b>  |
|---|---|--|---|---|---|
| <b>C&amp;I Staff</b>  | <b>Staff will engage in 2hrs/wk of professional learning each week</b>  | C&I Team   | March 13 - EOY  | <ul style="list-style-type: none"> <li>Staff logs, notes, certificates of completion, PLMS documentation, or other documentation to indicate participation</li> </ul> | <ul style="list-style-type: none"> <li>PMOT; monthly</li> </ul>                                     |
| <b>Administrators<br/>SpEd Staff</b>  | <b>Provide Professional learning for all administrators and special education related instructional staff regarding COVID compliance procedures</b> | Talent Development   | March 13 - EOY  | <ul style="list-style-type: none"> <li><a href="#">2.0 Link to Professional Learning</a></li> </ul>   | <ul style="list-style-type: none"> <li>Debbie Lane &amp; Cory Kapelski monitoring weekly</li> </ul> |

**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Department of Financial Services**

***COVID-19 RESPONSE PHASE I PRIMARY DRIVERS:  
INSTRUCTION - TECHNOLOGY ACCESS  
STUDENT NUTRITION, HEALTH, AND WELLNESS - COMMUNICATION***

**PRIMARY DRIVER(S) ADDRESSED:** All

***ACTION PLAN***

**1. Essential Action/Secondary Driver** (where, in your system [the existing structures/processes], you should focus your energies to affect the primary driver (i.e. technology hardware): **Mail Services**

**Primary Driver(s) Impacted:** All

**SMART Goal:** Receive and distribute all of incoming ACPS mail

**Can this Secondary Driver be achieved within the confines of your current budget (Y/N)?** YES Please estimate funding required to accomplish this Secondary Driver: \$ N/A

**Collaborating Departments:** All Departments and Schools

| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i> | <b>Action Steps</b>  | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b> | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i> | <b>Monitoring<br/>Frequency and Method</b> |
|---|--|--|---|---|--|
| All Staff   | Establish a process to collect all ACPS mail at Central Office | General Services   | April 13-Until  | Mail Held for Central Office Pick-up                                  | MWF Schedule                               |
| All Staff   | Establish mail distribution for non-Central Office locations   | General Services   | April 13-Until  | General Services memo   | MWF Schedule                               |

**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Department of Financial Services**

|   |  |  |   |   |  |
|---|--|--|---|---|--|
| <b>2. Essential Action/Secondary Driver: Purchasing</b>   |  |  |   |   |  |
| <b>Primary Driver(s) Impacted: All</b>  |  |  |   |   |  |
| <b>SMART Goal: Ensure purchases are in accordance with accomplishing the Division-wide Goal</b>   |  |  |   |   |  |
| <b>Can this Secondary Driver be achieved within the confines of your current budget (Y/N)? YES Please estimate funding required to accomplish this Secondary Driver: \$ N/A</b> |  |  |   |   |  |
| <b>Collaborating Departments: ALL</b>   |  |  |   |   |  |
| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i>   | <b>Action Steps</b>                                | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b> | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i> | <b>Monitoring<br/>Frequency and Method</b> |
| All Staff   | Establish rules governing purchases during closure | Procurement Team   | April 13-Until  | Purchasing Rules Memo   | Daily                                      |
| <b>3. Essential Action/Secondary Driver: Funding allocation for Division-wide Goal</b>  |  |  |   |   |  |
| <b>Primary Driver(s) Impacted: All</b>  |  |  |   |   |  |
| <b>SMART Goal: Complete all Budget Transfers within 48-hours</b>  |  |  |   |   |  |
| <b>Can this Secondary Driver be achieved within the confines of your current budget (Y/N)? YES Please estimate funding required to accomplish this Secondary Driver: \$ N/A</b> |  |  |   |   |  |
| <b>Collaborating Departments: All</b>   |  |  |   |   |  |
| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i>   | <b>Action Steps</b>                                | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b> | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i> | <b>Monitoring<br/>Frequency and Method</b> |
| All Staff   | Initiate/Process/Complete/Post                     | Budget Team  | April 13-Until  | Budget Transfer Report  | Weekly                                     |



**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Department of Financial Services**

|   |   |  |   |   |  |
|---|---|--|---|---|--|
| <b>4. Essential Action/Secondary Driver: Invoice processing (with attention to critical services)</b>   |   |  |   |   |  |
| <b>Primary Driver(s) Impacted: All</b>  |   |  |   |   |  |
| <b>SMART Goal: Process 90% of invoices within the contracted time</b>   |   |  |   |   |  |
| <b>Can this Secondary Driver be achieved within the confines of your current budget (Y/N)? YES Please estimate funding required to accomplish this Secondary Driver: \$ N/A</b> |   |  |   |   |  |
| <b>Collaborating Departments: All</b>   |   |  |   |   |  |
| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i>   | <b>Action Steps</b>                               | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b> | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i> | <b>Monitoring<br/>Frequency and Method</b> |
| All Staff   | Establish a process for invoice entry remotely    | Accounts Payable   | April 13-Until  | Internal guideline  | Weekly                                     |
| All Staff   | Work with staff on ensuring receiving is complete | Accounts Payable   | April 13-Until  | Internal guideline  | Weekly                                     |

|   |  |  |   |   |  |
|---|--|--|---|---|--|
| <b>5. Essential Action/Secondary Driver: Maintain routine FSD operations (Payroll, budget management, P-card administration, accounting, state reporting, etc.)</b>             |  |  |   |   |  |
| <b>Primary Driver(s) Impacted: All</b>  |  |  |   |   |  |
| <b>SMART Goal: Provide financial support for ACPS</b>   |  |  |   |   |  |
| <b>Can this Secondary Driver be achieved within the confines of your current budget (Y/N)? YES Please estimate funding required to accomplish this Secondary Driver: \$ N/A</b> |  |  |   |   |  |
| <b>Collaborating Departments: All</b>   |  |  |   |   |  |
| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i>   | <b>Action Steps</b>                                    | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b> | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i> | <b>Monitoring<br/>Frequency and Method</b> |
| All Staff   | Continue to provide financial support to ACPS remotely | CFO  | April 13-Until  | FSD KPIs  | Quarterly                                  |

**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Department of Human Resources**

***COVID-19 RESPONSE PHASE I PRIMARY DRIVERS:  
INSTRUCTION - TECHNOLOGY ACCESS  
STUDENT NUTRITION, HEALTH, AND WELLNESS - COMMUNICATION***

**PRIMARY DRIVER(S) ADDRESSED:** All

***ACTION PLAN***

**1. Essential Action/Secondary Driver (where, in your system [the existing structures/processes], you should focus your energies to affect the primary driver (i.e. technology hardware):**  
Provide Human Resources support per routine

**Primary Driver(s) Impacted:** All

**SMART Goal:** Provide Human Resources support per routines for recruitment, placements, compensation and benefit; and evaluations and retirements/resignations

**Can this Secondary Driver be achieved within the confines of your current budget (Y/N)?** Yes. Please estimate funding required to accomplish this Secondary Driver: \$

**Collaborating Departments:** All

| <b>Stakeholder Focus:</b><br><i>[e.g.:<br/>Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i> | <b>Action Steps</b>  | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b> | <b>Timeframe<br/>(Beginning to End<br/>Dates)</b> | <b>Evidence of Progress/Completion<br/>(Artifacts required)</b>   | <b>Monitoring<br/>Frequency and Method</b>       |
|---|--|--|---|---|--|
| All Departments and Schools   | By remote means, provide Human Resources support per standard practice for HR functions including: recruitment and hiring, staffing and placement, compensation and benefits, evaluation and counseling support, grievances and investigations; retention efforts and activities, retirements and resignations | Staff of Human Resources Department                          | March 2020 until complete                         | We complete Human Resources policies, practices and procedures per routine in a virtual/remote-work environment | Bi-weekly operational calls (Tuesday and Friday) |

**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Operations Department**

**COVID-19 RESPONSE PHASE I PRIMARY DRIVERS:  
INSTRUCTION - TECHNOLOGY ACCESS  
STUDENT NUTRITION, HEALTH, AND WELLNESS - COMMUNICATION**

**PRIMARY DRIVER(S) ADDRESSED:** (1) Student Nutrition and Health, (2) Support to Continuity of Education, (3) Support to Division Business Operations, (4) Protection of Division Assets, (5) Communication to Division Stakeholders

**ACTION PLAN**

**1. Essential Action/Secondary Driver** (where, in your system [the existing structures/processes], you should focus your energies to affect the primary driver (i.e. technology hardware): Management of the ACPS State/Federal School Nutrition Services enterprise to maximize the availability and tracking of student nutrition.

**Primary Driver(s) Impacted:** Student Nutrition and Health - Meal Preparation and Meal Distribution Operation

**SMART Goal:** Healthy food distribution in compliance with State/Federal Meal Program for students of ACPS regardless of need. Also collaborate with non-ACPS food resources

**Can this Secondary Driver be achieved within the confines of your current budget (Y/N)?** Yes

**Collaborating Departments:** School Nutrition Services, FACE, Transportation, Safety and Security, Maintenance and Custodial Svcs, Volunteers

| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i> | <b>Action Steps</b>  | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b> | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i>   | <b>Monitoring<br/>Frequency and Method</b> |
|---|--|--|---|---|--|
| Students/Families   | Implement breakfast and lunch food distribution operations                       | Cindy Hormel   | 3/16/20 - present                                       | single site plus deliveries week 1 expanded to 10 total sites in week 4. From approx 20,000 meals week 1 to approx 35,000 meals in week 4 | daily data collected                       |
| Volunteers  | Provide ACPS structure to maximize their assistance and augmentation of services | Operations Team  | 3/16/20 - present                                       | Partnership with a centralized Volunteer org for all ACPS coordination - Vol Alex.  | daily                                      |

**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Operations Department**

|                   |   |      |                |   |   |
|-------------------|---|------|----------------|---|---|
| Students/families | Hotline, Outreach, translation services, connect to other ACPS family resources | FACE | 3/23 - present | Centralized communication for food services<br>Serving more families with greater access - implementation of 3, then 5, soon to be 6 mobile food delivery sites<br>Targeted Special delivery now possible versus inefficient open delivery ordering | daily data collected via text, technology capture, transportation/delivery tracking |
|-------------------|---|------|----------------|---|---|

**2. Essential Action/Secondary Driver:** Providing Coordination, Logistics and Support Services to primary division operations

**Primary Driver(s) Impacted:** (2) Support to Continuity of Education and (3) Support to Division Business Operations

**SMART Goal:** Efficient, timely delivery of ACPS educational and business mission to mitigate losses, effective interface with community and stakeholders

**Can this Secondary Driver be achieved within the confines of your current budget (Y/N)? ?? Unknown**

**Collaborating Departments:** Operations/Maintenance Custodial Svcs, Operations/Safety&Security, Finance, C&I,

| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i> | <b>Action Steps</b>  | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b> | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i> | <b>Monitoring<br/>Frequency and Method</b> |
|---|--|--|---|---|--|
| School Staff  | Coordination of ACPS building accesses for a variety of purposes during the closure of schools | Maintenance and Custodial Ops., Safety/ Security             |   |   |  |
| Students/Families   | Coordinate and assist educational printing and mail out processes                              | same   | 4/6 - 4/9/20<br>Two others upcoming                     | completed 4500 PreK packages mail out                                 |  |

**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Operations Department**

|               |  |                          |  |  |  |
|---------------|--|--------------------------|--|--|--|
| Financial Mgt | Coordinate/ Process division procurement contracts and ongoing business operations & Facilities invoices | All Operations Directors |  |  |  |
|---------------|--|--------------------------|--|--|--|

**3. Essential Action/Secondary Driver:** Ensuring that ACPS Facilities and sites are safe and secure, maintain environmental readiness for learning, do not degrade in maintenance of division assets (facilities, bus fleet), protect committed capital program funds and awarded contract actions and guarantee/mitigate waste and overages, validate expenditures of routine operational costs/utilities and contracts, manage and coordinate staff requirements to conduct these operations and services

**Primary Driver(s) Impacted:** Protection of Division Assets

**SMART Goal:**

**Can this Secondary Driver be achieved within the confines of your current budget (Y/N?) TBD: \$**

**Collaborating Departments:** All Operations Department Offices, Financial Management/Procurement & General Services, School Administrators

| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i> | <b>Action Steps</b>   | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b>                                  | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i> | <b>Monitoring<br/>Frequency and Method</b> |
|---|---|---|---|---|--|
| Schools All   | Maintenance, Custodial, Inspections, Security, Minor and Major Project Delivery - ongoing and in time for 9/2020 school opening                           | All Operations Dept Directors   | 3/23/20 - ongoing                                       |   |  |
| Schools All   | Completion of water/EPA and IAQ compliance testing and follow up work in schools  | Safety/Security Programs (Bartlett), Ed Facilities (Hart), Maintenance/Custodial (Cordova)    |   |   |  |
| Finance/Division  | Complete Procurements, mobilize work and implement capital projects from FY20 budget to meet time goals and minimize division financial and academic risk | Ed Facilities (Hart)<br>Cap Programs (Gulick)<br>Transportation (Stone)<br>Procurement(Banks) | 4/1 - 6/30/20   |   |  |

**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Department of School, Business, and Community Partnerships**

**COVID-19 RESPONSE PHASE I PRIMARY DRIVERS:  
INSTRUCTION - TECHNOLOGY ACCESS  
STUDENT NUTRITION, HEALTH, AND WELLNESS - COMMUNICATION**

**PRIMARY DRIVER(S) ADDRESSED:** Student Nutrition, Health, and Wellness- Communication

**ACTION PLAN**

**1. Essential Action/Secondary Driver:** Food Allocation Outreach and Support to Families

**Primary Driver(s) Impacted:** Student Nutrition, Health and Wellness ( Family and Food Services)

**SMART Goal:** Provide food allocation and information/guidance to all ACPS families

**Can this Secondary Driver be achieved within the confines of your current budget (Y/N) ? Please estimate funding required to accomplish this Secondary Driver: \$25000 but could be increased based on span of closure. Some of our budget can be moved to this need, but can not cover total.**

**Collaborating Departments:** Communications, Student Services, Curriculum, EL, Operations, Technology

| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i> | <b>Action Steps</b>   | <b>Person/Team(s) Responsible for Implementation</b>  | <b>Timeframe</b><br><i>(Beginning to End Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i>                               | <b>Monitoring Frequency and Method</b>          |
|---|---|---|---|---|---|
| Families  | Establish and manage family food allocation text hotlines for all questions in English, Spanish, Arabic and Amharic | Office of School, Business and Community Partnerships - Includes: FACE team and School Engagement and Community Outreach Manager. | March 20- end of closure                            | Text message data<br>Daily number of meals served and analysis of that data for adjustments needed  | Daily analysis of data and internal discussions |
| Families  | Food allocation phone hotline in Arabic and Amharic   | Office of School, Business and Community Partnerships - Includes: FACE Team, School Engagement and Community Outreach Manager     | March 20- end of closure                            | Phone message data<br>Daily number of meals served and analysis of that data for adjustments needed | Daily analysis of data and internal discussions |

**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Department of School, Business, and Community Partnerships**

|          |  |  |                          |  |   |
|----------|--|--|--------------------------|--|---|
|          |  | Amharic and Arabic Division Wide Parent Liaisons   |                          |  |   |
| Families | Additional food allocation outreach (newsletters, emails, additional chat lines, phone calls, connections to appropriate department leads) and information to families. This also includes support to Special need families processing food delivery requests. | Office of School, Business and Community Partnerships - Includes: FACE Team, Volunteer Specialist, School Engagement and Community Outreach Manager, Parent Liaisons, school SST and other aligned leads | March 20- end of closure | Data analysis of questions and information provided. | Daily analysis of data and internal discussions |

**2. Essential Action/Secondary Driver: Family Engagement**

**Primary Driver(s) Impacted: Family and Food Services, Continuity of Learning, Information Technology**

**SMART Goal: Culturally responsive & sustainable family engagement**

**Can this Secondary Driver be achieved within the confines of your current budget (Y/N)? Please estimate funding required to accomplish this Secondary Driver: \$20000 but could be increased based on span of closure. Some of our budget can be moved to this need, but can not cover total.**

**Collaborating Departments: Communication, Curriculum, EL, Operations, Student Services, Technology**

| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i> | <b>Action Steps</b>  | <b>Person/Team(s) Responsible for Implementation</b>                                   | <b>Timeframe</b><br><i>(Beginning to End Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i>  | <b>Monitoring Frequency and Method</b> |
|---|--|--|---|--|--|
| Families  | Multiple methods of communication to provide information, resources, guidance and support to families (ex. text, emails, newsletters, phone calls, social media, website). This includes | Office of School, Business and Community Partnership team , SST Teams, Parent Liaisons | March 20- end of closure                            | Data from various sources including website hits, language line usage per school, text and phone data and hours spent. | Daily view of data                     |



**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Department of School, Business, and Community Partnerships**

|          |   |  |                          |  |  |
|----------|---|--|--------------------------|--|--|
|          | text hotline management, phone line management for Hispanic, Arabic and Amharic language needs and information dissemination flowchart to correct department or building contacts to provide high quality customer service. This also includes development/curation of multilingual, parent-friendly video content to support learning at home and relationship building with families. |  |                          |  |  |
| Families | Provide outreach to LINK Club families regarding school day expectations and supports available.  | Assistant Director, 21 CCLC Grant Coordinator, LINK Club Coordinators and staff, division-wide Parent Liaisons - Office of School, Business and Community Partnerships | March 20- end of closure | Outreach Log<br>Feedback Forms   | Weekly review of logs and feedback forms                     |
| Staff    | Daily communication briefings with Office of School, Business and Community Partnership Staff to reflect on family engagement efforts to confirm/adjust strategies that are most effective moving forward.  | Office of School, Business and Community Partnership team  | March 20- end of closure | Reflective notes and calendar entries of meetings  | Notes from meetings and online project management indicators |
| Staff    | Continued professional development, weekly check ins, data collection and reflection, development of strategies and training for Parent Liaisons and ACPS staff   | Manager of School Engagement and Community Outreach<br>FACE team   | March 20- end of closure | Professional Development Reflection sheets, data of participation, meeting idea note data and calendar entries | Notes from meetings  |



**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Department of School, Business, and Community Partnerships**

|                |   |   |                            |  |                             |
|----------------|---|---|----------------------------|--|-----------------------------|
| Families       | Work in collaboration/partnership with volunteer organizations to identify and connect volunteers to needed opportunities             | Volunteer Specialist  | March 20- end of closure   | Number of volunteers from ACPS families  | Data                        |
| Staff/Families | Work in collaboration with the Office of Accountability to analyze data and potential processes in support of our work with families. | Director of School, Business and Community Partnerships, Manager of School Engagement and Community Outreach<br><br>FACE team | March 20th-through closure | Reflective notes and calendar entries of meetings, processes and data analysis documents | Data and process indicators |

**3. Essential Action/Secondary Driver: Grant Management**

**Primary Driver(s) Impacted: Continuity of Learning**

**SMART Goal: Manage existing grant requirements**

Can this Secondary Driver be achieved within the confines of your current budget (Y/N)? Please estimate funding required to accomplish this Secondary Driver: \$

**Collaborating Departments: Communication, Curriculum, Operations, Student Services, Accountability, Finance, HR, Technology**

| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i> | <b>Action Steps</b>   | <b>Person/Team(s) Responsible for Implementation</b>  | <b>Timeframe</b><br><i>(Beginning to End Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i>  | <b>Monitoring Frequency and Method</b>  |
|---|---|---|---|--|---|
| Staff, Schools  | Management and oversight of 21st Century Community Grant in regards to compliance, re-application, implementation, staff oversight, supply/material purchases and reporting expectations aligned with to ACPS continuity of learning. | Assistant Director, 21 CCLC Grant-Operations and Data Coordinator - Office of School, Business and Community Partnerships | March 20th through Closure                          | Reapplication documents, compliance documents, state email and online virtual requirement data, summer plan of action. | Daily grant meetings with aligned staff. Data, compliance and reapplication reflection. |

**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Department of School, Business, and Community Partnerships**

|                |   |  |                            |  |   |
|----------------|---|--|----------------------------|--|---|
| Staff, Schools | Management and oversight of all current grants. This includes Federal, State and Local. | Grants and Partnership Manager-- Office of School, Business and Community Partnerships | March 20th through Closure | Virtual meeting notes, financial data, compliance documents. | Weekly reflection and action steps as needed. |
|----------------|---|--|----------------------------|--|---|

**4. Essential Action/Secondary Driver: New Grant Identification and Donation Management**

**Primary Driver(s) Impacted: Family and Food Services, Continuity of Learning, Information Technology, CIP, Building and Ground Maintenance**

**SMART Goal: Identify additional grants/donations to support primary drivers**

**Can this Secondary Driver be achieved within the confines of your current budget (Y/N)? Please estimate funding required to accomplish this Secondary Driver: \$**

**Collaborating Departments: Specific to grant opportunity**

| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i> | <b>Action Steps</b>   | <b>Person/Team(s) Responsible for Implementation</b>                                   | <b>Timeframe</b><br><i>(Beginning to End Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i>        | <b>Monitoring Frequency and Method</b>   |
|---|---|--|---|--|--|
| Division Wide   | Exploration, application and implementation of potential new grants that are directly aligned to ACPS primary drivers in collaboration with internal departments, schools and community partners. | Grants and Partnership Manager-- Office of School, Business and Community Partnerships | March 20th through Closure                          | Application documents. Reflective notes from meetings.                       | Grant application data and action step documents.                              |
| Community   | Management of community donations   | Director- Office of School, Business and Community Partnerships                        | March 20th-closure                                  | Donation Database and all memos, letters of thanks, record keeping documents | Monitor as donations come in and a weekly viewing of current donation records. |

**5. Essential Action/Secondary Driver: Community Partnerships**

**Primary Driver(s) Impacted: Family and Food Services, Continuity of Learning, Information Technology, CIP, Building and Ground Maintenance**

**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Department of School, Business, and Community Partnerships**

| <b>SMART Goal: Maintain/strengthen current and identify new community partnerships</b>  |  |   |   |   |  |
|---|--|---|---|---|--|
| <b>Can this Secondary Driver be achieved within the confines of your current budget (Y/N)? Please estimate funding required to accomplish this Secondary Driver: \$</b> |  |   |   |   |  |
| <b>Collaborating Departments: Communication, Curriculum, Operations, Student Services, Accountability, Finance, HR, Technology</b>                                      |  |   |   |   |  |
| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i>   | <b>Action Steps</b>  | <b>Person/Team(s) Responsible<br/>for Implementation</b>  | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i>   | <b>Monitoring<br/>Frequency and Method</b> |
| Community   | Continued management of current ACPS community partnerships through outreach and relationship strengthening initiatives. | Director, Strategic Partnership Consultant and Manager of Grants and Partnerships - Office of School, Business and Community Partnerships | March 20th-closure                                      | Reflective notes from meetings, calendar invite data, outreach records. | Weekly                                     |
| Community   | Exploration and addition of new partnerships that are directly aligned with ACPS Covid-19 Primary Drivers.               | Director of School, Business and Community Partnerships and Strategic Partnership Consultant  | March 20th-closure                                      | Reflective notes from meetings, calendar invite data, outreach records. | Weekly                                     |

| <b>6. Essential Action/Secondary Driver: Supplemental Education for High-Need Students served by Title IV, Part B grants (LINK Club)</b>                                |  |  |  |  |  |
|---|--|--|--|--|--|
| <b>Primary Driver(s) Impacted: Continuity of Learning</b>   |  |  |  |  |  |
| <b>SMART Goal: Implement supplemental learning supports for LINK Club students</b>  |  |  |  |  |  |
| <b>Can this Secondary Driver be achieved within the confines of your current budget (Y/N)? Please estimate funding required to accomplish this Secondary Driver: \$</b> |  |  |  |  |  |
| <b>Collaborating Departments: Curriculum, Student Services, Finance, HR, Technology</b>   |  |  |  |  |  |

**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Department of School, Business, and Community Partnerships**

| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i> | <b>Action Steps</b>  | <b>Person/Team(s) Responsible<br/>for Implementation</b>   |                          |   |        |
|---|--|--|--------------------------|---|--------|
| Students  | Provide supplemental learning supports, including (potentially have online tutoring) and enrichment activities for LINK Club students. | Assistant Director, 21 CCLC Grant-Operations and Data Coordinator, and LINK Club staff - Office of School, Business and Community Partnerships   | March 20th-closure       | Services Rendered<br><br>Number of students signed on | Weekly |
| Students  | Deliver grade-level appropriate learning materials and supplies to LINK Club students' homes.  | Assistant Director, 21 CCLC Grant-Operations and Data Coordinator, and Administrative Assistant - Office of School, Business and Community Partnerships                                    | March 20th-closure       | Material Orders<br><br>Confirmation of Receipt        | Weekly |
| Families  | Continued outreach and provision of online supports for LINK Club families.  | Assistant Director, 21 CCLC Grant-Operations and Data Coordinator, LINK Club Coordinators and staff, division-wide Parent Liaisons - Office of School, Business and Community Partnerships | March 20- end of closure | Outreach Logs<br><br>Number of students signed on     | Weekly |
| Staff   | Develop LINK Club summer programming expectations aligned with ACPS summer learning program  | Assistant Director and 21 CCLC Grant-Operations and Data Coordinator - Office of School, Business and Community Partnerships   | March 20- end of closure | Summer Program Plan/Implementation                    | Weekly |

**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Department of School, Business, and Community Partnerships**

|       |  |  |                          |  |                     |
|-------|--|--|--------------------------|--|---------------------|
| Staff | Continued professional development, development of strategies and training for LINK Club staff | Assistant Director and 21 CCLC Grant-Operations and Data Coordinator - Office of School, Business and Community Partnerships | March 20- end of closure | Professional Development Reflection sheets, data of participation, meeting idea note data and calendar entries | Notes from meetings |
|-------|--|--|--------------------------|--|---------------------|

**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Department of Student Services**

**COVID-19 RESPONSE PHASE I PRIMARY DRIVERS:  
INSTRUCTION - TECHNOLOGY ACCESS  
STUDENT NUTRITION, HEALTH, AND WELLNESS - COMMUNICATION**

**PRIMARY DRIVER(S) ADDRESSED:** Student Services, Technology, Curriculum and Instruction

**ACTION PLAN**

**1. Essential Action/Secondary Driver:** Respond to the COVID-19 Pandemic *and its effects on our students and families*

**Primary Driver(s) Impacted:** Student Services, Technology, Curriculum and Instruction

**SMART Goal:** The Department of Student Services, Alternative Programs and Equity (DSSAPE) will provide ongoing support to school staff for outreach to students and families in order to assess needs and remove barriers to instructional engagement, technology access, student nutrition, health and wellness and communication.

**Can this Secondary Driver be achieved within the confines of your current budget (Y/N)?** YES Please estimate funding required to accomplish this Secondary Driver: Maintaining Existing Funding

**Collaborating Departments:** Student Services, Technology, Curriculum and Instruction and Operations

| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i> | <b>Action Steps</b>   | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b>                    | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>   | <b>Monitoring<br/>Frequency and<br/>Method</b>       |
|---|---|---|---|--|--|
| Administration/All Staff  | Communication, collaboration and partnership with the Alexandria Health Department and City of Alexandria Leaders | Chief, Student Services<br>Executive Director<br>Health Services<br>Coordinator | March - TBD   | Meeting notes, call logs, zoom meetings, etc.  | Daily city and team meetings (Zoom, Microsoft Teams) |
| All Staff/Families/Students   | Identify COVID-19 resources to strengthen capacity to respond to the needs of students and families               | DSSAPE Staff<br>Student Support Team (SST)                                      | April - June  | Number of resources developed and number of professional learning opportunities to learn more about COVID-19 Pandemic and response | Daily and weekly team meetings                       |

**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Department of Student Services**

|   |  |  |   |   |  |
|---|--|--|---|---|--|
| All Staff/Families/Students   | Virtual Crisis Response Plan to support students, families and staff negatively affected by COVID-19 infection to include grief and loss resources                   | SST<br>School Administration<br>DSSAPE Staff                             | April - TBD   | Number of times resources are shared with with staff, students and families                       | Daily and weekly updates                             |
| Students and Families   | Daily and weekly communication via phone calls, emails and texts to outreach to students and families to assess basic needs and technology needs                     | SST<br>DSSAPE Staff  | April - June  | Number of phone calls made (phone logs)<br>Number of emails to students and families (email logs) | Monthly review of data by DSSAPE Directors and Leads |
| <b>2. Essential Action/Secondary Driver: Professional Learning and Development of Resources</b>   |  |  |   |   |  |
| <b>Primary Driver(s) Impacted: Student Services, Curriculum &amp; Instruction, Technology</b>   |  |  |   |   |  |
| <b>SMART Goal: Using a tiered approach, the DSSAPE will provide professional learning opportunities and develop resources to staff to support a positive learning environment in all virtual learning classrooms.</b> |  |  |   |   |  |
| <b>Can this Secondary Driver be achieved within the confines of your current budget (Y/N)? YES Please estimate funding required to accomplish this Secondary Driver: Maintaining Existing Budget</b>                  |  |  |   |   |  |
| <b>Collaborating Departments: Student Services, Curriculum and Instruction, Technology</b>  |  |  |   |   |  |
| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i>   | <b>Action Steps</b>  | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b>             | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>                                | <b>Monitoring<br/>Frequency and<br/>Method</b>       |
| All Staff   | Equity-<br>Share equity resources and create virtual professional learning opportunities   | Director of Equity<br>Equity Team  | April - June  | Number of staff trainings<br>Number of conversations held at schools with staff                   | Weekly Equity Team Meetings                          |
| All Staff   | PBIS & RP-<br>Hold community and responsive circles virtually<br>Develop creative ways to re-teach, remind students and, reinforce the PBIS school-wide expectations | School Culture & Climate<br>Specialist<br>RP Liaisons<br>PBIS Specialist | April - June  | Number of trainings and RP circles  | Update at weekly Team Meeting                        |

**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Department of Student Services**

|                             |   |  |               |  |                                |
|-----------------------------|---|--|---------------|--|--------------------------------|
|                             |   | PBIS Liaisons  |               |  |                                |
| All Staff/Families/Students | SEAL- Share Social Emotional Academic Learning (SEAL) resources and development resources to support classroom management through MTSS & PBIS   | DSSAPE Staff<br>Mental Health Specialist<br>RP Liaison<br>PBIS Coordinator | April - June  | Number of shared resources using Canvas, ACPS webpage and email. | Update at weekly Team Meetings |
| Students & Families         | Substance Abuse- Transition to virtual intervention seminar to serve students and families<br>Tiered contact with existing students and families for virtual support and to provide resources | Substance Abuse Counselors   | March - April | Materials developed on Canvas                                    | Update at weekly Team Meetings |

|  |  |  |   |   |   |
|--|--|--|---|---|---|
| <b>3. Essential Action/Secondary Driver:</b> Support enrollment of new students and families and engagement of existing students and families  |  |  |   |   |   |
| <b>Primary Driver(s) Impacted:</b> Student Services, EL Office, Technology, Accountability   |  |  |   |   |   |
| <b>SMART Goal:</b> Ensure timely registration and participation of students while maintaining our support for families in unique situations.   |  |  |   |   |   |
| <b>Can this Secondary Driver be achieved within the confines of your current budget (Y/N)?</b> YES Please estimate funding required to accomplish this Secondary Driver: Maintaining Existing Budget |  |  |   |   |   |
| <b>Collaborating Departments:</b> Student Services, Curriculum & Instruction, Technology, Accountability   |  |  |   |   |   |
| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i>  | <b>Action Steps</b>  | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b> | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i> | <b>Monitoring<br/>Frequency and Method</b>                      |
| All Staff/Families/Students  | Residency Verification-<br>Work with School Registrars to ensure residency status meets ACPS guidelines to ensure proper enrollment<br>Create professional learning opportunities for school staff | Residency Verification Specialist<br>Executive Director      | April - September                                       | Completed enrollments   | Weekly team meetings and ongoing consultation on specific cases |



**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Department of Student Services**

|                                |   |  |                   |  |   |
|--------------------------------|---|--|-------------------|--|---|
| Students & Families            | Homeless Education-<br>Identify families experiencing homelessness with screening for new enrolling   | Homeless Education Liaison<br>Executive Director       | April - September | Number of students and families identified                       | Weekly team meetings and ongoing consultation           |
| All Staff, Students & Families | Attendance and Truancy-<br>Work with social workers, school administration and Technology to accurately capture attendance data for VDOE reporting<br>Contact with students with existing attendance and truancy concerns | Truancy Verification Specialist<br>Executive Director  | April - September | Completed SRA Reports<br>Number of Attendance Review Panel (ARP) | Weekly team meetings<br>Consultations with school staff |
| Students & Families            | Discipline-<br>Identification of and support for students enrolling with existing discipline concerns (i.e., students enrolling from alternative placements or detention centers  | Executive Director<br>Director of Alternative Programs | April-September   | Number of enrollments and consultations                          | Weekly team meetings                                    |
| Students & Families            | Homeschooling-<br>Processing of requests from families to home school students  | Executive Director                                     | April - September | Number of completed requests                                     | Weekly team meetings                                    |

**OVERARCHING COVID-19 RESPONSE DIVISION-WIDE GOAL:** Through summer 2020, ACPS will provide equitable access and engagement to ongoing academic, social and emotional supports to every student and staff.

**Department of Technology Services**

**COVID-19 RESPONSE PHASE I PRIMARY DRIVERS:  
INSTRUCTION - TECHNOLOGY ACCESS  
STUDENT NUTRITION, HEALTH, AND WELLNESS - COMMUNICATION**

**PRIMARY DRIVER(S) ADDRESSED:** Technology Access

**ACTION PLAN**

**1. Essential Action/Secondary Driver** (where, in your system [the existing structures/processes], you should focus your energies to affect the primary driver (i.e. technology hardware): Provide safe technology support for students and staff.

**Primary Driver(s) Impacted:** Technology Access

**SMART Goal:** By March 18, 2020, implement a process for students/families and staff to request technical support for student chromebooks, laptops, online applications and internet access.

**Can this Secondary Driver be achieved within the confines of your current budget (Y/N)?** N Please estimate funding required to accomplish this Secondary Driver: \$188,250 (chromebooks)

**Collaborating Departments:** Curriculum and Instruction

| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i> | <b>Action Steps</b>   | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b>     | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i> | <b>Monitoring<br/>Frequency and Method</b> |
|---|---|--|---|---|--|
| All staff and students  | Create online forms for students and staff to ask for assistance  | Elizabeth Hoover,<br>Marya Runkle, John<br>Crites, Emily Dillard | March<br>13th-March 18th                                | <a href="#">Chromebook and Online Support</a>                         | Daily, by helpdesk staff; weekly by CTO    |
| All staff and students  | Collaboration with Attronica for disbursement of new and replacement hardware: <ul style="list-style-type: none"> <li>Send extra Chromebooks and chargers to Attronica</li> </ul> | John Crites  | March 30-June 30  | Inventory Reports<br>Helpdesk Reports                                 | Daily, by helpdesk staff; weekly by CTO    |

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**Department of Technology Services**

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Purchase additional Chromebooks and chargers to send to Attronica</li> <li>• Share access to inventory system with Attronica for tracking hardware</li> <li>• Attronica sends hardware to staff/students upon notification from Helpdesk</li> </ul> |  |  |  |  |
|--|--|--|--|--|--|

| <b>2. Essential Action/Secondary Driver:</b> Provide internet access for students without home internet access   |   |  |   |   |  |
|--|---|--|---|---|--|
| <b>Primary Driver(s) Impacted:</b> Technology Access   |   |  |   |   |  |
| <b>SMART Goal:</b> By April 24th, provide students internet access through multiple solutions, including Comcast Internet Essentials, the provision of hot spots, or other mobile/outdoor solutions. |   |  |   |   |  |
| <b>Can this Secondary Driver be achieved within the confines of your current budget (Y/N)?</b> N Please estimate funding required to accomplish this Secondary Driver: \$170,000                     |   |  |   |   |  |
| <b>Collaborating Departments:</b> Schools and School Business and Community Partnerships   |   |  |   |   |  |
| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All<br/>Staff/Families etc.]</i>  | <b>Action Steps</b>                       | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b> | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i> | <b>Monitoring<br/>Frequency and Method</b>   |
| Students/Teachers  | Identify students without internet access | School Teams and Family and Community Engagement Center      | March 25- June 20                                       | List of students provided to TS                                       | Continued outreach to families by schools and FACE<br>Availability to request through Helpdesk |
| Families/Staff   | Promote Comcast’s Internet Essentials     | Schools/Technology Services                                  | March 13-June 30  | Website link (English and Spanish)                                    | One-time, link uploaded  |
| Families/Staff   | Procure additional hotspots               | Elizabeth Hoover   | March 13- April 24                                      | Inventory/Data Reports  | Weekly   |

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**Department of Technology Services**

|          |   |                                 |                   |                                    |                      |
|----------|---|---------------------------------|-------------------|------------------------------------|----------------------|
| Families | Collaborate with FACE to communicate with families receiving hotspots             | Elizabeth Hoover/<br>FACE Staff | April 17- Ongoing | Communication through FACE hotline | Ongoing              |
| Families | Collaborate FACE to translate materials to be sent to families                    | Nora Lansing                    | April 17- Ongoing | Translated materials               | Once upon completion |
| Families | Coordinate with Attronica to provide contactless shipping of hotspots to families | Nora Lansing                    | April 17- Ongoing | Shipping Records /Kajeet Analytics | Weekly               |
| Families | Work with vendor to explore providing WiFi through mobile and outdoor routers.    | Elizabeth Hoover                | March 27- June 30 | GIS Maps/Data Reports/Analytics    | Weekly               |

| <b>3. Essential Action/Secondary Driver:</b> Professional Development  |   |  |   |   |  |
|--|---|--|---|---|--|
| <b>Primary Driver(s) Impacted:</b> Instruction, Technology Access  |   |  |   |   |  |
| <b>SMART Goal:</b> Beginning March 16th, provide staff with ongoing synchronous and asynchronous professional development to facilitate the division’s transition to learning and working from home. |   |  |   |   |  |
| <b>Can this Secondary Driver be achieved within the confines of your current budget (Y/N)?</b> Y Please estimate funding required to accomplish this Secondary Driver: \$                            |   |  |   |   |  |
| <b>Collaborating Departments:</b> Curriculum and Instruction   |   |  |   |   |  |
| <b>Stakeholder Focus:</b><br><i>[e.g.: Schools/Students<br/>Teachers/All Staff/Families<br/>etc.]</i>  | <b>Action Steps</b>   | <b>Person/Team(s)<br/>Responsible for<br/>Implementation</b> | <b>Timeframe</b><br><i>(Beginning to End<br/>Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i> | <b>Monitoring<br/>Frequency and Method</b> |
| Administrators   | Provide Zoom training for administrators  | Emily Dillard  | March 16- 20  | Zoom accounts, Zoom training video,<br>Zoom training records          | Zoom usage reports/Weekly                  |
| Staff  | Develop and provide required asynchronous Zoom security settings training for staff | Elizabeth Hoover/ Emily Dillard                              | April 9-17  | Zoom Training Verification Form                                       | Training Form/Once upon completion         |
| School-based staff   | TIS office hours and school-based training  | Technology Integration Specialists                           | March 23- Ongoing                                       | Zoom analytics  | Zoom reports/Weekly                        |

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**Department of Technology Services**

|       |   |   |                        |   |  |
|-------|---|---|------------------------|---|--|
| Staff | Promote Links to Learning calendar (synchronous options) and Links to Anytime Learning (asynchronous options) | Technology Integration Specialists/<br>Emily Dillard    | April 3- Ongoing       | Google Analytics  | Analytics from individual tools, bi-weekly |
| TIS   | Connect with TIS twice weekly to support work and identify common problems and solutions                      | Emily Dillard/Elizabeth Hoover/John Crites/Marya Runkle | March 16th and Ongoing | Zoom analytics, Meeting agendas, Office Hours recordings, | Zoom analytics, Zimbra                     |