

VirtualPLUS+

Continuity of Learning Plan 4.0 | **August 2020**



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EXECUTIVE SUMMARY

Letter from Superintendent Dr. Gregory C. Hutchings, Jr.

Planning for the future in the midst of a global pandemic has been one of the greatest challenges that Alexandria City Public Schools (ACPS) has faced as a school division. Overnight, we joined educators across the country to navigate the uncharted waters of delivering teaching and learning in a virtual environment while ensuring that students had access to nutritious meals, the appropriate technology and internet connectivity as well as the social, emotional, and academic learning supports to endure during this difficult time in our nation's history. What has been remarkable to witness during this time is the response from our team, who has shown tremendous resilience, patience, and grace to innovate and activate quickly to ensure that our families and staff remained connected and informed as we learned alongside each other in this new world.

This spring, our team was thrust into a virtual environment at a time when the school community is looking forward to wrapping up the school year with a myriad of celebrations and promotions, namely our seniors crossing the stage on graduation day, students transitioning to the next grade level, recognizing our principal, teacher and support employees of the year, and several milestones that our students and staff have come to look forward to at this time of the year. This year, we had to be creative and celebrate in new ways to appropriately honor our students and staff for their academic and personal achievements, while preparing them for the uncertainties that are ahead of us. And, while we were grappling with all this newness, we had to continue to gird up our community and build confidence that racial equity was at the heart of all decision-making in accordance with the health and safety guidance that we received from the Centers for Disease Control and Prevention (CDC) and the Virginia Department of Education.

To ensure that we met our goal of an equitable teaching and learning experience for all students, and that we had thoughtfully encompassed all of the priorities in our plans for the uncertainties ahead, we designed a process that involved a group of [Thought Partners](#) made up of representatives from key stakeholder groups, including the City of Alexandria, the Parent Teacher Association Council, and community partners. Following our Thought Partners meetings, we convened the [Cross-Functional Planning Teams](#) composed of 150+ staff, parents, students, and community partners throughout the month of July to further refine our plans and deliver the most feasible reopening model for ACPS.

To that end, the *Enhanced Continuity of Learning Plan 4.0: Reimagining Schools* that our team and community have developed will be the roadmap for launching our school year this fall. It illustrates the talent and expertise that we have on our team and our dedicated families and partners at ACPS. It also speaks to our commitment to tackling racial inequities across the school division through our introduction of the Virtual PLUS+ model. Each of its components are deeply connected to the division's newly adopted 2025 Strategic Plan: Equity for All.

What you will find is that the comprehensive Virtual PLUS+ model is a well-thought-out plan for social, emotional, and academic learning and family support. It provides teaching and learning within virtual classrooms while providing additional support that students, staff, and families will need to absorb the new content being taught, build relationships with teachers and staff, and stay connected to the school community. It features five key PLUS+ areas, including [social, emotional, and academic supports](#); [technology enhancements](#); [child care options](#) for our most vulnerable families; continuation of [meal distribution](#); and a live [multilingual phone helpline](#).

We are optimistic about our plan for the 2020-21 school year and are thankful for our Thought Partners, Cross-Functional Planning Teams, staff, community partners, and most importantly, our families for their patience and advocacy throughout this planning process. We are confident that working together, as a community, we will prevail, and students will experience academic growth and feel connected to their school community, staff will feel supported with the resources and tools they need to be successful and that families will stay engaged as partners in this journey. One of the many bright spots during this period is that our team has come out stronger by working closely together, silos have been broken, and our team is ready to welcome back students and staff for the new school year. We look forward to having a productive and engaging school year!

Dr. Gregory C. Hutchings, Jr.
Superintendent of Schools
Alexandria City Public Schools

Foreword and Purpose

As we work to continue instruction this fall with our Virtual PLUS+ model, we recognize the need to share learnings, decisions, and best practices from our planning process, and seek feedback from our leaders, teachers, staff, students, families, and community members. Doing so will enable us to collectively put forth our very best ideas and actions for what is feasible, achievable, and essential for providing students with an instructional day that centers on their safety, well-being, and academic needs.

The purpose of Alexandria City Public Schools (ACPS) *Enhanced Continuity of Learning Plan 4.0: Reimagining Schools* is to share specific guidance for continuing instruction and safely reopening schools. This plan is grounded in our division's commitments to providing support for safe, healthy, equitable learning experiences for students and virtual professional learning opportunities for staff, and to promoting high levels of achievement for all learners while addressing academic learning losses extending from the crisis and school closings. While school will certainly look different than before, we are committed to implementing the Virtual PLUS+ model so that all students achieve success. It is important to note that this reopening plan will be reviewed, adjusted, and communicated, in alignment with any changes due to COVID-19. Please be assured that ACPS has the processes, systems, and procedures in place to ensure a timely review of the plan. During the reopening there was frequent communication for the school community to stay informed and learn about the reopening plan, become familiar with the process, and seek answers to questions. ACPS is committed to continually providing information to ensure that the staff, families, and community are informed.

Overview of Our Process

Since the closure of our school division resulting from the COVID-19 pandemic, ACPS has continued to provide students and families with various educational opportunities. At the same time, we understand that disruptions in teaching and learning can have a severe impact on a child's ability to learn and succeed. Our school division has provided students and families access to technology, learning materials, educational resources, meals, and support services during the crisis. As we prepare for SY 2020-21, we are committed to continuing this support.

Our *Enhanced Continuity of Learning Plan 1.0* addressed student and staff needs following the school buildings closing; *Enhanced Continuity of Learning Plan 2.0* extended and redefined educational resources available to students, including both instructional packets, synchronous learning, asynchronous learning, and online lessons; *Continuity of Learning Plan 3.0: Summer Learning through Engagement and Enrichment for All Plan* addressed learning loss, engagement, and enrichment; and this *Enhanced Continuity of Learning Plan 4.0: Reimagining Schools* will guide the reopening of our schools based on information from public health officials, community input, and cross-department collaboration and design, to ensure a safe and healthy learning environment for our students and staff.

What's New in Version 4.0?
<ul style="list-style-type: none"> • Increased Engagement + Expectations • Pacing + Introduction of New Content • Formal + Informal Assessments

Guiding Principles

The guiding principles below have been integral to the work of all of our stakeholders who supported our reopening planning. Together, these principles served as advice to ensure that we created a strong plan for determining how to reopen schools, ensuring support for students and staff. These principles were critical because they remained at the forefront of our reopening process and enabled us to develop a plan based upon trust, transparency, communication, and, most of all, the empowerment of others in the reopening process.



Thought Partners

ACPS convened a group of Thought Partners, consisting of leaders, educators, parents, community, city, and public health officials (see names below) to assist the school division in the reopening planning process. Our Thought Partners met three times throughout June, culminating in an initial reopening schools framework that was presented to the ACPS School Board on June 26, 2020. Throughout these sessions, our Thought Partners provided feedback, insights, and guidance related to the following areas:

- The development of a timeline for reopening ACPS buildings.
- The decision-making process on when and how to reopen schools.
- Measures for enhancing the overall public health and educational planning processes, and ensuring cross-sector input to help prioritize risk-mitigation factors impacting the reopening of our schools.
- Working through uncertainty, adversity, and engaging others in meaningful and flexible ways to understand how Fall 2020 will be different than a traditional academic year.

Nine guiding questions framed the work of the Thought Partners:

1. In your opinion, what did the city and school division do well in response to the COVID-19 crisis? What modifications or additions would you recommend?
2. What are the positive and negative implications for school reopening in the Fall?
3. What internal and external factors will help guide and inform our decision-making process on when and how to reopen schools?
4. How can ACPS ensure that the educational planning processes meet the needs of all students during the reopening?
5. How do we create a plan to ensure the overall safety, health, and wellness of our students and staff?
6. How can our community partners help us work through risk-mitigation factors, uncertainty and adversity, and engage others in meaningful ways to understand how the Fall opening might be different than a typical school year?
7. What are three-five opportunities and challenges that could inform the actions related to the reopening scenarios?
8. What are the student/family implications and/or perceptions of a learning model where students only spend 25%-50% in school?
9. How do we ensure effective and collective communication of the plan to reopen?

We continue to seek collaboration with our Thought Partners, as they remain champions and leaders throughout the community as we reopen our schools, communicate with families, and transition to new ways of learning.

Alexandria City	
Bruhn-Morris Family Foundation President Lori Morris	Campagna Center Chief Executive Officer Dr. Tammy Mann
Chamber of Commerce – Board Chair Dave Millard	City Manager Mark B. Jinks
Honorable Mayor Justin Wilson	Alexandria Health Director Dr. Stephen A. Haering

Northern Virginia Community College (NOVA) Alexandria Campus Provost Dr. Annette Haggray	Department of Community and Human Services Director Kate Garvey
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Alexandria City Public Schools (ACPS)	
Superintendent of Schools Dr. Gregory C. Hutchings, Jr.	
School Board Chair Cindy M. Anderson	Chief Accountability and Resource Officer Clinton Page
Chief of Teaching, Learning, and Leadership Dr. Terri H. Mozingo	Executive Director of Instructional Support Dr. Gerald R. Mann, Jr.
Chief Financial Officer Dominic Turner	Chief of School and Community Relations Julia Burgos
Chief of Staff Dr. Stephen Wilkins	Chief of Student Services and Equity Dr. Julie Crawford
Chief Technology Officer Dr. Elizabeth Hoover	Education Association of Alexandria Dawn Lucas
Director of Recruitment and Retention Sandra Hardeman	Parent Teacher Advisory Council President Katy Matthews
Principals PreeAnn Johnson , James K. Polk Elementary School Pierrette Peters , Francis C. Hammond Middle School Peter Balas , T.C. Williams High School	Staff Ashley Sandoval , Cora Kelly School for Math, Science, and Technology Donita Muse , George Washington Middle School Benjamin Hammond , T.C. Williams High School

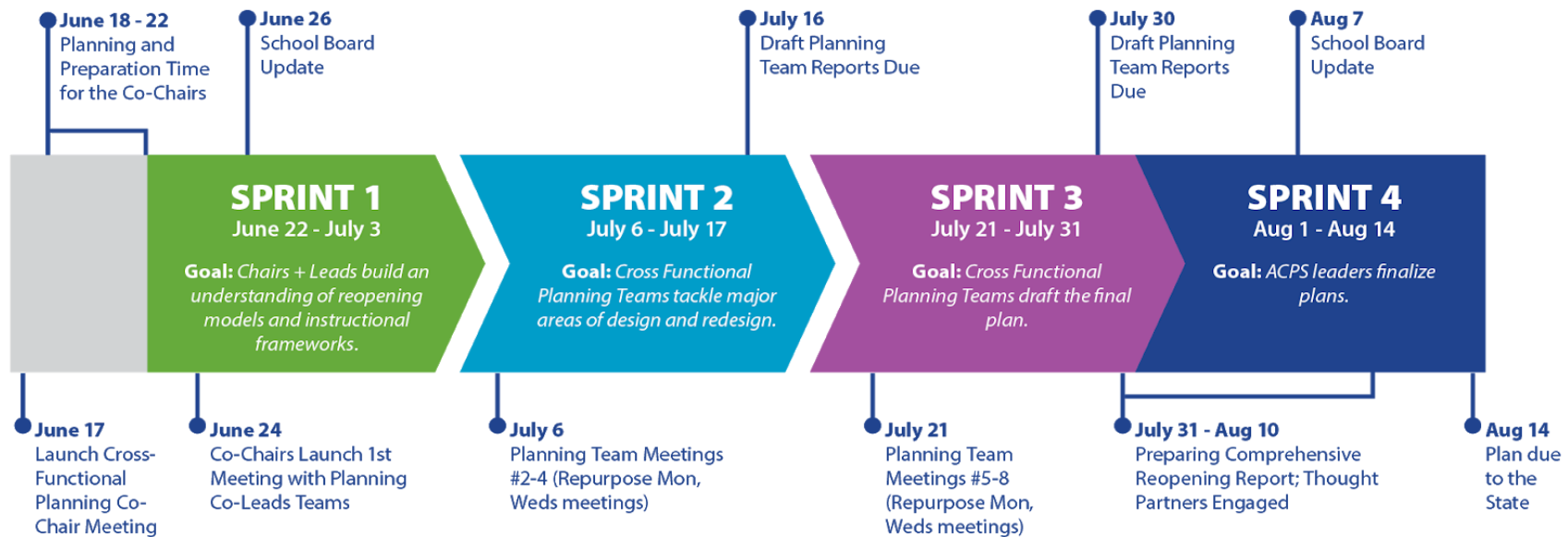
Cross-Functional Planning Teams

Following the initial work of the Thought Partners, five Cross-Functional Planning Teams led by co-chairs identified internal and external lessons learned, brainstormed potential challenges and opportunities, as well as developed action plans/reports to guide the reopening of school buildings to ensure clear expectations for students, staff, and families as well as reassured students, staff, and families their safety and health are a top priority. More than [150 ACPS staff, family, student, and community members \(PDF\)](#) virtually collaborated on Mondays and Wednesdays throughout July to delve into different reopening models, consider the latest guidance, highlight key decisions to be made, and design solutions. The specific questions

below guided the cross-functional planning teams' detailed work to ensure focused planning, effective decision-making, and preparedness for reopening:

1. In your assigned area(s), what are the major lessons learned and potential challenges and opportunities we need to consider as ACPS reopens?
2. What specific priorities and essential action steps do you recommend to address these opportunities and challenges in areas for which you are responsible?
3. What specific policies or processes will need to be addressed and possibly modified given a specific reopening scenario to ensure safely reopening school?
4. What specific measurable objectives, concrete action steps, fiscal/budgetary needs, progress monitoring, and leadership accountability priorities should be included in an action plan/report to address the identified opportunities and challenges?

Answering these questions and creating our *4.0 Plan* spanned four sprints. Sprints were introduced into the reopening process because our teams needed to make decisions quickly and responsively based on the latest information. Our timeline reflects the various touchpoints with stakeholder groups, and demonstrates how our work was guided by robust and thoughtful engagement, planning, and community support. The timeline also includes key dates by which the School Board was informed and updated regarding the status of reopening schools and buildings.



Each sprint lasted two weeks and included weekly meetings with our Cross-Functional Planning Teams, Chairs/Co-Chairs, and Scheduling Design Group as well as regular check-in and planning sessions with the superintendent and other staff to ensure alignment across all levels of planning. Here is a more detailed list of activities and outputs from each of the spring cycles:



Below is a list of each Cross-Functional Planning Team, including their Chairs and Co-Chairs. Our teams assembled the people, information, and processes needed to address the Essential Questions from the Virginia Department of Education and our Thought Partners; determine instructional models and design action plans to support; create materials for staff, students and the community, and submit this comprehensive reopening plan to the Virginia Department of Education. These individuals will continue to collaborate through the beginning of the school year.

Team + Co-Chairs	Core Areas	Summary of Team's Work
Social, Emotional, and Academic Learning (SEAL) <i>Dr. Julie Crawford, Chief of Student Services and Equity, and Dr. Gerald R. Mann, Jr., Executive Director of Instructional Support</i>	Curriculum and Instruction Accountability Professional Learning Student Support Services Technology	The SEAL and C&I Teams collaborated to support our staff's ability to instruct, as well as the academic and social-emotional needs of our diverse population of learners. Specifically, these teams created master schedules for elementary, middle, and high schools, clarified staff expectations around professional learning, collaboration, communication, and instruction, and designed solutions for addressing gaps in student learning through curriculum adjustments.

Human Resources, Capital Programs / Facilities, and Technology <i>Dr. Stephen Wilkins, Chief of Staff, and Sandra Hardeman, Director of Recruitment and Retention</i>	Capital Improvement Program (CIP) and Facilities Human Resources Technology	This team worked to organize people, time, and resources for a successful reopening. The work clarified our division's building, personnel, and technological infrastructure's capacity to support various instruction models, and designed supports for distributing and supporting stakeholders with technology hardware and software.
Health and Safety <i>Dr. Alicia Hart, PMP, Executive Director of Facilities and Operations, and Dr. Marcia Jackson, Executive Director of Student Services</i>	Cleaning and Maintenance Personal Protective Equipment School Nutrition Security Student Health Transportation	Our Health and Safety Team supports the physical, mental, and social-emotional wellbeing of our stakeholders and the non-academic needs of our students. Specifically, this team collaborated to evaluate our division's needs and process for distributing PPE, to design our school nutrition and meal distribution plan, to clarify our needs around security and transportation, and to provide guidance on how we can safely and effectively clean and sanitize all facilities.
Financial Management <i>Dominic Turner, Chief Financial Officer, and Robert Easley, Director of Budget, Financial Systems, and Reporting</i>	Budget Payroll Procurement Technology	Our team ensures our staff are paid on time, and correctly, and manage the changing landscape of school operations and financial constraints and uncertainty. Specifically, this team provided all of our CFPTs with regular budgetary updates to guide their planning, and provided guidance on managing payroll and procurement as we enter the 2020-20201 school year.
School and Community Relations <i>Julia Burgos, Chief of School and Community Relations, and Kurt Huffman, Executive Director of Community Partnership and Engagement</i>	Communications Family and Community Engagement Partnerships	Our School and Community Relations Team exists to listen to, synthesize, share our community's needs, and partner with community organizations to support all families. Specifically, this team engaged our community in surveys and community chats throughout the planning process, concretized communication expectations for all staff, identified high-yield partnerships to pursue into the Fall, and are working to design and implement an information hotline for families.

Engagement Across Our Community

In early July, ACPS released a Staff and Family Survey seeking two-way communication to inform planning efforts for reopening schools, with both a Hybrid and 100% virtual model presented as options. Survey objectives included:

- Based on Current Information
 - Families: Preferred learning option
 - Staff: Likelihood return to work on-site
- Most Important Factors Influencing Their Decision
- Comfort Level with Certain COVID-19 Safety Measure
- Transportation Preference
- Demographics for Analysis Include: Grade Level, School, Race/Ethnicity, Special Program, Staff Role

We had historical participation rates within all groups, with 11,852 Family Survey Responses and 2,077 Staff Survey Responses. You can access the [survey results \(PDF\)](#).

To further build engagement and connections in the community, ACPS held a series of Reopening Community Chats that concluded on July 28, 2020, to hear in greater depth about the particular issues that specific communities may face in the fall and begin to work through potential solutions to them. Ideas and discussions from the chats are being shared with the Cross-Functional Planning Teams for their analysis and consideration and potentially including into the processes and protocols they develop to reopen our schools safely in the fall. All Reopening Community Chats have been recorded, captioned, and posted to the [ACPS-at-Home](#) website. Take a look to learn more.

Overview of Virtual PLUS+

On August 7, 2020, the work of the Cross-Functional Planning Teams was presented to the ACPS School Board, with the goal of providing a recommendation for a virtual learning model called Virtual PLUS+. This presentation also reviewed a feasibility assessment for virtual vs. hybrid learning, given the need to be flexible and adjust as needed so that we can still deliver high quality and engaging instruction to our students and families.

Virtual PLUS+ was adopted by the Alexandria City School Board on August 7, 2020, as the model deemed feasible for ACPS to use for the start of the 2020-21 school year through the end of the first quarter. The Virtual PLUS+ model is a comprehensive plan for social, emotional, and academic learning within virtual classrooms while providing additional support for students, staff, and families as they navigate new content being taught, build relationships with teachers and staff, and stay connected to the school community. The virtual academic program will include a structured bell schedule, live instruction with teachers, and additional academic support for some of our most vulnerable students, including one-on-one or small group tutoring. Through this model, all students will receive synchronous lessons from teachers in each subject area four days a week and be graded on completed work.

Virtual PLUS+ is based on a model where all students will receive instruction virtually with enhanced support in the following **five key areas**, further extending the educational program that is already intended to mirror the traditional school day.

- Virtual PLUS+ Learning provides social, emotional, and academic supports
- Virtual PLUS+ Access provides technology enhancements
- Virtual PLUS+ Food Access provides a continuation of meal distribution
- Virtual PLUS+ Child Care with child care options provided by our Virtual PLUS+ partners with ACPS supports for our most vulnerable families
- Virtual PLUS+ Helpline provides live multilingual phone support, particularly for our non-English speaking families.

Equity is the framework in which we make every decision, and this was no different. The Virtual PLUS+ model is based on the goals outlined in the 2025 Strategic Plan: Equity for All. ACPS has pledged to provide an equitable, high-quality education accessible and engaging to all students, and grounded in our division’s Core Values. The “PLUS+” in the Virtual PLUS+ model enables us to provide additional support for specific groups of students, most specifically our most vulnerable, who may need it this fall. Virtual PLUS+ also ensures an equitable learning environment while respecting the constraints the global pandemic places on education.

We are currently polling our students, staff, and families to hear directly from our stakeholders what supports are needed in the critical areas of childcare, technology, food/nutrition, social emotional, instruction, and communication. Quantitative data will provide a scale of respondents' needs overall and by groups; qualitative data will provide exactly the type of support stakeholders are seeking. We will leverage this data to inform refinement of support planning and offerings moving into September and beyond.

ACPS will continually monitor the effectiveness of the Virtual PLUS+ model and our ability to address each child’s learning, health, and safety needs. We will reassess our plan at the end of the first quarter and every nine weeks subsequently. It was designed to offer maximum flexibility as the local and regional landscape changes. Our plan to reopen, and under what scenarios, will also be driven by national and state guidance and applied to our local context and needs. We provide additional details on each of these five key areas later in this plan. As always, information on Virtual PLUS+ can also be found at [ACPS-at-Home](#).

Our Commitment to Health + Safety

ACPS is committed to ensuring the health and safety of all staff, students, and families to the best of our abilities, based on national and local guidance as well as our community’s most pressing needs. As part of this commitment, we have developed a series of policies around student and staff health, wellness, and nutrition to ground any and all decisions. Detailed guidance around student and staff health are linked below, and will be amended as our division continues to reassess the needs of our staff, students, and families.

Board Policy
Student Wellness School Board Policy (PDF)

In addition to the Board policies, we have created principal and staff-specific guidance in a series of ‘playbooks’, which provide school-specific action steps, guiding questions, contact information, and relevant resources leaders can take while making decisions around instruction, health and safety, technology, communications, etc.

DETAILED VIEW: Virtual PLUS+

Virtual PLUS+ Learning

We believe in approaching learning through an equity lens, aligned to Equity for All 2025 to ensure we are responsive to all stakeholders’ needs through varied and adaptive approaches. As part of our Virtual PLUS+ Learning support, we commit to prioritizing social and emotional wellness, and support for students and staff in returning this fall, as well as providing a rich instructional experience. At the heart of the virtual plan is a belief that all students must have access to high-quality and engaging teaching and learning opportunities. The plan also adheres to guidelines to meet the needs of students with disabilities and English learners. It also provides for enriching, engaging, and exciting learning experiences for all students in a virtual setting. This plan also ensures equitable access to instruction through technology, and there is a commitment to expanding 1:1 technology to grades PreK-2nd grade to level the playing field, thus reducing technological inequities.

Virtual instruction in the fall is closely aligned to the traditional in-person learning experience and expectations for staff and students, with staff working their full contract day, attendance being taken, and students being graded on completed work. Across the division, scheduling expectations are consistent for schools at each level, including the same number of lesson blocks across grade levels, alignment on real-time synchronous learning with teachers and students live online in addition to pre-recorded lessons and asynchronous activities. The schedules are designed to be student-centered with opportunities for students to engage in small group and whole group learning activities, movement/brain breaks, and social and emotional growth. The schedules also include teacher office hours and ways for students and families to stay connected and get support in a virtual environment.

Additionally, there is expanded staff access to educational tools and professional learning on a variety of ACPS-wide virtual platforms, and a continued commitment to exemplary programs such as IB, STEM, CETA, Dual Language, and Advanced Placement (AP). We will ensure a continued shared vision and understanding through progress monitoring, and opportunities to learn and adapt throughout the year.

Sample Schedules

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

- Reflect the usual school day with a mix of [asynchronous and synchronous](#) learning during instructional times.
- Are uniform across grade levels with the same number of minutes per subject area/grade level across the division.

- Include brain breaks or movement breaks across all grade levels.
- Ensure Special Education students will receive services based on their IEP. ACPS will be fully implementing IEPs in a virtual format.
- Ensure English Learner students will receive services through a dedicated English Language block.

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

For visuals of each schedule, see the Appendix.



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

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

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

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

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

For visuals of each schedule, see the Appendix.



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

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

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

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

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

For visuals of each schedule, see the Appendix.



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

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

The Virtual PLUS+ model provides teaching and learning for students within virtual classrooms that will teach new content, provide instructional

support, build relationships with teachers and staff, and help students stay connected to the school community. For the K-8 schools, the Virtual PLUS+ schedule consists of asynchronous and synchronous learning models.

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

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

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

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

For visuals of each schedule, see the Appendix.



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

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

Middle School Asynchronous Learning Model

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

Middle School Synchronous Learning Model

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

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

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

For visuals of each schedule, see the Appendix.



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

High School Asynchronous Learning Model

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

High School Synchronous Learning Model

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

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

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

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

For visuals of each schedule, see the Appendix.

Staff Collaboration Expectations

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

- Spend at least 3 hours on Monday planning with teams, creating materials and visuals to support student learning.
- Plan daily for at least 1 hour, using that time to modify lesson plans, give feedback, and collaborate with teaching teams.
- Participate in Professional Learning Communities (PLC) participation as directed by administrators.
- Attend staff meetings and district-wide professional learning participation is expected with registration through PLMS.
- Participate in all contractual school-based activities and community events (i.e., 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.

Curriculum and Pacing

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

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

When it comes to our instructional models, we are building out the following approaches and guidelines:

- Apply an interdisciplinary and project-based learning (PBL) approach to instruction when possible.

- Determine guidelines and criteria for targeted small group instruction (consider MTSS, IEP hours, ELD, TAG).
- Develop a time and place for community building and Social Emotional Learning (SEL) within the curriculum.
- Innovate opportunities for accelerated learning within ACPS or through third-party partnerships (example: Edgenuity, collaborate with the Department of Technology Services).
- Create access to innovative virtual events for students each quarter (example: consider guest speakers, connect with The Office of Community Partnerships and Engagement).
- Implement a communication plan to ensure clear and concise information sharing among ACPS staff.

We are expecting our principals and each of our teacher teams to design the following:

- 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 PLCs.
- 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.).

Professional Learning Expectations

Division-Wide Professional Learning will be focused on Equitable Services, Policies, and Practices in the following five 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 (MTSS)

ACPS will provide all instructional staff with synchronous and asynchronous professional development for ACPS digital tools. Professional Learning resources and sessions will be housed on Canvas, Zoom, and various division platforms. Schools will follow a tiered prioritization to identify the professional learning and development required for specific student groups.

Guiding Policies

Grading

During the 2020-21 school year, course curricula, assessments, and grading policies will be aligned regardless of whether teaching and learning occurs via in-person instruction or distance learning. While maintaining consistency with School Board policies, some instructional methods and practices may be modified to take advantage of the distance-learning environment. Such changes are intended to:

- Recognize the ongoing impact of providing new instruction to students remotely and to address learning lost due to the spring 2020 school closures;
- Align with VDOE's Return to School plan; and
- Ensure maximum flexibility and benefit for ACPS students while maintaining opportunities for mastery of content standards.

During the 2020-21 school year:

- Grading and the calculation of grade point averages will occur in accordance with Regulation [IKC-R \(Grading\)](#);
- Grades received in a remote instructional format (distance learning) will follow the same guidelines as those received through in-person instruction;
- ACPS will provide students with expanded technology resources and will provide staff with additional support and guidance to ensure equity in grading regardless of the instructional delivery model;
- Final exams may consist of a traditional assessment, or a capstone or summary project;
- To document learning and inform instruction, schools will establish reasonable and consistent guidelines for accepting late work that provide students with the flexibility to demonstrate mastery of content; and
- Teachers will communicate performance and grades to parents/guardians and students regularly and consistently. Grades will be posted in PowerSchool.

Attendance

Student attendance will be recorded in each class daily, whether teaching and learning occurs via in-person instruction or distance learning. While maintaining consistency with Policies [JEA \(Compulsory Attendance\)](#) and [JED \(Student Absences/Excuses/Dismissals\)](#), attendance recording procedures may be modified from the traditional methods outlined in Regulation [JEA-R \(Attendance\)](#) in the distance-learning environment. Such changes:

- Comply with Superintendent's Memo #188-20, *Tracking Attendance for the 2020-21 School Year*;
- Align with the VDOE's return to school plan; and
- Track attendance regardless of the instructional delivery model to promote the well-being of students through meaningful interaction.

For the 2020-21 school year:

- The compulsory student attendance requirements of Va. Code § 22.1-254 remain in effect;

- Attendance will be recorded in PowerSchool for each class regardless of whether the student participated in distance learning or in-person instruction on that day;
- **Distance learning–synchronous:** Teachers will record attendance based on the student’s presence during live, virtual instruction;
- **Distance learning–asynchronous:** Teachers will record attendance based on student engagement (daily progress via ACPS distance learning platforms, through teacher-student interaction, or by completion/submission of assignments);
- Specific attendance modifications for students with 504 plans or IEPs will be evaluated on a case-by-case basis;
- Parents/guardians will be notified when students are absent without parent/guardian notification and reminded of the need to contact the school as soon as possible;
- Excused absences will continue to be requested/reported through traditional channels by contacting the school;
- Absences due to technology systems failures (inability to log in to Zoom, loss of internet connection, etc.), will be converted from an unexcused absence to an excused absence once a parent/guardian has contacted the school and given an explanation for the absence; and
- Student Support Teams and administrators, in consultation with teachers, will provide students who demonstrate a pattern of repeated absences with appropriate interventions.

Unless modified above, all other provisions of Regulation [JEA-R -Attendance \(PDF\)](#) remain in effect for the 2020-21 school year.

Instructional Minutes

Policy [IC/ID - School Year/School Day \(PDF\)](#)

- Through the accounting of both synchronous and asynchronous opportunities for instruction and learning, to the maximum extent possible, ACPS will strive to meet the established instructional minute and hour guidelines from the Virginia Board of Education.
- Should the Virginia Board of Education or Virginia Department of Education provide additional flexibility or guidance due to the COVID-19 pandemic, ACPS will continue to review and incorporate directives per established practice.

Social and Emotional Learning Supports

Knowing the impact of COVID-19 and systemic barriers to racial equity, all students will need additional support for the 2020-21 school year. Additionally, guidance from the VDOE emphasizes the importance of supporting students’ social-emotional and academic needs. This work already began during summer school, where students accessed Student Support Teams (SST) and social-emotional and academic learning (SEAL) lessons throughout their sessions. During the fall, there will be more consistent structures, based on feedback and lessons learned in the spring and summer, to include daily dedicated time in the schools’ master schedules in which to build relationships, establish and reinforce positive routines, and develop language and strategies that promote mental and physical well-being.

The first months of school will focus on:

- August
 - Adaptation and development of Tier 1 curriculum in all SEAL areas
 - Student and teacher schedule development
- September/October

- Screen students for academic and social emotional needs
- Create SEAL supports for students based upon identified needs using the MTSS framework
 - Additional topics or skills for Tier 1 curriculum
 - Tier 2 and 3 supports in small-groups or individual counseling with SST

ACPS will also continue to collaborate with the City of Alexandria and community partners to assist students and families with accessing needed resources and services to ensure that students are available for learning.

Identification of Instructional Gaps + Student Needs

We understand that our students' learning needs are especially pronounced as they enter the Fall 2020 school year. As a school division, we acknowledge the 'COVID Slide' of learning that occurred during the spring, and commit to developing comprehensive screeners and assessments to determine our students' current needs, and the differentiated supports required for their instruction. This plan incorporates a balance of SEL assessments, diagnostic assessments that capture learning gaps, local just-in-time formative assessments, and reviews of existing student performance data from the summer and school year 19-20. We will prioritize student social and emotional wellness in the initial return to school in September, and administer the MAP Screening assessment in early October. During the spring and summer, various working groups have created resources and plans for supporting schools in this division-wide work. See below for detailed actions our division will take to identify and address our students' instructional gaps and needs, and establish a baseline from whence we can measure students' academic progress over the course of the school year.

- Diagnostic Screener Assessments
 - MAP Screening
 - **Purpose:** MAP Screening test data will apprise families, staff, and students of areas of academic strength and areas of focus to inform instruction and necessary support.
 - **Logistics:** We plan to administer MAP Screening tests virtually for all students, grades 2-12 in math and reading. This is a brief (20 questions) screener that is more feasible to be administered virtually. The full MAP Growth assessment will be administered to students grades 2-12 once ACPS returns to in-person learning. Once we begin the transition to hybrid instruction, we will determine the appropriate time to open the window for the administration of the full MAP Growth assessment in-person.
 - **Supports:** A MAP Task Force comprised of staff members from schools participating in the MAP pilot in Title I schools in SY19-20 has developed multiple products to prepare staff, students, and families for the division-wide transition to using MAP, and has adapted these documents for virtual use. These products include a comprehensive FAQ doc, PD plans and tools, timelines for overall implementation and PD, communication plans for all stakeholder groups, and more.
 - PALS Literacy and VKRP Mathematics Screeners
 - **Purpose:** PALS (grades PreK-2) and VKRP (kindergarten) assessment data will apprise families and staff of students' current levels of important literacy and foundational mathematical skills to inform instruction and necessary supports.

- **Logistics:** ACPS is currently expecting VDOE guidance by August 17, 2020, on how these assessments may be administered in a virtual environment, when they will be given, and what grade levels are required administration by VDOE. Once this information is received, ACPS will complete its plan for the administration of these assessments this fall.
 - **Supports:** The administration of these assessments will be supported through teacher feedback on feasibility and best practices in administering in a virtual environment. Once feedback is received and a final plan created, training materials, division guidance, support materials, and resources will be delivered from the Department of Accountability and Research to schools via School Testing Coordinators.
- Formative Assessments
 - Staff will utilize the [ACPS Teaching and Learning Framework](#) and the MTSS assessment matrix.
 - PreK through 1st grade, division staff will work in collaboration with teachers to develop formative assessments.
 - Students will take a variety of assessments to check for understanding, such as exit tickets, performance-based assessments, portfolios, video submissions, and common unit assessments.
 - Social-Emotional Screeners
 - Social-emotional screening tools, such as the [UCLA Brief COVID-19 Screen for Child/Adolescent PTSD](#), will be administered in the first two months of school to determine areas of need in students
 - Through the MTSS process, this information will assist in the continuing development of social-emotional and academic learning curriculum as well as identifying students for small-group and individual supports.

Addressing the Needs of Special Populations

The virtual schedule across the division is structured to provide opportunities for targeted services for special populations. Students receiving EL services will receive services virtually through a dedicated English Language Development block. Special Education services will be provided in accordance with the student's IEP in a virtual format.

- **Students with Disabilities** - Students with disabilities receive services across an educational continuum. Teachers and case managers will coordinate schedules and communicate with parents as to how these virtual services will be provided in conjunction with general education programming. Students in the citywide classrooms will receive their direct instruction in a virtual format beginning in September. ACPS is exploring the feasibility of a phased face to face return to brick and mortar schools for students with disabilities beginning with students in citywide classrooms beginning in late September and into October. As that plan is finalized, it will be communicated with the community. Related service therapies will continue in a teletherapy format.
- **English Learners (EL)** - English learner students will receive language services in the general education classroom and during a dedicated English language development block. English learner teachers will collaborate with general education teachers in the planning of content lessons and activities for EL students, scaffold content materials to ensure that ACPS EL Best Practices are integrated in the design and delivery of lessons and activities, participate in Professional Learning Communities (PLCs) to support instruction for EL students, and support EL students through small group instruction embedded in content learning. Through the dedicated ELD block, EL students will receive direct

instruction from EL teachers utilizing curricula that are aligned with the WIDA ELD standards, incorporate the four domains of language (listening, speaking, reading and writing) in the explicit teaching of academic language across the content areas, specify language objectives that encompass the language functions and features of the content themes, skills and genres, and are differentiated to meet each student's language level.

- **Talented and Gifted** - Talented and Gifted (TAG) students receiving General Intellectual Aptitude (GIA), Specific Academic Aptitude (SAA), and Young Scholars services will be served via a schedule determined at the school level. GIA and Young Scholars instruction may be delivered as part of the regular classroom instruction or during an Intervention/Enrichment(IE) block. TAG 4th and 5th grade reading and math services will continue to be delivered by the TAG teacher. Differentiated Education Plan (DEPs) will be sent to parents by their homeroom or Honors teachers online either via Canvas, email or both during the first week of October and then at the end of each grade reporting period throughout the year.
- **Disconnected With School During Spring Closure** - As a part of identifying student needs, each school's Student Support Team members will work with classroom teachers and administrators to identify students who were disconnected with the school in the spring. Additional outreach will take place to remove any learning barriers that students might have experienced during the spring. Staff will emphasize relationship building with any student who has been disengaged and will work to provide wraparound services as needed to ensure students are available for instruction in the fall. School social workers will work with classroom teachers to monitor attendance patterns and intervene with students and families if concerns continue to exist. The social-emotional screeners will also be used as a part of the MTSS process to assist in identifying students who require additional support.
- **Young Learners** - Young children benefit from positive adult-child interactions, a predictable routine, and a play-based approach to learning. Teachers support children's learning through differentiation of instruction and by addressing students' strengths and needs through flexible grouping, support for social-emotional and self-regulation skills, Guided Language Acquisition Development strategies (PreK-GLAD), and one-on-one instruction. Evidence-based instructional practices will include actionable feedback, non-linguistic representations, cooperative learning, and work samples. Pictures, visuals, real objects, and physical movement will be embedded into the learning. Learning will be synchronous and asynchronous, and access to these opportunities will be facilitated by the district's provision of tablets for each of our youngest learners. Preschool families will receive a choice board activity packet and materials kit to support and supplement teacher instruction.

Across the division, we will create a family engagement professional learning committee (PLC) responsible for effectively implementing family engagement best practices identified with guidelines, and for working with ACPS FACE to facilitate virtual quarterly workshops for families. Additionally, we will create a school-based family engagement PLC to identify a member to serve as a liaison between the school community and the Office of School and Community Relations to ensure collaborative, two-way communication. This PLC will also collaborate with the Office of School and Community Relations to develop a train-the-trainer model for developing skills to engage and support families effectively. This PLC will also survey family and school communities to identify family engagement workshop topics (i.e., how to connect online, supporting academic learning at home, and promoting social-emotional well-being of their children). This PLC will also collaborate with other offices/departments to determine processes for holding virtual Parent-Teacher conferences

Additional strategies at the school level may include:

- Host monthly multilingual virtual principal chats.

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

Virtual PLUS+ Child Care

Our team is working to design a set of supports that ACPS can offer to local sites and local providers. We are currently preparing plans to provide technology access, curricular supports, academic supplies, and social-emotional supports to students. From a staffing perspective, we are assessing our ability to provide support liaisons, collaborate with site staff, and training for site staff. We are also exploring ways to distribute meals, food, and supplies through these locations.

ACPS is in current discussions with multiple community partners/providers to ensure that there is child care for our most vulnerable students. To assess supply, ACPS leaders are meeting weekly with childcare providers (and in some cases separately with individual Alexandria Childcare providers), to continue planning and next action steps regarding the setup of multiple childcare providers that can meet the needs of our most vulnerable students. We are fortunate to have strong partner relationships with many potential providers. That strong connection has been a catalyst to being able to have open discussions, information gathering sessions, the creation of a "childcare support" matrix that outlines the capacity, location, grade levels, etc. of each partner/provider. That matrix is continuing to be finalized as we work to "fill in the gaps" to ensure that our families have sufficient options for child care based on their individual situations. In addition to the partners/providers, we are also working with the City of Alexandria and multiple foundations to support this effort.

We have reached out to the Alexandria community in multiple ways to assess the demand for child care for school-aged children. Those methods include a division-wide community survey that specifically asked our families to indicate whether they were in need of childcare based on the Virtual PLUS+ model construct. ACPS also reflected on the historical data that was gathered from the Alexandria After School Work City workgroup that surveyed parents regarding their after school/child care needs and access barriers. ACPS conducted multiple "Community Chats" that provided our parents/guardians the opportunity to ask questions regarding childcare needs. Those questions were addressed from ACPS content experts and posted on the ACPS Virtual PLUS+ webpage FAQ section.

In collaboration with ACPS Leaders, Childcare providers are looking at creative financial solutions based on the number of students and the duration of time that they will be serving students throughout the day. Those potential funding solutions include possibly gaining additional funding support from the City of Alexandria. Several providers have a sliding or fee-based system that will allow for "scholarships" for a percentage of our most vulnerable families. ACPS also is exploring the re-allocation of grants that we have been awarded, such as the 21st Century Community Center Grants, to provide funding for specific hours of the childcare program. Other discovery discussions that are currently being explored include CARES Act, GEER, and additional aligned grant potential support.

Our current actions + activities include:

- Understanding the current demand for child care services by surveying our families to understand their needs for child care support this Fall (e.g., childcare during school hours, extended childcare hours, supervision of virtual learning). 36% of our families responding to our survey indicated a need for additional childcare support.
- Identifying Virtual PLUS+ [partners](#) that can potentially offer support to our most vulnerable students and families in need.
- Confirming the limited availability of ACPS facilities for potential in-person facility usage and criteria/requirements to stakeholders.
- Identifying, through collaborative discussions, partner capacity, criteria, ages served, daily schedule, and all other information needed to then outreach to families and stakeholders.
- Developing processes for ACPS inter-department support to be offered to in-person partners.
- Disseminating site information to all stakeholders. This includes outreach to families regarding the details, eligibility, capacity, etc. of each site by August 31, 2020.

Virtual PLUS+ Food Access

We are committed to providing a healthy, robust, and accessible system of nutritional support to our community. Therefore, ACPS will continue to offer access to food via our distribution sites in the fall while school buildings remain closed. In addition to breakfast and lunch, ACPS will also be providing snacks as well throughout the fall semester and as long as our school buildings remain closed. For more information, please visit ACPS-At-Home [Food Access During School Closures](#) and [Virtual PLUS+ Food Access](#) detailed page.

There are some key changes to our program for the Fall, as detailed below:

- **Only students PK-12 grade, currently enrolled in ACPS, will be eligible for meals at the distribution and mobile sites starting September 8, 2020.**
- **To access food from ACPS for students starting September 8, 2020, and throughout the 2020-21 academic year, all families will need to show and swipe an ACPS Student/s Access code that will be sent to families later this month. This applies to both paying students and those who qualify for Free and Reduced Meals. The details of the student/s access code is currently being developed and more details will be shared in the coming weeks.**

All students will need to complete an Annual Free and Reduced Meal (FARM) Application in order to continue free meal benefits at the meal distribution sites as well as throughout the school year. We have simplified access to Free and Reduced Meal Application Forms in the following ways:

- Free and Reduced Meals Application Forms will be sent in the Virtual PLUS+ Packet that you will receive in the mail the week of September 1, 2020.
- Families are able to [submit applications online](#), (preferred for faster results), which will also be available on the ACPS-at-Home website in the coming weeks. Watch out for a reminder in our ACPS Express newsletter.
- Completed forms should be returned to any school or food distribution site.

Our current actions + activities include:

- Developing enrichment programming that will be paired with snack and dinner meal distribution (Curriculum and Instruction).

- Providing temperature screenings for all staff delivering food, as well as provide food safety and allergen meals (Health and Safety).
- Conducting a regular needs assessment to determine the supply and demand of meals in our community, to adjust our level of support and delivery model accordingly.
- Communicating meal availability and schedules to families through a variety of social media platforms, across multiple languages.
- Developing and distributing student/s access codes.

Virtual PLUS+ Access

We firmly believe all students, staff, and families should have consistent, reliable access to working technology devices and internet access, as well as clear and accessible guidance to their questions around technology. As part of our Virtual PLUS+ Access support, we commit to working responsively to address our community's urgent technological needs.

We are designing a digital ecosystem with our students at the heart. We are standardizing access points for instruction, schedules, technical support, and SEAL resources in the ACPS Learning Management System, Canvas. Canvas will be used by all teachers as their primary platform for students and families. Clever remains the single-sign-on portal for students to access applications.

To support our **students**, we are expanding Device Distribution to include PreK-2nd graders.

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

To support our **teachers** and **instructional support staff**, we are focusing our support in the following areas

- Design Canvas course templates for consistency across schools and grades, removing barriers associated with designing a course.
- Provide teachers synchronous and asynchronous professional development for ACPS digital tools.

We recognize that in order to ensure program success, we will need to streamline and deepen our support for staff, families, and students for hardware, software, and access in the following ways:

- Design a singular access point and rebrand tools (e.g., PowerSchool and Canvas) as Virtual PLUS+ Access.
- Provide online and in-person technical support for families so that they can become familiar with and confident with virtual learning.
- Support how-to documentation that is not just accessible online, but also by phone, by zoom or in-person.
- Develop a "Family Helpdesk" course within Canvas where families can access technical support, tutorials, and accessibility features available in ACPS tools and devices.
- Create training videos and modules on how-tos for Tech Tools and hardware (Clever, Canvas, GSuite, Zoom, etc.).
- Organize training materials through a clear Canvas course accessible for all, which includes transcribed and translated materials.

Our current actions + activities include:

- Distribute devices to PreK-3rd grade students and any new ACPS students in grades 4-12 at multiple school sites.
- Coordinate with FACE and school liaisons to identify families in need of Internet access.
- Coordinate with ACPS Office of Facilities to identify times and locations for in-person technical support.
- Design and schedule family webinars to provide details regarding Virtual PLUS+ Access, student devices, and access to digital learning tools.
- Create a Family Helpdesk course to be accessible in Canvas for students and families.
- Finalize division and school-wide expectations for teachers.
- Provide targeted Canvas training to elementary and secondary teachers to support them with finalizing their courses.
- Re-evaluate and reorganize applications in Clever to streamline access to resources.
- Provide staff additional information regarding professional learning opportunities currently available and scheduled.

Virtual PLUS+ Helpline

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

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

Key Components of Support

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

MOVING FORWARD: Transitioning to a Hybrid Instructional Model

As we move to hybrid learning, we will follow guidance models from the CDC, VDH, VDOE, and AHD to safely reopen our school buildings to students and staff. These guidance models include school decision-making in the event of a confirmed case of COVID-19 in a school building, how our school health staff, administrators and teachers should respond when students present in our classrooms and health clinics with symptoms of COVID-19 and which City agencies we need to collaborate with to conduct contact tracing to mitigate the spread of COVID-19. Through our collaboration with the AHD, they developed an ACPS specific COVID Handbook for reopening, which we will train our staff on prior to in-person instruction. We will customize the guidance to meet our school communities' specific needs with our efforts focused on prevention. In partnership with our families to mitigate the spread of COVID-19, a health screening checklist with symptoms will help our families determine when it is unsafe for a student to attend school.

Here are the anticipated data inputs that would impact our decision to reopen our buildings for in-person instruction:

Topic	Data Inputs	Responsibilities
Health + Safety + Transportation + School Nutrition	Public Health KPIs (e.g., "Curve" of Cases, Infection Rate) Facilities Maintenance PPE Supplies Transportation Student Ridership School Nutrition Services Meal Count	Student Services with the Alexandria Health Department Facilities School Nutrition Transportation
Availability of Staff, Classroom Space and Technology Devices	Workforce Pulse Surveys (e.g., Likelihood of Return) Status of Vacancies to Start School on September 8, 2020 Classroom Occupancy Rates at COVID-Social Distancing Requirement Number of Devices Required and On-Hand for Every Student (e.g., 16,000 Total Students)	Human Resources Capital Programs Technology Services
Students + Families	Interim First Quarter Student Data (Screeners + Formative Assessments) Survey (e.g., Preferred Model)	Curriculum and Instruction, Student Support
Budget	Virtual Model Expenditures	Finance

	State Sales Tax Revenue Alexandria City Appropriation Adjustments	
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Planning for Transition Back to In-Person Learning

As we transition to Hybrid, we anticipate taking the following division-wide actions within the following core areas. See below for our division's plans for addressing this transition and maintaining support for our students, staff, and families.

Core Area	Division-Wide Actions and Planning for In-Person Learning
COLLABORATION WITH ALEXANDRIA HEALTH DEPARTMENT	<ul style="list-style-type: none"> • The Department of Student Services and Equity will continue to coordinate with the Alexandria Health Department for public health guidance.
FAMILY, COMMUNITY ENGAGEMENT, AND PARTNERSHIPS	<ul style="list-style-type: none"> • Continue collaborating with ACPS staff and partners to provide family engagement and support services. • Work with facilities to identify available space for childcare programming within ACPS schools; work with DRPCA and other community partners to identify shared space available in school/community sites. • Work with ACPS Finance Department and Title I to Identify additional potential funding for child care academic support. • Amend partnership agreements to ensure compliance with COVID-19 related safety guidelines. • Continue our strong relationships with partners by frequent check-ins, formal meetings, and other connection methods. • Enact system to communicate with partners in a timely manner and can be empowered to support outreach/services appropriately. • Create multiple, innovative methods of outreach so that our families can receive information as needed in multiple languages. • Implement a division-wide helpline for families who have questions as we continue through the path of Virtual PLUS+. This helpline will be in multiple languages and create a clear, simple path for families to gain understanding and answers as needed. • <i>For more details on our communication processes internally and externally, and how we will continue to engage with our community through transitioning to in-person learning, read our Communications Guidance.</i>
FACILITIES	<ul style="list-style-type: none"> • For all facilities, we will take the following actions as we transition to in-person learning.

	<ul style="list-style-type: none"> ○ Collaborate on available space and before/after/during school daycare; recommend offering limited spaces as needed to support this purpose. ○ Provide templates for furniture inventory, require single person desks at all grade levels. ○ In collaboration with the Department of Student Services and Equity, establish isolation area requirements - should be near the clinic area and directly accessible from outside where possible. ○ Support closing down spaces and/or providing flex space in the event of an outbreak. ○ Support and implement screening procedures for facility access for staff and students. ○ Develop safe procedures for accessing water for drinking and/or handwashing. ○ Prepare facilities (i.e., furniture layout, signage, dividers where necessary) to adhere to social distancing guidelines (using 65 SF factor per person). ○ Follow guidelines on proper ventilation and communicate to stakeholders on the operation of HVAC systems (including any changes to be implemented in building automation systems, increase in filter changes and filter quality, increase in outdoor air exchange, and consider retrofitting for UV capability to cleanse air). ○ Work with the Office of Safety and Security to create division-wide drop-off and pick-up protocols to accommodate additional parent drivers; work with the City on identifying additional traffic control measures. ○ Establish assembly areas at each school entrance to allow for social distancing and screening at school during arrival and dismissal. ○ Amend shared use agreements with community partners as necessary.
HUMAN RESOURCES AND STAFFING	<ul style="list-style-type: none"> ● For our principals, supervisors, and central office leaders, we will take the following actions as we transition to in-person learning. <ul style="list-style-type: none"> ○ Communicate and ensure these stakeholders understand their responsibility for guaranteeing all remote staff are assigned daily work. ○ Continue to have principals and school administrative teams set and adjust classroom time, instructional practices, and teaching assignments for the work day. ○ Continue to have supervisors take staff attendance for the work day. ● For all staff, we will take the following actions as we transition to in-person learning. <ul style="list-style-type: none"> ○ No overtime by remote workers is allowed. ○ Potentially modify Board policy to support HR programs, policies, or procedures. ○ Have COVID-related FMLA verified with a health-care provider per guidelines. ○ Continue following our interactive HR process for ADA accommodation requests, per our division's current routine. ○ Request substitute teachers will be requested at least three weeks in advance to prepare those staff

	<ul style="list-style-type: none"> members to support in-person and/or remote instruction. ○ Continue prohibiting official travel for faculty, staff and students. <ul style="list-style-type: none"> ■ Personal travel, both domestic and international, will also continue to be discouraged. ○ Oversee COVID-related cases in the workplace for tracing efforts (this process will be overseen by our Department of Student Services).
PAYROLL AND PROCUREMENT	<ul style="list-style-type: none"> ● For all staff, we will take the following actions as we transition to in-person learning. <ul style="list-style-type: none"> ○ Maintain division policy for employees to have direct deposits. ○ Continue making employee direct deposit pay stubs available to all employees on Employee Self Service (ESS). No paper direct deposit pay stubs will be printed. ○ Mail payroll paper checks to employees' addresses on file with Human Resources. ○ Continue following Virginia Public Procurement Rules and Laws. <ul style="list-style-type: none"> ■ Procurement will provide virtual training. ○ Assisting schools/departments in the development of competitive negotiation for goods/services. ○ Maintain the Purchasing Card (P-card) program in an effort to streamline Procurement and invoice process steps and reduce paperwork. ○ Revise timeline and processes that determine contract approval. ○ Expedite approval of services that provide virtual services for Tiered Instruction. ○ Expedite approval of services that provide professional development to teachers and administrators regarding virtual learning and equity education. ○ Wire payment methods according to CDC guidelines.
PERSONAL PROTECTIVE EQUIPMENT (PPE)	<ul style="list-style-type: none"> ● For all students, staff, and facilities, we will take the following actions as we transition to in-person learning. <ul style="list-style-type: none"> ○ 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 needs. ○ 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.
SECURITY	<p>For all students and instructional staff, we will take the following actions as we transition to in-person learning.</p> <ul style="list-style-type: none"> ● Maintain in-person discipline protocols - these protocols should not deviate too far from what is currently expected of each student.

	<ul style="list-style-type: none"> ○ Example - When a student is found without a face cover, utilize similar guidance when enforcing a dress code issue (provide the student with required PPE item). ○ Those that are exempt from wearing a face-covering should be easily identifiable. ● Maintain current consequences for disruptions in learning. <ul style="list-style-type: none"> ○ This will require Administrators, Teachers, Staff, and Security Officers to work together. ● Utilize Welcome Packets, School Newsletter Updates, Central Office News (ACPS Express, Social Media, Fliers, Policy Updates), PTA Meetings, Parent Acknowledgement Forms, and Daily Student Agendas to share updates to security measures. ● Align any new COVID-19 protocols with what is already in place. ● Maintain universal emergency preparedness measures - these measures will stay the same regardless of virtual or hybrid models. <ul style="list-style-type: none"> ○ Practice drills must reflect 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, according to state requirements.
STUDENT HEALTH	<p>For all students and staff, we will take the following actions as we transition to in-person learning.</p> <ul style="list-style-type: none"> ● Communicate the expectation of face coverings for school attendance. ● Provide families with a screening checklist to help families to make informed decisions about sending children to school. ● Provide all staff members with training for social distancing, PPE, and other measures to minimize COVID-19 transmission. ● Provide all staff with MTSS support in regards to students' mental and physical wellbeing. ● Provide "sneeze guards" for tables and student desks. ● Identify outdoor options available to use for classes, weather, and space-permitting. ● Continually monitor the VDH, CDC, and Alexandria Health Department for the latest information and guidance. ● Attend weekly calls with the VDOE and VDH. ● Create a standardized checklist for medical screenings for all students and staff(Link: Health Screening Agreement); (Link: Health Screening Checklist); and utilize Student Support Team to support the usage of the checklist. ● Clean clinics more frequently throughout the day on an agreed-upon schedule, and an as-needed basis if there is a concern about COVID-19 exposure. ● Identify and clean the Healthy Staging Room (isolation room) frequently, per CDC guidance. ● Identify a room that has windows that could be opened for greater ventilation per CDC guidance. <p>For all families, we will take the following actions as we transition to in-person learning.</p>

	<ul style="list-style-type: none"> • Communicate to parents that they are expected to do a daily overall health screening that includes a temperature check and keep students home if they are showing symptoms. • Continue to partner with the ACPS community to ensure resources are available, accessible, and in place for student mental and physical health and safety.
STUDENT NUTRITION	<p>For all students and families, we currently take the following actions in our Virtual PLUS+ model, and will continue to do so as we transition to in-person learning.</p> <ul style="list-style-type: none"> • Increase the network wireless access points for our distribution sites for outdoor meal feeding locations. • Transfer student information from PowerSchool and provide identification documents for students to use at distribution sites (i.e., ID code with student name, school location, and pin #). • Work with Principals' at select schools to roll out CEP. • Collaborate with FACE to support with FARM online outreach in a remote setting. • Use distribution sites to support enrolling FARM families early. • Develop communication plans for the meal distribution model to reflect all changes.
TRANSPORTATION	<ul style="list-style-type: none"> • For our drivers and monitors, we will take the following actions as we transition to in-person learning. <ul style="list-style-type: none"> ◦ Determine the number of drivers and monitors who plan to return and support with transporting students and meals via survey and other engagement methods. <ul style="list-style-type: none"> ◦ For those who decide to return, we will screen all drivers for COVID-19 before they are able to drive students. ◦ Continue sharing weekly communications to all drivers /monitors to share updates on job duties, and support opportunities. ◦ Communicate and train our bus drivers to check and ensure a child has an adequate face covering. <ul style="list-style-type: none"> ◦ If a child does not have one, the bus driver will provide one. ◦ Make our bus drivers aware of students and staff who qualify for the mask exemption. ◦ Continue repurposing certain drivers to support student meal delivery. • For principals, staff, and students, we will take the following actions as we transition to in-person learning. <ul style="list-style-type: none"> ◦ Have school administrators provide the PPE and/or cloth face coverings and additional protective clothing to all bus drivers and monitors. ◦ Follow all CDC and VDOE guidelines with social distancing, gatherings, and face masks on buses.

For More Information

The preparation of this plan was a truly collaborative effort across our division leaders, school teams, families, and our Alexandria City community. We are thankful for the thousands of people who have contributed to this plan. We recognize that as the environment we live in changes, so will our response and actions. Please refer to our ACPS-at-Home website for the most up-to-date information as well as detailed plans as they are developed.




APPENDIX









Sample School Schedules

Early Childhood Full Day STUDENT SAMPLE SCHEDULE

For more details, see: [Early Childhood Full Day Student Sample Schedule \(PDF\)](#)

Schedule Facts at a Glance	
<ul style="list-style-type: none"> Balance of asynchronous and synchronous learning to meet the needs of our youngest learners. Opportunities for differentiation across the schedule. 	<ul style="list-style-type: none"> Built-in time for families to connect individually with their teacher on how to support students at home if needed.

Key	
	= live, teacher-directed instruction (synchronous)
	= independent work (asynchronous)
	=small group instruction












Monday	Tuesday-Friday		Type of Instruction
Student Independent Work + Small Groups as needed	75 minutes	Choice Time/Intervention and Enrichment	
	30 minutes	Community Building/ SEAL Time	
	10 minutes	Movement Break	
	35 minutes	Small Group Instruction	
	15 minutes	Read Aloud	
	30 minutes	Outdoor Exploration	
	20 minutes	Choice Time/Intervention and Enrichment	
	30 minutes	LUNCH	




30 minutes	ENCORE	 
30 minutes	Community Building/ SEAL Time	
30 minutes	Small Group Instruction	
60 minutes	Rest/Quiet Time	 

Early Childhood Special Education (ECSE) Autism STUDENT SAMPLE SCHEDULE

For more details, see: [Early Childhood Special Education Autism Student Sample Schedule \(PDF\)](#)

Schedule Facts at a Glance	
<ul style="list-style-type: none"> • Balance of asynchronous and synchronous learning to meet the needs of our youngest learners. • Includes times for progress monitoring to measure students' progress and data collection for IEP goals. 	<ul style="list-style-type: none"> • Built-in time for families to connect individually with their teacher on how to support students at home if needed.










Monday	Tuesday-Friday		Type of Instruction
Student Independent Work + Small Groups as needed	60 minutes	Independent Learning	
	30 minutes	Choice Time/ Intervention and Enrichment	
	20 minutes	Community Building/ SEAL Time	
	20 minutes	Small Group Instruction	
	10 minutes	Community Building/ SEAL Time	
	20 minutes	Movement Break	 
	20 minutes	Lunch Break	 
	60 minutes	Outdoors Exploration	
	120 minutes	Meeting Time/ Child Find Duties/ Resource Student Services	




Key	
	= live, teacher-directed instruction (synchronous)
	= independent work (asynchronous)
	=small group instruction

Early Childhood Special Education (ECSE) Half Day STUDENT SAMPLE SCHEDULE

Schedule Facts at a Glance	
<ul style="list-style-type: none"> • Balance of asynchronous and synchronous learning to meet the needs of our youngest learners. • Includes times for progress monitoring to measure students' progress and data collection for IEP goals. 	<ul style="list-style-type: none"> • Built-in time for families to connect individually with their teacher on how to support students at home if needed. • Students will either participate in the morning class or the afternoon class.

For more details, see: [Early Childhood Special Education Half Day Student Sample Schedule \(PDF\)](#)




Monday	Tuesday-Friday		Type of Instruction
Student Independent Work + Small Groups as needed	60 minutes	Choice Time/ Intervention and Enrichment	
	30 minutes	Community Building/ SEAL Time	
	15 minutes	Movement Break	
	25 minutes	Small Group Instruction	
	30 minutes	Community Building/ SEAL Time	
	20 minutes	ENCORE	 
	20 minutes	Outdoors Exploration	
	150 minutes	Meeting Time/ Child Find Duties/ Resource Student Services	

















Key	
	= live, teacher-directed instruction (synchronous)
	= independent work (asynchronous)
	=small group instruction

Elementary STUDENT SAMPLE SCHEDULE

For more details, see: [Elementary Student Sample Schedules \(PDF\)](#)

Schedule Facts at a Glance	
<ul style="list-style-type: none"> Minutes for each block are consistent across the school division. The order of classes will vary from school to school. Additional Movement Breaks will be embedded within each core block. 	<ul style="list-style-type: none"> Students receiving EL services will receive services virtually through a dedicated English Language Development block. Special Education services will be provided in accordance with the student's IEP in a virtual format.


















Key	
	= live, teacher-directed instruction (synchronous)
	= independent work (asynchronous)
	=small group instruction




Monday	Tuesday-Friday		Type of Instruction
Student Independent Work + Small Groups as needed	30 minutes	SEAL	
	45 minutes	ENCORE	 
	60 minutes	CORE-Math	  
	60 minutes	CORE-Science/Social Studies	  
	45 minute* exact time dependent on school needs	Intervention/Enrichment BLOCK	 
	30 minutes	LUNCH	
	90 minutes	CORE-ELA	  
	20 minutes* exact time dependent on school needs	Movement Break + Recess	

K-8 Elementary STUDENT SAMPLE SCHEDULE

For more details, see: [Elementary Student Sample Schedule for K-8 Schools \(Jefferson-Houston and Patrick Henry\) \(PDF\)](#)




















Schedule Facts at a Glance	
<ul style="list-style-type: none"> Minutes for each block are consistent across the school division. The order of classes will vary from school to school. Additional Movement Breaks will be embedded within each core block 	<ul style="list-style-type: none"> Students receiving EL services will receive services virtually through a dedicated English Language Development block. Special Education services will be provided in accordance with the student's IEP in a virtual format.

Monday	Tuesday-Friday		Type of Instruction
Student Independent Work + Small Groups as needed	30 minutes	SEAL	
	45 minutes	ENCORE	 
	60 minutes	CORE-Math	  
	60 minutes	CORE-Science/Social Studies	  
	45 minute* exact time dependent on school needs	Intervention/ Enrichment BLOCK	 
	30 minutes	LUNCH	
	20 minutes	Movement Breaks + Recess	
	75 minutes	CORE-ELA	  
	30 minutes* exact time dependent on school needs	Office Hours	




Key	
	= live, teacher-directed instruction (synchronous)
	= independent work (asynchronous)
	=small group instruction

K-8 Middle School STUDENT SAMPLE SCHEDULE

Schedule Facts at a Glance	
<ul style="list-style-type: none"> Minutes for each block are consistent across the school division. The order of classes and each student's specific schedule will vary from school to school. Students will take seven year-long classes. Classes alternate on A/B Day schedules. 	<ul style="list-style-type: none"> Students receiving EL services will receive instruction virtually through a dedicated English Language Development block. Special Education services will be provided in accordance with their IEP in a virtual format. A block includes the class students are assigned for the year.

Monday	Tuesday-Friday		Type of Instruction
Student Independent Work + Small Groups as needed	30 minutes	SEAL	
	10 minutes	Movement Break	
	60 minutes	BLOCK	  
	10 minutes	Movement Break	
	60 minutes	BLOCK	  
	50 minutes	Movement Break + LUNCH	
	60 minutes	BLOCK	  
	10 minutes	Movement Break	
	60 minutes	BLOCK	  
	30 minutes	Student Support + Office Hours	 




















For more details, see: [K-8 Middle School Student Sample Schedule \(Jefferson-Houston and Patrick Henry\) \(PDF\)](#)




Key	
	= live, teacher-directed instruction (synchronous)
	= independent work (asynchronous)
	=small group instruction

Middle School STUDENT SAMPLE SCHEDULE

For more details, see: [Middle School Student Sample Schedule \(PDF\)](#)

Schedule Facts at a Glance	
<ul style="list-style-type: none"> Minutes for each block are consistent across the school division. The order of classes and each student's specific schedule will vary from school to school. Students will take seven year-long classes. Classes alternate on A/B Day schedules. 	<ul style="list-style-type: none"> Students receiving EL services will receive instruction virtually through a dedicated English Language Development block. Special Education services will be provided in accordance with their IEP in a virtual format. A block includes the class students are assigned for the year.


















Monday	Tuesday-Friday		Type of Instruction
Student Independent Work + Small Groups as needed	30 minutes	SEAL	
	10 minutes	Movement Break	
	60 minutes	BLOCK	  
	10 minutes	Movement Break	
	60 minutes	BLOCK	  
	50 minutes	Movement Break + LUNCH	
	60 minutes	BLOCK	  
	10 minutes	Movement Break	
	60 minutes	BLOCK	  
	Flexible	Student Support + Office Hours	 




Key	
	= live, teacher-directed instruction (synchronous)
	= independent work (asynchronous)
	=small group instruction

High School STUDENT SAMPLE SCHEDULE

For more details, see: [High School Student Sample Schedule \(PDF\)](#)

Schedule Facts at a Glance	
<ul style="list-style-type: none"> Minutes for each block are consistent across the school division. The order of classes will vary from campus to campus, as well as the student's specific course schedule. Students will take four classes during the fall semester, and four classes in the spring semester (this may vary for Satellite Campus students). 	<ul style="list-style-type: none"> Students receiving EL services will receive instruction through a dedicated English Language Development block. Special Education services will be provided in accordance with their IEP in a virtual format. A block includes the courses that students are assigned during the semester.

Monday	Tuesday-Friday		Type of Instruction
Student Independent Work + Small Groups as needed	90 minutes	Targeted Supports	 
	60 minutes	SEAL + BLOCK 1	  
	55 minutes	Break + LUNCH	
	40 minutes	BLOCK 2	  
	20 minutes	Break	
	50 minutes	BLOCK 3	  
	20 minutes	Break	
	50 minutes	BLOCK 4	  

Key	
	= live, teacher-directed instruction (synchronous)
	= independent work (asynchronous)
	=small group instruction

VirtualPLUS+

This plan was approved August 7, 2020 under the following leadership:

ALEXANDRIA CITY SCHOOL BOARD

DISTRICT A

Jacinta Greene
Dr. Michelle Rief
Christopher A. Suarez

DISTRICT B

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Veronica R. Nolan (Vice Chair)

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Meagan L. Alderton
Ramee A. Gentry
Heather Thornton

SUPERINTENDENT OF SCHOOLS

Dr. Gregory C. Hutchings, Jr.



Alexandria City Public Schools

1340 Braddock Place • Alexandria, VA 22314 • 703-619-8000 • www.acps.k12.va.us