



Virtual PLUS+ Phased Reentry Hybrid Instructional Plan 5.0

Alexandria City Public Schools (ACPS)

Executive Summary

This document, *Virtual PLUS+ Phased Reentry Hybrid Instructional Plan 5.0*, provides an update regarding the planning and implementation of the hybrid instructional plan for returning groups of students using a staggered timeline. The hybrid plan includes a combination of in-person and virtual instruction for students. It is designed to adhere to safety guidance provided by the Alexandria Health Department (AHD), the Centers for Disease Control and Prevention (CDC), the Virginia Department of Health (VDH), and the Alexandria City Public Schools (ACPS) [Levels of School Impact](#) factors for transitioning between methods of instruction.

In addition, this publication provides a detailed overview of the *ACPS Hybrid Return to School Plan*. As part of this plan, we commit to prioritizing social and emotional wellness and support for students and staff in returning this spring as well as providing a rich instructional experience. We believe in approaching learning through an equity lens, aligned to the [2025 Strategic Plan: Equity for All](#), to ensure we are responsive to all stakeholders' needs through varied and adaptive approaches. At the heart of the hybrid plan is a belief that all students must have access to high-quality and engaging teaching and learning opportunities. This plan aligns to our [Theory of Action](#), as it provides for enriching, engaging, and exciting learning experiences for all students in a hybrid virtual setting.

- **Purpose of the Phased Reentry Hybrid Instructional Plan:** This document will ensure that families, staff, and community members understand ACPS's phased reentry hybrid instructional plan, including the operational definition of **hybrid** logistics, and overall approach to instructional delivery. A major component of this plan involves ensuring the health and safety of all learners and staff members, including the role of changing health data and school division metrics in determining decisions about reopening schools.
- **Operational Definition of "Hybrid":** Hybrid learning in ACPS means that students have the option of learning in person at school or via virtual learning. Whether students and their families choose to learn virtually or in person two days a week, they will study the same curriculum and standards. When learning virtually, students will be able to learn **simultaneously** with their in-person peers.
- **Background Information:** The basis of this instructional plan is a mandate by the state of Virginia requiring that all school divisions develop and implement a reopening plan. These plans must be resubmitted if any changes to the original plan occur. At the point of the publication of this document, ACPS has had four previous plans, with additions and modifications made according to state guidelines and regulations. This plan moves ACPS from a 100% virtual model to a new hybrid model; the plan will describe our hybrid phased reentry process, including delineated structures, resources, and support tools.
- **Health and Safety Guidelines:** All aspects of this hybrid plan are aligned to ensure the health and safety of students and staff. Specifically, the plan is consistent with guidance from the CDC and the AHD to include: (a) space utilization and social distancing within school facilities; (b) face masks and personal protective equipment (PPEs); (c) specialized PPEs; (d) cleaning protocols and disinfection of spaces; (e) self-cleaning protocols; (f) meal service plans for all students, including citywide Special Education (SPED) students; (g) transportation of students; (h) bus-cleaning procedures; (i) procedures in the event of a positive COVID-19 case; and (j) overall health and safety measures.

- **Timeline of Phased Reentry:** ACPS will use a staggered (phased-in) schedule for students to return to school, approved by the School Board. This schedule began with the most vulnerable students, including Students With Disabilities (SWD), English Learners (EL), and Early Childhood Learners, and later expanded participation to other groups of students. Three critical dates (March 2, March 9, and March 16) regarding implementation of the hybrid model and decisions have been communicated in different forums by the superintendent and school leaders and were posted on the ACPS website. The specific timeline, including student groups, has been included within the 5.0 document.
- **Hybrid Instruction in ACPS:** The ACPS hybrid plan divides students into three cohorts: Cohort A students attend school face-to-face on Tuesdays and Wednesdays and engage in virtual instruction on Thursdays and Fridays (with Mondays for individual projects and virtual teacher office hours as well as extra instructional support); Cohort B students attend face-to-face on Thursdays and Fridays and virtually on Tuesdays and Wednesdays (with Mondays for individual projects and virtual teacher office hours as well as extra instructional support); and Cohort C students engage full-time in virtual instruction four days (Tuesdays through Fridays) each week. Additionally, Mondays will be available as time for planning, as well as a professional learning day during identified times, while still allowing teachers time to conduct virtual teacher office hours. There will also be a major focus on addressing issues of academic learning loss, including coaching, intervention, and related support services as needed. Professional learning will ensure that all staff members acquire the skills and understandings necessary to sustain effective instructional delivery that is personalized and differentiated to address students' strengths and needs. There will also be a focus on concurrent instruction so that teachers are prepared to use this instructional method.
- **Serving Special Populations:** The ACPS hybrid plan will ensure that SPED, EL, and Talented and Gifted (TAG) students will receive appropriate services aligned with the design of their respective programs and needs. Students with Individualized Education Programs (IEPs) will receive instruction from SPED staff as well as their assigned instructors. EL will receive their required language development services as well as instruction from their general education teachers. TAG students will receive appropriate services, including options for independent projects and related enrichment activities. All students will learn in an environment that is safe and consistent with identified health guidelines and protocols. Teachers will maintain communication with parents/guardians to review students' progress and meet their needs through the virtual or hybrid learning environment.
- **Grading and Student Progress Monitoring:** Efforts are underway to assess and provide support to address learning loss experienced by some students. The school division will continue to use multidisciplinary teams as a proactive strategy to support student needs in the current virtual and projected hybrid models. All schools will focus on social, emotional, and academic learning; chronic absenteeism; and grade distribution. As part of the continuous improvement process, individual student needs and strengths are identified, with appropriate and timely interventions to address achievement gaps as well as social, emotional, relational, and other issues. Grade-level and Professional Learning Communities (PLCs) will plan for interventions and enrichment based on various data.
- **Technology Supports:** Teachers will be provided the technology resources and support to ensure they address all the components of hybrid learning, including expansion of technology support via each classroom being equipped with a web camera, desktop tripod, and an additional monitor. As ACPS provided in all other phases of its reentry

process, every learner receives the appropriate educational technology to ensure effective virtual learning. These resources include Chromebooks from grades 2 to 12, and early learning students will access learning pads. Like all previous plans, ongoing professional development will ensure that staff is skilled in using the technology to enhance learning.

- **Parent and Community Outreach:** ACPS will continue to provide a range of services in collaboration with Alexandria City agencies. These include social, psychological, health, and nutrition services as well as support for students, parents, guardians, and community members to assess their needs, tailor interventions, and respond proactively.

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Virtual PLUS+ Phased Reentry Hybrid Instructional Plan 5.0 (March 2021)

Letter From the Superintendent

With the introduction of the COVID-19 vaccine in the United States and the City of Alexandria, our team at Alexandria City Public Schools (ACPS) has expressed a renewed sense of hope and confidence that we are now closer to our goal of reopening our school buildings and welcoming back families and staff. Over the past month, our staff was afforded the opportunity to protect themselves from this raging virus with their first inoculation in the comfort of one of our schools. While it will take time to vaccinate our entire team, the good news is that we have begun the process—what a gift to our city and school community!

As ACPS enters its 11th month of virtual learning, we remain optimistic and poised to begin our comprehensive and thorough [hybrid phased reentry plan](#), outlined in this document, to return students and staff to in-person teaching and learning. Our team has remained vigilant despite the moving target of reopening schools while tackling our constraints of community health metrics, staffing, and building capacity. We have kept a close eye on our ability to return and address these constraints while keeping our students' and staff's safety at the forefront.

Our 2020–2021 school year began with the *Enhanced Continuity of Learning Plan 4.0: Reimagining Schools*, which we branded the [Virtual PLUS+ model](#) that included various components deeply connected to the school division's newly adopted 2025 Strategic Plan: Equity for All. This model carefully addresses racial inequities across the school division.

The ability to formulate these plans has been made possible with the voices and critical thinking of various members of our school community. This includes our staff from all levels; our [Thought Partners](#), who consist of leaders, educators, parents, community, city, and public health officials; and our [5.0 Learning Advisory Team \(LAT\)](#), consisting of more than 200 instructional team members who meet weekly.

For families who chose to continue with our Virtual PLUS+ model, we have devised plans to make this possible while we institute the hybrid learning model. Both models offer a comprehensive plan for social, emotional, and academic learning as well as family support. They provide teaching and learning within virtual and in-person classroom settings while providing additional support that students, staff, and families will need to absorb the new content being taught, to build relationships with teachers and staff, and to stay connected to the school community. The five key areas include [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](#).

While this has been a challenging time for our school community, we remain positive that we will open our school doors and welcome back families and staff in the 2020–2021 school year and are thankful for our staff, School Board, and community partners for their grace, patience, and flexibility throughout this planning process. We look forward to launching the hybrid plan outlined here as well as focusing our efforts on recovering from learning loss, retaining our talented team, and reigniting the passion for teaching and learning across the school division!

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

Introduction

This document, *Virtual PLUS+ Phased Reentry Hybrid Instructional Plan 5.0*, provides an update regarding the planning and implementation of the hybrid instructional plan for returning groups of students using a staggered timeline. The hybrid plan includes a combination of in-person and virtual instruction for students and adheres to safety guidance provided by the Alexandria Health Department (AHD), the Centers for Disease Control and Prevention (CDC), the Virginia Department of Health (VDH), and *the Alexandria City Public Schools (ACPS) [Levels of School Impact](#)* factors for transitioning between methods of instruction.

State Context

On March 12, 2020, Virginia Governor Ralph Northam announced a state of emergency in Virginia due to COVID-19. Subsequently, Governor Northam and State Superintendent of Public Instruction Dr. James F. Lane provided reopening guidance for all school divisions in the Commonwealth. School divisions were required to develop school reopening plans, as outlined in [Recover, Redesign, Restart 2020](#) and [Forward Virginia](#). The guidance included the recommendation that school divisions would offer a combination of in-person and virtual instruction during the year because local communities and their school divisions would have unique needs and different instructional timelines. Listed below are key messages related to reopening.

- On March 23, 2020, Governor Northam issued [Executive Order Number Fifty-Three](#) closing all K–12 schools in Virginia for the remainder of the academic year.
- On June 9, 2020, Governor Northam [announced a phased reopening](#) of Pre-K–12 schools outlining guidance on instructional and service delivery for the 2020–2021 school year.
- On July 6, 2020, the state released [updated phase guidance](#) as Virginia entered Phase Three of reopening for Virginia Public schools.
- On January 14, 2021, the Virginia Department of Education (VDOE) and VDH released the [Interim Guidance to K–12 School Reopening](#).
- On January 21, 2021, President Biden issued the [Executive Order on Supporting the Reopening and Continuing Operation of Schools and Early Childhood Education Providers](#).
- On February 5, 2021, Governor Northam directed school superintendents to provide options for in-person learning by March 15, 2021, in accordance with the latest guidance. His office also [released a letter](#) that elaborated further on the reasoning.

ACPS Context

Since the closing of our school buildings due to the COVID-19 pandemic, ACPS has continued to provide students and families with various educational opportunities. Our school division has provided students and families access to technology tools, instructional learning materials, educational resources, meals, professional learning options, and support services during the crisis.

As the year progressed, we have created dynamic plans that were guided by diverse stakeholder input and addressed specific focus areas and needs as a result of information and guidance available at the time of the document's publication:

- The [Continuity of Learning Plan 1.0](#) addressed student and staff needs following the closing of school buildings.
- The [Enhanced Continuity of Learning Plan 2.0](#) extended and redefined educational resources available to students, including instructional learning packets, synchronous learning, asynchronous learning, and online lessons.
- The [Continuity of Learning Plan 3.0: Summer Learning Through Engagement and Enrichment for All](#) addressed learning loss, engagement, and enrichment.
- The [Enhanced Continuity of Learning Plan 4.0: Reimagining Schools](#) expanded instructional resources and materials to schools, offered more professional learning opportunities, and refined services and supports to schools.

The following *Virtual PLUS+ Phased Reentry Hybrid Instructional Plan 5.0* ensures a safe and healthy learning environment for our students, staff, and families. This plan continues to ensure fidelity to Virtual PLUS+ while planning for a phased-in hybrid, staggered approach for reopening schools and buildings. As we work to reopen, we will continue to seek feedback from our leaders, staff, students, families, and community. We will also provide reopening updates to the School Board and community based upon guidance from the dynamic school decision-making process and matrix as well as the levels of school impact while still considering the health, safety, and well-being of students, teachers, staff, and their families. This 5.0 plan was effective in November 2020 and expands through the second semester, 2021. Three priorities reinforce this plan:

- We are guided by public health experts, including the CDC and the AHD.
- We are enhancing our virtual instruction model to extend and refine student learning and engagement.
- We plan to phase in students (Pre-K–12) based upon the School Board motion for approval through February 2021 contingent upon staffing, building capacity, community health metrics, and decision matrix indicators.

Our Guiding Principles

Since March 2020, eight principles have guided and informed decision-making and planning for reopening our schools. Subsequently, throughout this 5.0 hybrid reopening planning process, these principles have remained front and center to ensure all students' successful outcomes. As we worked with various internal and external stakeholders, the principles have enabled us to focus on instruction, coordination, collaboration, trust, flexibility, communication, technology, and others' inclusion in the reopening process.

Figure 1
Eight Principles Used for Reopening Schools



The following are examples of services, supports, and programs that will be implemented as part of the 5.0 hybrid reopening:

1. **Increase Equitable Access to Improve Learning Outcomes for All Students:** Through the use of data and progress monitoring, schools will use resources, time, and support to help students progress, including monitoring and addressing any learning loss that may have occurred as a result of school closings.
2. **Ensure the Voices of Parents, Families, and Students:** The 5.0 reopening plan includes feedback and recommendations from key stakeholder groups, including parents, families, and students.
3. **Study Lessons Learned and Data for Preparation and Execution:** Strategic efforts will be implemented to learn from other school divisions, VDOE, VDH, CDC, and other research related to reopening.
4. **Value Community Coordination and Collaboration:** Continue to provide reopening updates and seek input from Thought Partners, city officials, and other groups as well as ensuring alignment with city, state, and national protocols.

5. **Build Trust and Allow Creative Ideas for Reopening:** The school division will continue to provide forums for seeking input, feedback, and perspectives related to reopening, including lessons learned from school closings to enhance educational efficacy and organizational effectiveness.
6. **Embrace Flexibility While Facing Unprecedented Challenges:** Given that these are unprecedented times, flexibility will be valued and supported during the reopening. The school division will respect and address creative and innovative recommendations from key stakeholders as we move toward a new status quo.
7. **Ensure Clear, Consistent, and Frequent Communication:** Efforts will be instituted to ensure that information is made available to both internal external stakeholders through webinars, zoom conferences, school-based websites, newsletters, social media, and conversations with the superintendents.
8. **Ensure Students Have Access to Technology and Connectivity:** Technology is critical in addressing the digital divide and in ensuring equity and achievement for all learning.

Virtual PLUS+ Learning Advisory Team (LAT)

Our Virtual PLUS+ LAT included four teams (Division Transition Team, School Transition Team, Virtual PLUS+ Learning Team, and Virtual PLUS+ Partners). We also formed a Teaching, Learning, and Leadership (TLL) Team, including representatives from each elementary school and specific middle school and high school subject areas. The overall LAT included approximately 260+ internal and external individuals who had a voice guiding the reopening planning process. The team represented different facets of the community, health officials, parents, teachers, school leaders, school-based staff, School Board members, education associations, and students as well as senior leadership.

This diverse knowledge and expertise allowed for thinking creatively, identifying opportunities, sharing challenges, and collectively solving problems essential to successfully reopening schools. The LAT worked tirelessly to break down silos, share information, seek feedback, learn together, offer critiques, and participate in various activities to guide transitioning decisions. Listening, learning, and seeking solutions from those closest to the students and parents are critical for effective outcomes, especially during this unprecedented time. Table 1 includes each team's membership, meeting sessions, and responsibilities.

Table 1
Team Membership, Meeting Sessions, and Responsibilities

Working Teams	Who	When	Description
Division Transition Team	<ul style="list-style-type: none"> Education Association of Alexandria (EAA) Representative Parent Teacher Association Council (PTAC) Public Health Officials School Board + Student Board Representatives Senior Leadership Team (SLT) Community Representative 	<p>Sessions: Weekly (60–90 min)</p> <p>Thursdays, 9:00 a.m.–10:30 a.m.</p>	<ul style="list-style-type: none"> This team serves as the through line for all teams and guides decision-making and information sharing around transitioning to in-person learning as well as the sustainment of Virtual PLUS+. This team meets weekly and reviews data captured across the division through various team meetings.
School Transition Team	<ul style="list-style-type: none"> Directors + Executive Directors Principals + Assistant Principals SLT 	<p>Sessions: Weekly (60 min)</p> <p>Wednesdays, 10:30 a.m.–11:30 a.m.</p>	<ul style="list-style-type: none"> This team meets weekly to synthesize feedback from staff and families and collaboratively designs solutions to short-term and long-standing challenges around Virtual PLUS+. This team also works closely with our Virtual PLUS+ Instruction and Division Transition Teams to facilitate the in-person learning transition.

<p>Virtual PLUS+ Learning Team</p>	<p>This team comprises three interconnected working groups:</p> <ul style="list-style-type: none"> • Virtual PLUS+ Learning Advisory Team: ~200 Teachers • TLL Grade-Level & Content Reps: ~25 Teachers From the Advisory Team • Virtual PLUS+ Instruction Team: ~40 people: TLL Representatives + Division-Level Instructional Leaders 	<p>Advisory Team Sessions: Attendees: Virtual PLUS+ Learning Advisory Team (LAT) When: Every other Monday; time set and facilitated at each individual school beginning September 28, 2020 Virtual PLUS+ Learning Team Sessions: Attendees: TLL Grade-Level + Content Reps + Virtual PLUS+ Instruction Team When: Every other week (60 min) on Mondays 10:00 a.m.–11:00 a.m. beginning October 5, 2020 Weekly Check-In Calls: Attendees: Virtual PLUS+ Instruction Team When: Thursdays from 1:00 p.m.– 2:30 p.m.</p>	<ul style="list-style-type: none"> • The Virtual PLUS+ Learning Team serves as the “engine” of 5.0. We involve the teacher voice through our Advisory Team and TLL reps to serve as advocates and to share ideas for making Virtual PLUS+ a more sustainable, effective, and equitable experience for all. • These same teachers also serve an important role in supporting what instruction will look like during our transition to in person. • Along with serving on the Advisory Team, TLL representatives will join a Virtual PLUS+ Instruction session every other week to share feedback with the Virtual PLUS+ Partners Team. • The Virtual PLUS+ Instruction Team will check in every Thursday to reflect, plan, and refine virtual learning across the division.
<p>Virtual PLUS+ Partners</p>	<ul style="list-style-type: none"> • ACPS Community Partners • ACPS Department of School and Community Relations • ACPS Office of Community Partners and Engagement 	<p>Sessions: Tuesdays Planned: 2 x 60 min monthly September–December Weekly Check-In Calls: Attendees: Virtual PLUS+ Child Care/School Day Care Partners When: Multiple times a week (60 min)</p>	<ul style="list-style-type: none"> • Our Virtual PLUS+ Partners Team works to ensure that our Community Partners are aligned on a vision for success in ACPS and are working to build an ecosystem of support that best addresses our community’s needs.
<p>Teaching, Learning, and Leadership (TLL) Team</p>	<ul style="list-style-type: none"> • Grade-Level & Content Reps: ~25 Teachers From Advisory Team 	<p>Sessions: Biweekly (60 min) Mondays, 10:00 a.m.–11:00 a.m.</p>	<ul style="list-style-type: none"> • The TLL Team helps to monitor progress, identify opportunities, share challenges and concerns, and provide possible solutions by involving our teacher representatives in collective problem-solving and establishing solutions to overcome our students' barriers to learning in a virtual environment.

Using a Sprint Process for Reopening

The reopening work teams made decisions against a Sprint Plan. A **sprint** is a short, focused phase of work with opportunities to test ideas, gather data, and continuously evolve the plan based on new information and insights. While the Sprint Plan does not include all the milestones related to reopening, Table 2 reflects the most recent sprint plan for January 2021 through March 2021. In effect, this represents a summary of the key action steps and meetings completed as part of this process.

Table 2
Sprint Process for Reopening

	Sprint 1 <i>January 11–29</i>	Sprint 2 <i>February 1–19</i>	Sprint 3 <i>February 22–March 12</i>	Sprint 4 <i>March 15–26</i>
Sprint Goals	<ul style="list-style-type: none"> Continue updates for Virtual PLUS+ Initiate updated professional learning K–12 Fill classroom monitor vacancies Update decision matrix with Virginia Department of Health (VDH) 	<ul style="list-style-type: none"> Continue updates for Virtual PLUS+ Deliver professional learning K–12 Establish Social, Emotional, and Academic Learning (SEAL) Loss Analysis and Support Plan for Q1 and Q2 	<ul style="list-style-type: none"> Reflect on Virtual PLUS+ adjustments Capture feedback on what supports teachers and leaders need across K–12 Reflect on professional learning needs Establish plan for Pre-K–5 citywide, K–5, Early Childhood, Self-Contained, and K–5 English Learners (EL) Establish plan for 6–12 citywide, 6–12 Self-Contained, and 6–12 EL Establish plan to conclude academic school year 	<ul style="list-style-type: none"> Identify adjustments to Virtual PLUS+ post-Spring Break Design supports for teachers and leaders across K–12 Establish plan for remaining K–12 learners, including Adult Education Complete Summer 2021 Learning Plan
Planning Sessions to Reach Goals	<p>Jan. 11: Virtual PLUS+ Advisory</p> <p>Jan. 13: Division Transition Team (DTT)/School Transition Team (STT) Session</p> <p>Jan. 20: DTT/STT Session</p> <p>Jan. 25: Virtual PLUS+ Teaching, Learning, and Leadership (TLL)</p> <p>Jan. 27: DTT/STT Session</p>	<p>Feb. 1: School-Based Conversations</p> <p>Feb. 3: DTT/STT Session</p> <p>Feb. 8: Virtual PLUS+ TLL</p> <p>Feb. 10: DTT/STT Session</p> <p>Feb. 17: DTT/STT Session</p>	<p>Feb. 22: Virtual PLUS+ TLL</p> <p>Feb. 23: Thought Partners</p> <p>Feb. 24: DTT/STT Session</p> <p>Mar 1: School-Based Conversations</p> <p>Mar 3: DTT/STT Session</p> <p>Mar 8: Virtual PLUS+ Advisory</p> <p>Mar 10: DTT/STT Session</p>	<p>Mar 15: School-Based Conversations</p> <p>Mar 17: DTT/STT Session</p> <p>Mar 22: Virtual PLUS+ TLL</p> <p>Mar 24: DTT/STT Session</p>
School Board	January 14 and 21	February 4 and 16	March 4	March 18

Phased Reentry Hybrid Implementation Timeline

On November 23, 2020, the School Board approved pursuing a phased-in approach for in-person learning for students in grades Pre-K–12, beginning with our most vulnerable Students With Disabilities (SWD) and English Learners (EL); Early Childhood learners, and later expanding student participation contingent upon staffing, building capacity, community health metrics, and decision matrix indicators. Table 3 includes dates and descriptions of student groups approved by the School Board for different groups of students to return.

The staggered schedule in Table 3 for returning in person is from March 2, 2021, through March 16, 2021; however, it is critical to note that these dates are fluid and are impacted by a range of metrics that will be further defined later within this document. Information regarding hybrid class and/or course assignment will be communicated prior to the phasing in of student groups.

Table 3

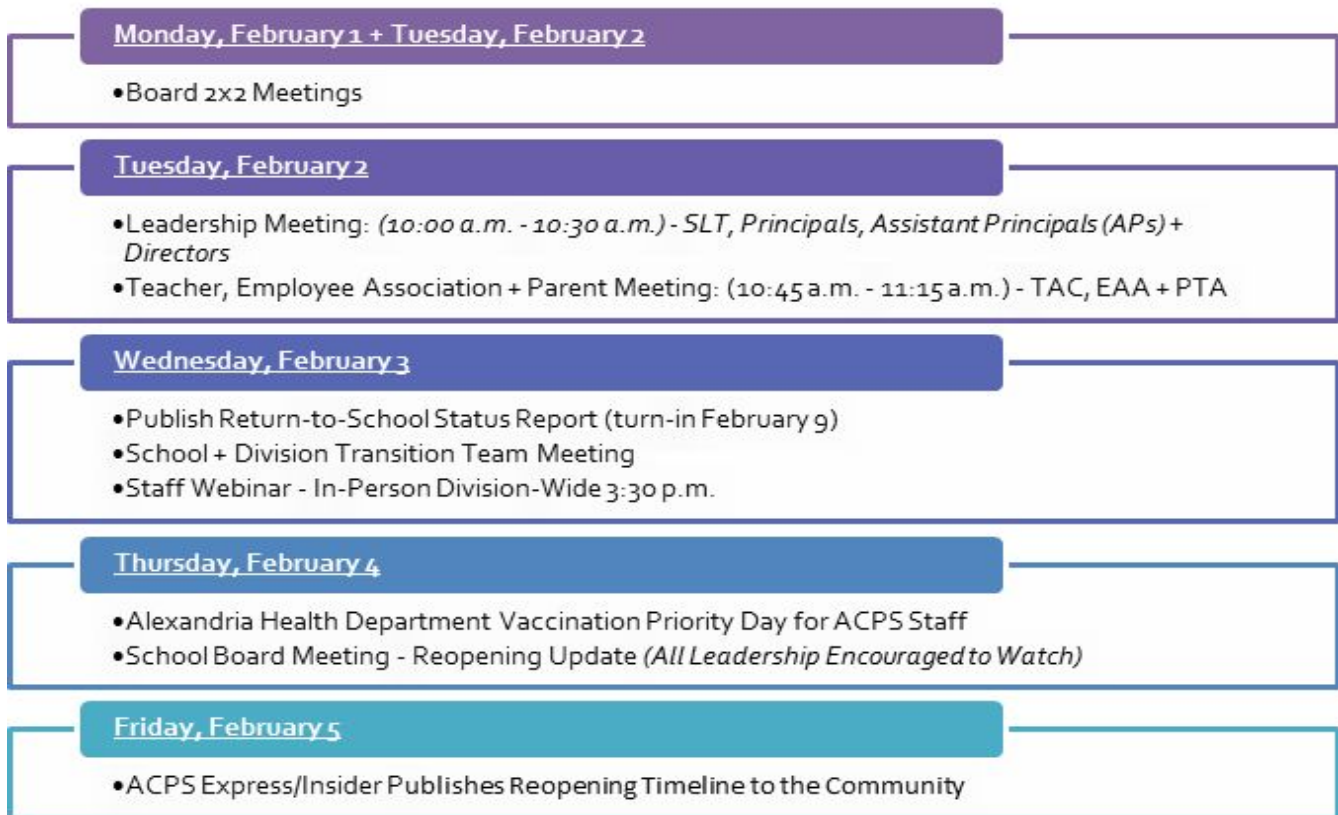
Current Timeline for Phased Reentry Hybrid Instructional Plan 5.0 (February 2021)

Phased Student Reentry	Description of Student Groups (Note: All transitions are contingent upon staffing, building capacity, community health metrics, and decision matrix indicators.)
Tue., March 2: <i>Based on Community Transmission at the Higher Risk Level</i>	The following student groups will transition: <ul style="list-style-type: none"> ● Students With Disabilities (SWD) in grades K–5 enrolled in the citywide Special Education (SPED) program who opt into in-person learning (citywide self-contained students are students with intellectual disabilities, autism, multiple disabilities, or emotional disabilities.) ● Students with Disabilities (SWD) in grades K–5 who receive self-contained Language Arts and Math instruction who opt into in-person learning ● Early Childhood Special Education (ECSE) students who opt into in-person learning ● English Learners (EL) in grades K–5 who opt into in-person learning ● Athletic Programs (Fall Sports) resume February 15, 2021
Tue., March 9: <i>Based on Community Transmission at the Higher Risk Level</i>	The following student groups will transition: <ul style="list-style-type: none"> ● SWD in grades 6–12 enrolled in the citywide SPED program who opt into in-person learning (citywide self-contained students are students with intellectual disabilities, autism, multiple disabilities, or emotional disabilities.) ● SWD in grades 6–12 who receive self-contained Language Arts and Math instruction who opt into in-person learning ● EL in grades 6–12 who are newcomers (three years or less in the United States) and who opt into in-person learning
Tue., March 16: <i>Based on Community Transmission at the Moderate Risk Level</i>	The following student groups will transition: <ul style="list-style-type: none"> ● All remaining students in grades Pre-K–12, including Adult Education, who opt into in-person learning

Engaging Stakeholder Input

ACPS continues to ensure that the input, voices, and perspectives of internal and external stakeholder groups are incorporated in the decision-making process regarding reopening. The following reopening timeline includes the process by which the most recent information for the staggered reentry hybrid plan was communicated for the purpose of seeking feedback, guidance, and advice.

Figure 2
Reopening Timeline



Monday, February 8

- Re-Ignite Day (On-Site + Virtual)
- Topics include: Community Circles, Information/FAQ Focus Groups, Childcare Information, Vaccination Information, Concurrent Teaching Professional Learning

Tuesday, February 9

- Return-to-School Form Completed
- Alexandria City Health Department Vaccination Priority for ACPS Staff

Monday, February 15

- Fall Sports Season Begins

Tuesday, February 16

- Submission of Documentation to Human Resources for Pregnancy, Medical, ADA or Childcare Excusal From Staff-Return-to-Work Form

Week of February 16-19

- Re-Ignite Day (On-Site + Virtual)
- Topics include: Community Circles, Information/FAQ Focus Groups, EAP + Childcare Information, Vaccination Information, Opening School Building Checklist, Concurrent Teaching Professional Learning

Monday, February 22

- Re-Ignite Day (On-Site + Virtual)
- Topics include: Community Circles, Information/FAQ Focus Groups, EAP + Childcare Information, Vaccination Information, Opening School Building Checklist, Concurrent Teaching Professional Learning

Monday - Friday, March 1 - 5

- All Staff Able to Return to Work in Our School Buildings Begin Transitioning on March 1, 2021, Including Instructional, Support, Front Office Staff + Administration
- Teachers May Begin to Teach From Their Classrooms
- Principal Opening School Building Checklist Completed
- Monitor Orientation in the School for the Entire Week (Classroom Monitor + Health Monitor Practice) (i.e., Hallway, Health Annex, or Screener-Entrance)

Tuesday, March 2

- Transition Hybrid Students in Grades K-5 Receiving SPED Services (Citywide Self-Contained Full Day Class Programs), Grades K-5 Receiving SPED Self-Contained Reading + Math Services, Early Childhood Special Education Students, and Grades K-5 receiving EL services

Monday - Friday, March 8 - 12

- All Staff Able to Return to Work in Our School Buildings Begin Transitioning on March 1, 2021, Including Instructional, Support, Front Office Staff + Administration
- Teachers May Teach From Classroom the Entire Week
- Monitor Orientation in the School for the Entire Week (Classroom Monitor + Health Monitor Practice) (i.e., Hallway, Health Annex, or Screener-Entrance)

Tuesday, March 9

- Transition Hybrid Students in Grades 6-12 Receiving SPED Citywide + Self-Contained Reading + Math Services, and Newcomer EL Students in Grades 6-12

Tuesday, March 16

- Transition **ALL** Remaining Hybrid Students in Grades PreK-12 and Adult Education

Dynamic School Decision-Making: Public Health Metrics

Decisions regarding reopening are continually informed by the AHD, CDC, VDH, and community health metrics, along with school division factors that include staffing, building capacity, and a school division matrix containing specific indicators.

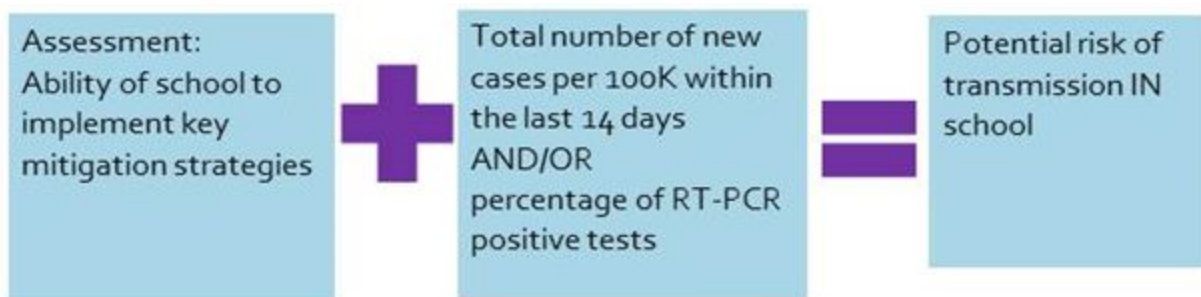
Figure 3: Dynamic School Decision-Making chart below provides essential guidance when deciding to open, close, or reopen schools. Specifically, the CDC recommends the use of three core indicators when making decisions:

- Two measures of community burden (number of new cases per 100,000 persons in the past 14 days and percentage of COVID-19 RT-PCR tests that are positive during the last 14 days)
- One self-assessed measure of school implementation of key mitigation strategies (e.g., consistent and correct use of masks, social distancing to the largest extent possible, hand hygiene and respiratory etiquette, cleaning and disinfection, and contact tracing in collaboration with the local health department)

The community indicators are a measure of the level of community transmission. While increasing community burden increases the risk of introducing SARS-CoV-2 to a school, the risk of transmission within the school depends on the implementation of the five key mitigation strategies within each school.

Figure 3

Dynamic School Decision-Making



VDH Interim Guidance for Mitigation Measures in K–12 School Settings

The [VDH Interim Guidance for Mitigation Measures in K–12 School Settings](#) is another resource to inform decisions for reopening, closing, or reopening schools over a period of time. This resource is also a measure of the school's ability to adhere to five key mitigation strategies: the consistent and correct use of masks, social distancing to the largest extent possible, hand hygiene and respiratory etiquette, cleaning and disinfection, and contact tracing in collaboration with the local health department.

Reopening Key Metrics

ACPS and the AHD have developed a reopening decision matrix that combines three main metrics into one chart: community transmission rates, data on positive cases, and levels of school impact. The goal is to provide this matrix so families can understand our decision-making for the phased reentry plan. The information to assist the decision to close or open schools is drawn up by the CDC as indicators and thresholds for school-based risk. The school division works closely with the AHD regarding any decision-making related to our students' and staff's health and safety in our schools.

While the AHD does not make the actual decision, it is involved in our reopening meetings and has been a partner and advisor throughout the pandemic. It is important to note that all three metrics matter. To continue with or expand in-person instruction, all three metrics must be within the safe threshold. Table 4 includes specific criteria and risk levels associated with the levels of community transmission and the levels of school impact.

Table 4
Considerations for Transitioning Between Schools Instructional Models

Criteria	Levels of Community Transmission		
	Moderate Risk (or Less)	Higher Risk	Highest Risk
Number of new infections per 100,000 population over prior 14 days	<50	50–200	>200
COVID-19 PCR test positivity as a 14-day average	<8%	8–10%	>10%

Criteria	Levels of School Impact		
	Low	Medium	High
Transmission within the school facility	Zero or sporadic cases with no evidence of transmission within the school setting	Two outbreaks within a short time period or sporadic outbreaks in school; size of outbreaks remains small	Several outbreaks in school within a short time period; size of outbreaks is significant (e.g., multiple classrooms or grade levels impacted)
Student absenteeism (based on illness)	At baseline/ low	Slightly above baseline	High
Staff capacity to conduct classes and school operations [†]	Normal	Strained	Critical

[†] This assessment should factor in a school’s ability to maintain adequate staff for facility operations, transportation, teaching, and administrative functions.

Levels of School Impact

Staffing and capacity levels impact the division’s ability to implement key health and safety mitigation measures that ensure health and safety. This includes facilities, health services, instructional delivery, school nutrition services, staffing and capacity, and transportation.

Figure 4
Levels of School Impact

NORMAL	75–100%	Schools and/or Division Is Operating at 75–100%
STRAINED	50–75%	Schools and/or Division Is Operating at 50–75%
CRITICAL	Under 50%	Schools and/or Division Is Operating Under 50%

Reigniting With Social, Emotional, and Academic Learning (SEAL)

As part of ACPS’s phased hybrid reentry planning, a critical focus remains on the social and emotional needs of students and staff as well as targeted interventions for those students who may be struggling academically.

As such, ACPS is planning the following supports for school staff as they return:

- Opportunities to dialogue with school administrators on questions and concerns
- Reignite Monday sessions that focus on providing information regarding such topics as school health and safety protocols
- Optional scheduled sessions to discuss thoughts and concerns about returning to school facilities with an outside Restorative Practices practitioner through a Community Circle format
- Continued messaging regarding the services available through ACPS’s Employee Assistance Program (EAP)

Additionally, ACPS acknowledges that many of our students will need focused support that allow for the expression of thoughts and feelings, teach coping strategies, foster resilience, and bolster academic learning. To this end, ACPS is implementing the following as we return students to buildings:

- Through the daily SEAL time embedded into every school’s master schedule, we will refocus on routines and expectations through positive behavioral interventions and supports (PBIS), strengthen relationships through the Restorative Practices Community Circle model, and emphasize a supportive culture.
- We will implement a half day of in-person interventions during SEAL Mondays where students identified as Tier III through the Multi-Tiered System of Supports (MTSS) process and who are struggling to engage with virtual supports may receive supports such as:
 - Individual or small-group counseling
 - Academic interventions in literacy and/or numeracy
 - Tutoring in classes or subjects in which they are struggling

These strategies enhance the services provided by student support team (SST) staff and other interventionists provided

through virtual means since the beginning of the 2020–2021 school year. These virtual classroom, small-group, and individual supports will continue. In addition, for students with high levels of need who remain fully virtual and do not wish to attend in-person interventions, such as SEAL Mondays, additional action will continue to explore innovative practices and resources.

Identification Criteria

School teams should review the following information to identify potential students for SEAL Monday interventions. Please use the criteria below as an initial way to prioritize those students who are most in need and would most benefit from these interventions:

1. Identify Tier III students through the MTSS process.
 - a. Academic & Social Emotional
2. From that list, identify students who have been offered and/or provided virtual services.
3. Then, identify students who are either not engaging with or still struggling despite receiving virtual services.
4. Review sources of data to determine if there are other students who might benefit from in-person services. *These sources are a starting point but should be combined with other sources of information to determine each student's tier or potential inclusion in SEAL Mondays:*
 - a. UCLA Screener
 - i. [Protocol for Analysis of UCLA Screener](#)
 - ii. Scores of 21 and above, which indicate further review
 - b. Failures/Grades
 - i. Prioritizing multiple course failures, such as three or four courses
 - c. MAP
 - i. Students with a Rasch Unit (RIT) score (overall reading or math) at the 30th percentile or below
 - d. Attendance
 - i. Students identified as chronically absent (missing 10% or more of the school days thus far)
 - e. Documented mental health concerns (noncrisis)
 - i. Students for whom suicide risk assessments may have been completed this year
 - f. Referral
 - i. High levels of concern indicated by teachers, SST, or parents/guardians
5. Determine if the root cause of the students' concern aligns with supports offered on SEAL Mondays.
 - a. Match the students to specific intervention(s) needed and offered.
 - b. Note if there is a specific reason or data indicating that the students need a service or intervention in person versus virtually.
 - c. Determine if students have already received Tier II supports and are still not being successful.
6. Prioritize hybrid students, with virtual students being considered on a case-by-case basis.

For students with high levels of need who are fully virtual and do not wish to attend in-person interventions, additional work is being done to explore innovative practices and resources.

Student and Staff Health Screening Protocol During COVID-19

ACPS remains committed to supporting in-person instruction in a way that supports the health and safety of all students and staff, based upon guidance provided by the CDC, VDH, and AHD. Screening and monitoring are essential components of limiting the spread of COVID-19, and ACPS encourages sick students and staff to be aware of symptoms of COVID-19 and to stay home if they are ill. The guidelines below, in combination with those from the Department of Facilities and Operations, provide schools with information regarding contact-tracing procedures, daily screening procedures, and how to proceed in instances where students or staff may be ill, amongst other general directions. It is important to note that this information is subject to change as national, state, and local guidance is updated.

Symptoms of COVID-19

People with COVID-19 have had a wide range of symptoms reported—ranging from mild symptoms to severe illness. COVID-19 symptoms, which may appear 2–14 days after exposure to the virus, include:

- Fever or chills (AHD defines this as 100 degrees or greater)
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms. The CDC will continue to update this list as we learn more about COVID-19.

Source: [CDC](#)

Temperature Screenings

Students and staff will be required to have their temperature taken with either an infrared thermometer or at a temperature kiosk prior to entering an ACPS school. The temperature screening will be contact free. The screener will explain the process and take the temperature of the person with a clinical forehead thermometer or through a temperature kiosk. The screener will then show the temperature screen to the person.

- If the temperature is less than 100 degrees, per the AHD, the screener clears the person to enter the school.

Student Procedures

- If the temperature is 100 degrees or greater on the first screen for a **student**, the student may rest to the side

for 5 minutes before the temperature can be retaken one additional time.

- If waiting for the temperature to be retaken, the student should be 6 feet apart from others and should remain masked.
- If the second screening remains 100 degrees or greater, the student will be directed to the Health Annex, and the parent or guardian will be contacted to pick up their child within 1 hour.
- The parent/guardian will be referred to contact their health care provider.

Staff Procedures

- If the employee's temperature is 100 degrees or greater on the first screen, the person may rest to the side for 5 minutes before the temperature can be retaken one additional time.
 - If waiting for the temperature to be retaken, the person should be 6 feet apart from others and should remain masked.
 - If the second screening remains 100 degrees or greater, the screener tells the person that they cannot report to work at the ACPS work site and are advised to leave the building.
 - The employee notifies their supervisor that they were not cleared due to an elevated temperature.
 - The supervisor will refer the person to contact their health care provider or consider testing for COVID-19.

Daily Symptom Checklist for Students and Staff

ACPS will require students—or their families—and staff to complete a Daily Symptom Checklist before reporting to school.

- For students:
 - The Daily Symptom Checklist will be sent to parents/guardians via text message on the days students are scheduled for in-person instruction in schools. Schools will contact families who have not completed the Daily Symptom Checklist to remove any barriers to access and completion.
 - A link to the Daily Symptom Checklist will be posted to the ACPS and school websites.
 - A link to the Daily Symptom Checklist will also be available in Clever when students log in.
 - The Daily Symptom Checklist should be submitted electronically to the school nurse and additional designated school personnel within each school.
 - If a student has a temperature above 100 degrees and/or answers “**YES**” to any of the screening questions before arriving, they should not report to school and should contact their health care provider for further instructions.
 - If a student reports COVID-19 symptoms upon arrival, the school should direct the student to the Health Annex for pickup by the parent/guardian, at which time they will be referred to contact their health care provider and will receive a recommendation for testing for COVID-19.
- For staff:
 - The Daily Symptom Checklist will be submitted electronically to administrators within each school for review each day.
 - If a staff member answers “**YES**” to any of the questions, they should **not** report to work and should contact their supervisor for further instructions.
 - If a staff member reports COVID-19 symptoms upon arrival, the school should tell the staff member that they cannot report to work at the ACPS work site; the staff member should leave the building and notify

their supervisor that they were not cleared for work per the Daily Symptom Checklist questions; and the supervisor will refer the staff member to contact their health care provider and recommend testing for COVID-19.

Table 5

COVID-19 Daily Symptom Checklist

<p>Have you experienced any of the following symptoms in the past 48 hours:</p> <ul style="list-style-type: none"> ● Fever or chills ● Cough ● Shortness of breath or difficulty breathing ● Fatigue ● Muscle or body aches ● Headache ● New loss of taste or smell ● Sore throat ● Congestion or runny nose ● Nausea or vomiting ● Diarrhea 	<p>YES</p>	<p>NO</p>
<p>Within the past 14 days, have you been in close physical contact (6 feet or closer for at least 15 minutes) with a person who is known to have laboratory-confirmed COVID-19 or with anyone who has any symptoms consistent with COVID-19?</p>	<p>YES</p>	<p>NO</p>
<p>Are you isolating or quarantining because you may have been exposed to a person with COVID-19 or are worried that you may be sick with COVID-19?</p>	<p>YES</p>	<p>NO</p>
<p>Are you currently waiting on the results of a COVID-19 test?</p>	<p>YES</p>	<p>NO</p>

[Source: CDC](#)

Protocols for Students Who Become Ill at School

Classroom vs. Health Clinic/Health Annex

To the degree possible, minor first-aid situations should be handled in the classroom to prevent office congregation and possible cross-exposure. The goal is to keep otherwise healthy students out of the clinic where they can be exposed to illness.

Table 6

Situations Handled in the Classroom vs. the Health Clinic/Health Annex

CLASSROOM	HEALTH CLINIC/HEALTH ANNEX
<ul style="list-style-type: none"> ● Itching bug bite ● Scratch/scrape ● Bleeding scab ● Band aid ● Loose tooth/toothache ● Earache ● Chapped lips ● Itching head/head lice ● Minor nosebleed ● For anxiety/stress/psychological issue, (using calming techniques and/or contacting the school psychologist or counselor) <p><i>Contact the school nurse if there are questions.</i></p>	<ul style="list-style-type: none"> ● Head or face injury ● Severe stomach pain ● Diabetic emergency ● Asthma attack ● Possible broken bone ● Deep cut ● Insect sting ● Fainting or seizure ● Allergic reaction ● COVID-19 symptoms (student reports to the Health Annex)

If a student is exhibiting **new** symptoms identified as possible COVID-19 symptoms, teachers and other school staff should follow the steps below:

- The teacher or school staff calls the school office to let them know that a student is ill and is on their way to the **Health Annex**. The office will contact the school nurse and notify the Health Annex monitor. **Students with symptoms of COVID-19 should not report to the Health Clinic.**
- School nurses and other school health services staff should don provided PPE to include face shields, gloves, etc., to consult with the student.
- The school nurse will meet the student outside of the Health Annex before determining whether a student should report to the Health Clinic (well space) or Health Annex (sick space) or return to the classroom.
- Students should maintain the wearing of face masks on their way to and while in the Health Annex.
- The classroom, clinic, and Health Annex area in which the student was seated or active should be cleaned and wiped down, per [procedures and guidelines developed by the Department of Facilities and Operations](#).

If the School Nurse Notes COVID-19 Symptoms

If, after review of a student's medical information, the school nurse determines the student may be symptomatic of COVID-19, the following steps are taken:

- Ensure that the student is properly wearing a face mask.
- Have the student enter the Health Annex room (isolation room monitored by another adult) for parent or/guardian pickup within 1 hour.
 - Health Annex Room staff should wear the provided PPE while any students are in the room.
 - If there are multiple students in the Health Annex room, the maximum amount of physical distancing allowable (minimum of 6 feet) in the space should be maintained between the students at all times.
- Monitor student symptoms and gather additional information, noting it on the [Return to School Instructions](#) form.
- Based upon responses to the COVID-19 Symptoms Monitoring Sheet, provide the parent or guardian with the appropriate information regarding when a student may return to school using the [COVID-19 School Symptom Screening Flowchart \(CDC\)](#) guidance from the CDC. Please inform school or program administrators to discuss the potential need for the student to engage with virtual instruction for a set period of time.
- **Inform the student's parents/guardians that the student should not return to school until either the applicable return-to-school criteria from the CDC have been met or the student has received clearance and documentation from a medical provider or ACPS School Health Services, or the student has a negative COVID-19 test indicating that they are safe to return to in-person instruction.**
- If a student is sent to in-person school prior to meeting the applicable return-to-school criteria, as specified on the [Return to School Instructions](#) form, send the student to the Health Annex and inform their parent/guardian to pick up their child within 1 hour.

Non-ACPS Visitors

Visitors from outside of ACPS facilities are largely prohibited during in-person instruction to prioritize the health and safety of ACPS's students and staff. To comply with federal, state, or ACPS policy, visitors who need to enter buildings during in-person instruction must have prior approval from district or school administration and must complete both a temperature screening and daily health screening questions prior to admittance to an ACPS facility. This includes parents/guardians who need to drop off medications for students. All visitors must wear face masks while they are in the ACPS facility and **are reminded to remain home if they are feeling unwell or exhibiting any symptoms of COVID-19.**

ACPS Personnel From Outside Schools or Facilities

ACPS personnel who need to visit schools to provide services or consultation should make an appointment with the appropriate school administrators ahead of time, whenever possible. ACPS personnel should complete the Daily Symptom Checklist and a temperature screening at the site prior to entering the facility. All health and safety protocols, to include the wearing of masks, social distancing, and handwashing/hand sanitizing, should be followed at all times ACPS personnel are in the building.

COVID-19 Testing in Alexandria

Should students or staff wish to access testing for COVID-19, either as a result of presenting with symptoms, receiving information that they may be a potential close contact, or other circumstances, the AHD has provided information about free self-testing below:

Free COVID-19 Self-Testing Kiosks (AHD): [Amharic](#) | [Arabic](#) | [English](#) | [Spanish](#)

Steps to Take if You Are Sick: Resources for Students, Staff, and Families

Students or staff who may be sick with COVID-19 should follow the protocols outlined below from the AHD:

So You're Sick, Now What? (Videos) (AHD): [Amharic](#) | [Arabic](#) | [English](#) | [Spanish](#)

What to Do If You Get Sick (AHD): [Amharic](#) | [Arabic](#) | [English](#) | [Spanish](#)

Health Clinic Guidelines for the 2020–2021 School Year

In general, the school will need to establish the following three areas:

- **General Waiting:** An area for students waiting to be triaged (present to office with unscheduled needs)
- **Well Student Area:** An area for well students with health care needs that cannot be addressed in the classroom (diabetic and other noncontagious health care needs)
- **Health Annex (Isolation Room):** An area for students with COVID-19 symptoms

Additionally, the following guidelines must be followed:

- The student arriving at the Health Clinic or Health Annex must wear a face mask and stop at the designated distancing sign.
- The Clinic and Health Annex staff must wear a face mask, face shield/eye protection, and additional PPE, as needed.
- The school health staff member will ask the student what their presenting symptoms are and check the student's temperature (see Table 7).

Table 7

Student Symptoms [RL1]

<p>Procedures for a student who presents with any of the following:</p> <ul style="list-style-type: none"> ● Fever or chills ● Cough ● Shortness of breath or difficulty breathing ● Fatigue ● Muscle or body aches ● Headache ● New loss of taste or smell ● Sore throat ● Congestion or runny nose ● Nausea or vomiting ● Diarrhea <p>*Look for emergency warning signs of COVID-19.* If someone is showing any of these</p>	<p>Procedures for a student who presents to the Health Clinic for any of the following:</p> <ul style="list-style-type: none"> ● Injuries ● Chronic conditions ● Daily medications <p>Note: Treat students who have an asthma care plan according to that plan.</p> <p>After arrival at the Health Clinic:</p> <ul style="list-style-type: none"> ● Students must continue to wear a face mask. Staff must continue to wear a face mask and face shield/eye protection. ● The student may enter the clinic. ● Gloves will be worn for standard precaution procedures, as needed.
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signs, seek emergency medical care immediately and call 911:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*This is not a comprehensive list of all possible symptoms.

Call ahead to your local emergency facility and notify the operator that you are seeking care for someone who has or may have COVID-19.

- The school nurse will assess and provide needed care to the student.
- **Once care has been completed, the student must wash their hands prior to leaving, and the area used must be disinfected per guidelines from the Department of Facilities and Operations.**



After arrival at the Health Annex area:

- Students must continue to wear a face mask and will be directed to the Health Annex area.
- Staff must continue to wear appropriate personal protective equipment (PPE) to include gloves, a gown, and N-95 respirator.
- Students must be spaced at least 6 feet apart and monitored for the entire duration they are in the waiting area.
- Parents/guardians should be notified promptly that their child will need to be picked up and will need to seek medical attention.
- Parents/guardians will not be able to enter the building. School health personnel will need to communicate where the parents or guardians may pick up their student and provide an escort, if needed.
- **Once the student has left, the area must be disinfected per [guidelines from the Department of Facilities and Operations](#), and the staff member removes and disposes of PPE, per guidelines, and performs hand hygiene.**

<p>Information on the proper donning and doffing of PPE can be found on the CDC website.</p>	
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Transportation of Students With Symptoms of COVID-19

During a typical school year, students who present with illness at school should be transported home by parents/guardians, regardless of the time of day that the student reports to the clinic. In certain situations, it may be necessary to receive permission from the parent/guardian for an emergency contact (e.g., relative, family friend) to pick up the student from school to prevent continued exposure to other students and staff.

This practice remains critical during the current COVID-19 pandemic. Regardless of when a student presents with symptoms of COVID-19 during the school day, students should not ride the school bus once assigned to the Health Annex. This includes students who may present with symptoms close to dismissal. Schools should work with the parents/guardians to determine who may be able to pick up the student as quickly as possible from school and receive appropriate permissions while following all ACPS policies regarding the release of students during the school day to persons other than the parent/guardian. Schools may reach out to the Department of Student Services and Equity at 703-619-8034 or student_services@acps.k12.va.us should they need consultation.

COVID-19 Teams and COVID-19 Staff Requirements

ACPS Liaison/AHD Point of Contact

ACPS will assign an ACPS liaison (and two backups) to liaise with the AHD on a COVID-19 response. In ACPS, the ACPS liaison is the Chief of Student Services & Equity. The two backups are the Executive Director of Student Support Teams and the Executive Director of Student Services.

- Once a school receives notification of a positive case, the school will contact the ACPS liaison.
- The ACPS liaison notifies the AHD School Response Team and submits the *Authorization to Use and Exchange COVID-19 Information* form to the AHD via a predetermined secure messaging platform.
- The ACPS liaison notifies the AHD of any newly positive cases that occur within a school.
- After consultation with the AHD, ACPS shall disseminate AHD-approved communications to appropriate staff, students, and parents, either centrally or through the school depending on the situation.
 - The liaison should be reachable evening and weekend hours by phone or email.

School COVID-19 Teams

Each school has designated a "School COVID-19 Team," consisting of trained administrators and staff members, with backups, to be responsible for responding to COVID-19 concerns and for communicating with the ACPS liaison to the AHD.

- Notify all staff and families of how to contact the School COVID-19 Team for questions and concerns related to COVID-19.
 - Ensure that staff are aware of who to contact if they have specific questions.
 - Ensure that staff are aware of who to contact if parents/guardians have specific questions.
 - Ensure that parents/guardians are aware of who to contact if they have specific questions
 - Use the school newsletter to provide this information to staff and families.

- Ensure a point person from the School COVID-19 Team is available daily to respond to COVID-19 concerns in the school and to respond to parents'/guardians' telephone calls.

In ACPS, School COVID-19 Teams consist of the building principal, school nurse, and an additional principal's designee. The School COVID-19 Team supports the items below:

- Posts the names and contact information of the School COVID-19 Team to their individual school's website
- Follows public health isolation and quarantine instructions within the school
- Reinforces basic infection prevention practices within the facility, as detailed in the ACPS reopening plan
- Gathers information regarding potentially exposed staff and students
- Coordinates the collection of classroom seating charts to include addresses and phone numbers of staff and students as well as copies of the *Authorization to Use and Exchange COVID-19 Information* form (see below) for students and staff.
 - These should be stored in a central location that is known to the School COVID-19 Team so that they may be accessed quickly for contact tracing.

Authorization to Use and Exchange COVID-19 Information form (MS Word) [Amharic](#) | [Arabic](#) | [English](#) | [Spanish](#)

Contact-Tracing Procedures

(Adapted from AHD documents)

Should ACPS become aware of a case of a staff member or student who has COVID-19:

- The school or department administrator contacts the ACPS liaison once the school is aware of a positive case.
- The ACPS liaison notifies the AHD School Response Team of a newly positive case and provides any available preliminary information provided by the School COVID-19 Team:
 - Name of the student or staff member
 - Address and contact information of the student or staff member
 - Date when symptoms began
 - Date when the student or staff member was last in an ACPS facility
 - Informal information as to who they may have been in close contact with on that date
 - Date of testing
 - Date positive test was returned
- **Note:** A person with COVID-19 is considered to be contagious 2 days prior to the onset of symptoms. If they are asymptomatic, they are considered contagious 2 days before they tested positive for COVID-19.
- The School COVID-19 Team, in consultation with the ACPS liaison, provides the documents below to the positive case to complete and fill out if not already done so. Note that this is a priority:
 - *Authorization to Use and Exchange COVID-19 Information* form (MS Word)
 - [Amharic](#) | [Arabic](#) | [English](#) | [Spanish](#) (if not already on file)
 - If written consent on the document is not feasible, please discuss other options with the ACPS liaison.
 - [Preliminary COVID-19 Questionnaire](#) (for the positive case to complete when possible)
- The School COVID-19 Team gathers any applicable information below to support contact tracing:
 - The student's or staff member's schedule with room numbers
 - Class lists and seating charts
 - Attendance for days the student may have been contagious

- The student's bus number (if applicable) and bus seating chart
- **Confidentiality MUST be maintained during this process by the ACPS liaison and the School COVID-19 Team. No additional communication should occur to other parties at this time to comply with the Family Educational Rights and Privacy Act (FERPA).**
- The School COVID-19 Team provides the completed documents (both the release and the listing of all potentially exposed students and staff) to the ACPS liaison, who sends them through secure electronic means to the AHD or via an in-person exchange.
- Upon receipt of all available information, the AHD School Response Team works with the ACPS liaison to determine the potential amount of risk and recommend general communication to a school or school division community and specific communication to any close contacts.
- After consultation with and approval from the AHD (and not before), ACPS works with the Department of School and Community Relations, as well as the School COVID-19 Team, to disseminate appropriate communications to identified students, staff, and parents.
 - A General Notification Letter from ACPS to staff and parents/guardians/students that provides an explanation that only those identified as close contacts will receive an additional Contact Notification Letter and be contacted by the AHD
 - A Classroom Notification Letter to any classrooms where the student was present 48 hours prior to symptoms or, if there are no symptoms, 48 hours prior to the positive test
 - This letter serves to close the classroom(s) for 2 days for cleaning and contact tracing.
 - During this time, the classroom will be cleaned, and contact tracing will take place.
 - If permissible and needed, a Contact Notification Letter to staff and parents/guardians deemed by the AHD to be close contacts:
 - This communication informs close contacts and parents/guardians of close contacts that they will be contacted by the AHD for symptom monitoring and additional guidance on health precautions and quarantine.
 - **Note:** The AHD performs additional contact tracing for community contacts external to the school for students and staff who reside in the City of Alexandria.

The documents below from the VDH and the AHD provide information as to what the contact-tracing process might look like:

Contact Tracing for COVID-19 in K-12 Schools: How to Prepare and What to Expect (Infographic) (VDH): [Amharic](#) | [Arabic](#) | [Chinese](#) | [English](#) | [Korean](#) | [Spanish](#)

What Happens After Your COVID-19 Test (AHD): [Amharic](#) | [Arabic](#) | [English](#) | [Spanish](#)

Quarantine Instructions

If a student or a staff member in a class tests positive for COVID-19, there will be a **2-day pause** on in-person instruction for that class(es) in order to clean the space(s) and allow for contact tracing. During this time, instruction will be provided virtually. If contact tracing by the AHD identifies additional staff or students as close contacts, virtual learning may be extended for the impacted classes.

Students and staff identified as close contacts should follow these quarantine instructions:

- Students and staff deemed as close contacts (within 6 feet for greater than 15 minutes [cumulative] within a 24-hour period during the infectious period of the ill individual) must quarantine for 14 days per the [COVID-19 School Symptom Screening Flowchart \(CDC\)](#).
 - Any questions or special circumstances would be addressed in consultation with the AHD.
 - **Note:** The [CDC updated its guidance regarding vaccinations](#) to include how students and staff may impact quarantine requirements if they are found to be a close contact of someone with COVID-19:
 - Vaccinated persons with an exposure to someone with suspected or confirmed COVID-19 are not required to [quarantine](#) if they meet all of the following criteria:
 - Are fully vaccinated (i.e., ≥ 2 weeks following receipt of the second dose in a two-dose series, or ≥ 2 weeks following receipt of one dose of a single-dose vaccine)
 - Are within 3 months following receipt of the last dose in the series
 - Have remained asymptomatic since the current COVID-19 exposure
 - Persons who **do not meet all three** of the above criteria should continue to follow current [quarantine guidance](#) after exposure to someone with suspected or confirmed COVID-19. (source: [CDC](#))
- The AHD will contact any staff or parent/guardian of students deemed close contacts and will provide direction on quarantining. Those who have been identified and placed under quarantine should follow the guidelines and requests from the AHD.

Prevention and Mitigation Strategies

Handwashing and Hand Sanitizing

- Frequent handwashing is the most critical practice for preventing the spread of disease.
- **Washing hands with soap and water for at least 20 seconds is the gold standard.**
- Students and staff should wash their hands, at a minimum, upon arriving in the classroom, before/after eating, before/after using the bathroom, and before/after recess.
- Sanitizing is appropriate when the opportunity for handwashing is not available.
- Hand sanitizer is available for students and staff in classrooms and throughout ACPS facilities.
- Resources:
 - [Handwashing: Clean Hands Save Lives \(Videos\)](#)
 - [Handwashing: Clean Hands Save Lives \(Fact Sheets in English and Spanish\)](#)
 - [Handwashing: Clean Hands Save Lives \(Social Media Graphics\)](#)

Water Bottles and School Supplies

Water fountains will only be allowed for water bottle refills. Students should provide their own water bottles each day.

Students should only use their own school supplies during the day. The sharing of school or related supplies between students should be minimized to the highest extent possible. Student supplies or items should be stored in a designated location specific to the student each day they are in attendance to avoid any potential cross-contamination and spread of germs.

Students should plan on bringing a paper or plastic bag with them to school in which they can place their mask during times they may be eating at their desk or during a brief mask break (see the [Protocol for Mask Breaks](#) section).

Cleaning, Transportation, and Building Protocols

Classroom and building cleaning and setup, transportation cleaning and scheduling, and other protocols related to the use of ACPS facilities, such as schools, should be followed, as determined by the [Department of Facilities and Operations Comprehensive Guide for Return to School](#).

Face Masks and Training in Donning and Doffing PPE

- **All students and staff will wear a face mask while at school and on the bus.**
- We recognize that some students may struggle with this at first, but school staff will work in collaboration with parents/guardians to support students with this process.
- While the goal will be to increase the stamina of students wearing face masks, “mask breaks” will be allowed, as needed/appropriate (see the [Protocol for Mask Breaks](#) section).
- Face masks students and staff will be provided by ACPS through the Department of Facilities and Operations.

School staff who return to in-person instruction will receive opportunities to review modules on the use of face masks, PPE, or other mitigation measures, as appropriate for their position and situation. The CDC videos and handouts below can assist individuals or school teams in practicing and preparing for appropriate donning and doffing procedures as well as the appropriate way to put on and take off a face mask for themselves and to teach students:

- Face Masks
 - [Facemasks Do's and Don'ts \(English\)](#)
 - [Facemasks Do's and Don'ts \(Spanish\)](#)
 - [Use of Masks to Help Slow the Spread of COVID-19](#)
- Donning and Doffing PPE
 - [Video: How to Safely Put On Personal Protective Equipment \(PPE\)](#)
 - [Video: How to Safely Take Off Personal Protective Equipment \(PPE\)](#)
 - [Use Personal Protective Equipment \(PPE\) When Caring for Patients with Confirmed or Suspected COVID-19 \(English\)](#)
 - [Use Personal Protective Equipment \(PPE\) When Caring for Patients with Confirmed or Suspected COVID-19 \(Spanish\)](#)
- Putting On and Taking Off an N95 Respirator Information for Designated Personnel
 - [Respirator On/Respirator Off \(English\)](#)
 - [Respirator On/Respirator Off \(Spanish\)](#)

Staffing for School Health Clinics and Health Annex

Each ACPS school/program has a dedicated school nurse assigned to support school health and wellness. School nurses are critical members of SST and school communities. Their role is to support the assessment and triage of students who present with signs of illness or injury, assist with health and wellness education messaging and topics, maintain health records to include required vaccinations for students, and serve as a member of the School COVID-19 Team in their building.

In the instance that a school nurse is unable to be in a building on a given day, every effort will be made to find a qualified substitute. If a substitute cannot be secured, a buddy system is set up where a school nurse in another ACPS school is on call for school administrators to support any issues or concerns that may arise.

The Health Annex will be staffed by health monitors to ensure that students who have symptoms of COVID-19 are safe while waiting for parent/guardian pickup. Health monitors should discuss the best method of communication between the Health Annex, front office, and school nurse—based upon the resources available in the building—to stay connected regarding students that are in and out of the space. Additionally, health monitors in the Health Annex will need to keep a list of:

- The date
- Students in
- Time in/time out (parent/guardian pickup)
- Confirmation of who picked up the student for safety purposes
- Signature of the person picking up student

Health monitors in the Health Annex should work with school nurses and administrators to ensure that families are contacted and arrangements made for the prompt pickup of the student. All guidelines around releasing students during the school day and to persons other than the parent/guardian should be followed.

Protocol for Mask Breaks

ACPS requires face masks at school and on the bus for all students in grades Pre-K to 12 as well as all ACPS staff. Students and staff may require or request mask breaks from time to time. Mask breaks may be completed under the conditions below:

- Students and staff are able to maintain a distance of 6 feet from each other for the duration of the break.
- School or program administrators are notified of the break or schedule of breaks (if applicable).
- The mask break should take place outside whenever possible.
- If the mask break is held indoors, a minimum of 6 feet of distance is required. Students should all be facing the same direction and engaged in a quiet activity, such as sustained silent reading, for the duration of the break.
- The doffing (taking off) and donning (placing on) of face-mask protocols are followed by students and staff (see the [Face Masks and Training in Donning and Doffing PPE](#) section).

How to Take Off a Face Mask (Doff)

- Ensure that students and staff are at least 6 feet away from one another for the duration of the break.
- Remove mask using the following procedure:
 - Wash hands with soap and water or use hand sanitizer.
 - Avoid touching the front of the mask.
 - If the mask has ear loops: Hold both of the ear loops and gently lift and remove the mask.
 - If the mask has ties: Untie the bottom first, then untie the top and pull the mask away from the face as the ties are loosened.
 - If the mask has bands: Lift the bottom strap over the head first, then pull the top strap over the head.
- Once the mask has been removed, carefully fold it in half with the inside of the mask touching, and place the mask in a labeled paper bag or in a rolled-up paper towel.
- If the mask is soiled, dispose of it in the trash (if disposable mask) and put on a clean mask after break.
- If a cloth mask is soiled, put it in a separate bag and then in a backpack to bring home for laundering. Put on a clean cloth mask after break.
- Wash hands with soap and water or use hand sanitizer.

How to Put on a Mask (Don)

- Clean hands with soap and water or use hand sanitizer.
- Put on the mask using the following procedure.
 - Remove the mask from the paper bag or paper towel. Do not touch the outside (front) of the mask.
 - If the mask has ear loops: Hold the mask by the ear loops and place a loop around each ear.
 - If the mask has ties: Bring the mask to your nose level and tie the top tie first followed by the bottom tie. Secure ties with a bow.
 - If the mask has bands: Bring the mask to nose level without touching the outside (if reusing the mask) and pull the top strap over the head followed by the bottom strap.
 - Make sure the mask covers the nose, mouth, and chin.
 - Wash hands or use hand sanitizer.

ACPS's Return to In-Person Instruction Checklists

For Parents/Guardians/Students

- Current physical, up-to-date grade level immunizations and tuberculosis (TB) screen
- Updated health information and an Individualized Health Care Plan (IHP) form on file
- Emergency medications and related authorizations, if applicable, in the school Health Clinic
- Current demographic information, with up to date phone numbers for parents/guardians/emergency contacts
- Authorization to Use and Exchange COVID-19 Information* form (MS Word) (Strongly Recommended)
 - [Amharic](#) | [Arabic](#) | [English](#) | [Spanish](#)
- For students with complex medical issues, a request for the release of information for the school nurse to communicate directly with the primary care provider, with school nurses being made aware of any specialized health needs. (Strongly Recommended)
- Student preparation for the wearing of face masks:
 - [CDC Facemasks Do's and Don'ts](#) (English)
 - [CDC Facemasks Do's and Don'ts](#) (Spanish)
 - Note that some SWD or students with specific health conditions may not be able to wear a face mask the entire time they are at school or at all. This should be discussed with the specific school or program.
- COVID-19 ACPS Parent or Guardian Commitment Form* (MS Word) (Strongly Recommended)
 - [Amharic](#) | [Arabic](#) | [English](#) | [Spanish](#)

For School-Based Staff

- PPE (one month supply at school site)
- Authorization to Use and Exchange COVID-19 Information* form (MS Word) (Strongly Recommended)
 - [Amharic](#) | [Arabic](#) | [English](#) | [Spanish](#)
- Air purifier (in Health Clinics and other locations, as determined by the Department of Facilities and Operations)
- Two people in the school building trained for medication administration
- On-site, school-based staff trained in epinephrine (EpiPen) administration per the [COVID-19, Food Allergies, and Meals in the Classroom \(MIC\)](#) guidance.
- Walk-through with a completed checklist for the Health Clinic and Health Annex (School Health staff)
- Completed table-top/simulation exercises with the AHD

- Completed training for PPE selection, handwashing, and donning/doffing PPE
- Fit testing for an N-95 respirator (School Health staff)
- Completed training on blood-borne pathogens (BBP) prior to the return to a school building
- A school-based COVID-19 team identified and trained per ACPS/AHD training specifications
- Classroom seating charts—to include addresses and phone numbers of students and staff, as well as copies of the *Authorization to Use and Exchange COVID-19 Information* form—provided to the school or program administrator and the school nurse to support potential needs for contact tracing

Health and Safety Measures

Space Utilization and Social Distancing Within School Facilities

As recommended by the CDC and the AHD, ACPS will establish and maintain a 6-foot social distance between all student desks and other applicable furniture.

Face Masks and PPE

ACPS understands that those who are asymptomatic can still spread COVID-19; to this end, anyone riding an ACPS bus or van, attending/visiting an ACPS facility, or participating in an ACPS-sponsored event will be required to wear a face mask unless medically exempt. CDC guidance states, "Masks should not be worn by children under the age of two or anyone who has trouble breathing, is unconscious, incapacitated, or otherwise unable to remove the mask without assistance." If parents/guardians believe their child is exempt, they should contact the school principal who will consult with the director of school health services. Face masks will also be required when performing emergency drills. Staff who believe they may be exempt should consult with the Department of Human Resources.

ACPS has purchased reusable face masks for all students and staff prior to a return to school (whether hybrid or traditional). Every student and staff member will be provided five reusable face masks. Reusable face masks will have to be laundered regularly. Cloth face masks or disposable masks will be available for students and staff who do not bring their own. A disposable mask will be provided to essential visitors who lose or forget their mask. Face coverings should be used in accordance with acceptable and effective practices, as established by the CDC's guidance, [Use Masks to Help Slow Spread of COVID-19](#).

Students, staff, and visitors should avoid touching their eyes, nose, or mouth when removing a mask, and they should wash their hands immediately before and after removal. The Department of School and Community Relations will create training campaigns to promote and instruct families, staff, and community stakeholders on the use of face coverings. Reinforcement of face masks requirements will primarily be accomplished through signage, safety messaging, and staff reinforcement. For additional clarification on proper mask usage, see the CDC's guidance, [How to Wear Masks](#).

Specialized PPE

Employee groups working in certain capacities will be/have been provided specialized PPE by ACPS. Specialized PPE includes:

- **Gloves:** To be used by mechanics, custodial and maintenance personnel, bus drivers, school nutrition personnel, school health staff, and others working/instructing in a specialized capacity
- **Face Shields:** For use by bus drivers, specialized instruction citywide staff, school health staff, and others working/instructing in a specialized capacity
- **Gowns:** For use by bus drivers, specialized instruction citywide staff, school health staff, and others working/instructing in a specialized capacity
- **Sneeze Guards:**

- Stationary sneeze guards will be provided to each school’s front office where there are open work spaces.
- Portable sneeze guards will be provided to specific staff based on a work program (i.e., specialized instruction staff).
- Additional considerations for sneeze guards will be reviewed for counseling, psychology, and social work offices, as deemed necessary.

Heating, Ventilating, and Air-Conditioning (HVAC) and Air Quality Verification

Proper HVAC operation and maintaining acceptable Indoor Air Quality (IAQ) in a facility is a collaborative effort between the offices of Educational Facilities and Maintenance and Custodial Services. ACPS has implemented certain CDC and American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidance regarding ventilation to help reduce the risk for exposure to coronavirus. Schools are designed to ventilate outdoor air throughout the day to reduce the buildup of pollutants and odors by approximately 35% outside air. Contractors and internal maintenance staff conduct routine and preventative maintenance on the interior and exterior of the facilities, mechanical, electrical, HVAC, and plumbing systems—including replacing air filters, deep cleaning, and disinfecting throughout. Custodians and building engineers conduct regular complete building checks, to include identifying any areas of potential concern (e.g., areas that collect dust, exhaust fans in restrooms, etc.).

Some of our schools have older systems and equipment that have to be closely monitored and balanced. It is essential to keep these systems balanced to provide clean, filtered air into interior classrooms and other spaces. Any deviation from air volume rates and temperature ranges has an impact across portions of the system and the area that it is serving. Thus, temperatures should be maintained through specifically set point ranges to ensure the fans, motors, etc., are keeping up with airflow and outside temperature fluctuations. Based on these noted considerations, we are not recommending the opening of windows within classrooms/throughout the facility, as this brings in unfiltered air with more particulates, pollens, etc., into the interior spaces and destabilizes the air balance and relative humidity levels. This cross-contaminates the filtered and outside air and can elevate moisture levels, increasing the risk of mold growth.

It is important to note that the Department of Facilities and Operations is not completing unbudgeted retrofits and/or HVAC replacements on systems at this time. If there is a concern regarding air quality, the Modified Calendar Schools (MCS) team will investigate, and additional measures such as air purification equipment will be supplied. MCS will also request support from an environmental contractor, as needed, if any air quality concerns rise to that level. More information can be found in the [Department of Facilities and Operations ACPS HVAC FAQ](#).

Cleaning Protocols and Disinfection of Spaces

The cleaning and disinfection of our facilities are a critical component of ACPS’s reopening plan. The CDC’s public facility cleaning and disinfecting guidelines, [Cleaning and Disinfecting Your Facility](#), recommends cleaning with Environmental Protection Agency (EPA)-certified disinfectant products (see [List N: Disinfectants for Coronavirus \(COVID-19\)](#)). ACPS custodial staff (internal and contracted) have implemented daily enhanced cleaning of classrooms, offices, and common areas such as restrooms, hallways, cafeterias, libraries, gymnasiums, elevators, teachers’ workrooms, etc., throughout the school year. There will be a need for limited support from all staff, including teachers, nurses, bus drivers, and school nutrition, to assist in cleaning efforts to help mitigate the potential spread of COVID-19 (supplies will be provided).

ACPS continues to adjust cleaning processes and implement measures to ensure that classrooms, common areas, and personal workspaces are regularly cleaned and disinfected to prevent the potential spread of COVID-19. In addition to these measures, ACPS has implemented the following measures to maximize cleaning and disinfection efforts:

- **Restroom Cleaning:** ACPS custodial staff (internal and contracted) will clean and disinfect restrooms every 1.5 to 2 hours. The cleaning protocol will include thoroughly disinfecting hard surfaces, doors, toilets, handles, etc., and ensuring that all supplies are always fully stocked. Checklists will be utilized as part of the cleaning procedure.
- **Increased Cleaning of Frequently Touched Surfaces:** ACPS custodial staff will clean frequently touched surfaces/points thoroughly throughout the day, with limited support from all staff (i.e., door handles, glass doors, elevators, elevator buttons, doors, tables, chairs, and light switches). Additional custodial coverage during the day will be provided, where appropriate, depending on building occupancy and need.
- **Cleaning Between Meal Service:** For snacks and/or meals served in the classroom, the classroom teacher will use surface disinfectant provided by the Office of Maintenance and Custodial Services to wipe down desks, chairs, and ancillary surface areas around the desk before and after snacks and/or meals.
- **Cleaning Between Classroom Changes:** If the decision is made to allow transitions throughout the school day, desks will have to be wiped down in between transitions. This will be accomplished by custodial staff **with** required support from instructional staff, as needed.
- **Levels of Cleaning:** Table 8 summarizes the levels of cleaning, types of products that are used for each cleaning level, applicability, and the frequency of cleaning and disinfecting.

Table 8
Levels of Cleaning

Cleaning Level	Description	Cleaning Products	Applicability	Frequency
Enhanced Cleaning	This includes all aspects of the routine program with the addition of daily disinfecting. Additional cleaning and disinfecting will be performed on frequently touched surfaces such as desks, tables, doorknobs, handrails, light switches, elevator buttons, etc. Soft surfaces will be treated and left to dry before use, and electronics will be wiped down.	Commercial-grade, Environmental Protection Agency (EPA)-approved cleaning products, which support reducing the risk of COVID-19	Use until the risk of COVID-19 transmission is sufficiently mitigated.	New daily routine cleaning in response to COVID-19 Cleaning and disinfecting frequently touched surfaces will occur (1.5 to 2 hours a day), which will result in multiple times a day, most specifically: <ul style="list-style-type: none"> ● Prior to school beginning ● Between classroom transitions ● Before and after meals and snacks are served in the classroom (teacher) ● After school dismisses

Urgent Cleaning	<p>This includes all aspects of the enhanced program. In addition, this includes disinfecting walls, lamps, hard and soft surfaces, and flooring. Electronics will be wiped down.</p> <p>The area should be cordoned off for the first 24 to 36 hours, or as long as possible to safeguard cleaning crews and others. After 36 hours, work is to be performed.</p>	<p>Commercial-grade, EPA-approved cleaning products, which support reducing the risk of COVID-19</p>	<p>Use in response to founded building-level concerns and/or confirmed cases of COVID-19.</p>	<p>As required, due to building-level concerns and/or potential or confirmed positive cases of COVID-19</p> <p>Impacted spaces will be closed for 24–36 hours PRIOR to cleaning and disinfection. Once properly cleaned and disinfected, the spaces can be reopened and occupied.</p>
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Self-Cleaning Protocol

Mitigating the potential spread of COVID-19 will take support from all within our schools and facilities; to this end, we ask staff to do their part and wipe down personal items and work surfaces throughout the day, including wiping down their personal work space(s) and items at the start and end of the workday. Disinfectant wipes and/or spray bottles filled with disinfectant will be provided by the Office of Maintenance and Custodial Services. If additional supplies are needed, please contact the Office of Maintenance and Custodial Services via our work order request system (School Dude). We encourage staff to submit requests prior to running out of supplies, with the expectation of a 48-hour turnaround time.

Meal Service Plan for Citywide Special Education Students

School Nutrition Services (SNS) maintain safety protocols while preparing and serving meals. We require all SNS staff who are preparing meals to wear a clean, reusable mask and apron daily as well as the use of disposable gloves for meal preparation and at our meal distribution locations. To minimize food allergens, handwashing with soap and water must occur before and after meals served in classrooms.

Hybrid Meal Service

- **Breakfast:** All students in grades Pre-K–12 will have access to “Grab and Go” breakfast meal bags at the point of entry into the building each morning. Students will pick up their meals and take them to their classrooms.
- **Lunch:** Students in grades Pre-K–9 will receive meals delivered to their classroom daily. The monitor/teacher will provide a meal count at the beginning of the class period that lunch will occur. SNS will provide a menu and meal selection identification form to capture daily meal counts. This form will include both lunch and snack selections. Once the meal counts have been finalized, the form will be placed outside the classroom for SNS staff. The SNS staff member will review the meal count sheet and provide the meals. It would be helpful if the teacher/monitor could identify, in advance, where they would like to have the meals placed, whether outside the door on a desk (provided by the teacher/monitor) or inside the classroom. This will minimize any disruption to classroom time during meal delivery services.
- **TC Williams Campus:** Lunch meals will arrive on carts staged at predetermined access points throughout the building. Students will pick up meals directly from the meal carts, as assigned.
- **Snacks:** The snack meal will be delivered with the lunches each day. The snack is a shelf-stable meal that can be consumed at any time during the day or after school.

Menus

- Menus for MIC, as well as other meal services this year, can be reviewed at: https://www.acps.k12.va.us/cms/lib/VA01918616/Centricity/Domain/871/In_School_Menu.pdf. Also, paper menus will be sent to the buildings for further distribution. If you need additional assistance, please contact Sonya Grant, SNS Services, at 703-619-8407 or email food@acps.k12.va.us (preferred) for more information.

Other Meals

- **Meals From Home:** Students can bring meals from home. It is important that meals from outside do not get commingled with meals prepared by SNS. Therefore, each classroom will need to designate a safe location for the outside meals.
- **Delivered Meals From Outside Vendors:** In accordance with [ACPS Wellness Guidelines](#), food outside the school nutrition program will not be permissible.

Meal Time

For students to be well-nourished and ready to learn, they must have enough time to eat. The goal is to allow 20 minutes for breakfast and a minimum of 30 minutes for lunch.

Food Sharing

To promote safe hygiene practices, food sharing among students will not be permitted. Any foods not consumed during the meal period may be discarded or saved by the student. Students may save unopened food inside their personal bags, lunch box, or backpack for consumption at a later time and/or at home. No food will be sent back to the cafeteria once it has been received by the student or delivered to the classroom.

Food Waste and Meal Trash Collection

To ensure students remain within their own cohort, the collection of food waste and other trash from meal services will be a collaborative effort. Therefore, each classroom will be provided a roll of clear, large trash bags and a box of gloves. After each meal service, the teacher/monitor will use a pair of gloves, collect students' trash, tie a knot on the bag, and place the bag in the hallway. Custodial staff will retrieve bags immediately following each meal period.

Transportation of Students

The Office of Pupil Transportation and Fleet Management (PTFM) will implement the following for transporting students to school:

- District wide routes will be planned.
- Routes will be created to meet school-bell schedules.
- Each student enrolled will be identified.
- Monitors will be assigned based on historical data or data provided for newly registered student needs.
- A properly equipped PTFM bus or van will be assigned.
- Drivers will be provided with assigned route sheets and seating charts. These seating charts will be followed.
- Copies of these seating charts will be given to drivers and/or monitors. Each day, the bus drivers or monitors should check off each student's name as they enter the bus. This will be done on the morning and/or afternoon (when applicable) routes. Drivers and/or monitors will be required to return these seating charts to their

dispatch on a daily basis. This will allow us to track which students rode the buses on specific days in the event that a student develops COVID-19 symptoms, is exposed to an individual who develops COVID-19 symptoms, or is diagnosed with COVID-19.

- Students will be seated as far away from each other as possible on the school bus. We will assign seats based on the one-student-per-every-other-row model (or every two rows, based on the size of the bus). Siblings may be seated together.
 - Seating may change to one student per row if health data around COVID-19 supports moving to this less restrictive social distancing practice.
 - Students will wear masks while entering, riding, and exiting the bus.
- Bus drivers and bus monitors will be issued proper PPE supplies and an assigned protective face shield for additional safety precaution.
- Bus monitors will have access to hand sanitizer or sanitizing wipes for use, as necessary.
- The bus will be loaded from the back to the front in order to alleviate unnecessary contact between the students as they enter the bus. The bus will be unloaded from front to back in order to alleviate unnecessary contact between the students as they leave the bus.

Bus-Cleaning Procedures

- Buses will be cleaned between each run by PTFM and/or custodial staff.
 - All high-touch/contact surfaces will be wiped down with disinfectant/sanitizer wipes after each run.
- Buses will be cleaned again at the end of each school day.
- All high-touch/contact surfaces will be wiped down with disinfectant/sanitizer wipes upon return to the transportation center.
 - Any collected trash will be removed and properly disposed of.
- If there is an identified case of COVID-19 with a student who rides a bus, that bus will be cleaned utilizing an EPA-approved cleaning solution through an electrostatic sprayer.

Procedures in the Event of a Positive COVID-19 Case

All procedures for contact tracing and collaboration with the AHD can be found in the [COVID-19 Teams and COVID-19 Staff Requirements](#) section.

Human Resources: Family Choice Form and Hybrid Staffing

Family Choice Form Questions Campaign

From December 2–18, 2020, ACPS launched the [Family Choice Form Questions](#) for families to complete through the parent portal of our information system, known as PowerSchool. We asked families to indicate their intent to return to the classroom in a hybrid model or continue with 100% virtual learning with the purpose of capturing the intentions of all our families. We launched a comprehensive grassroots campaign to reach families through email messages, texts, school newsletters, and social media posts, encouraging them to complete the form online. Our efforts included an initial layer of outreach with targeted phone calls and outreach to families who do not have PowerSchool accounts or emails in the system. We also created several videos, scripts, FAQs, instructions, and targeted call lists to reach our families. In addition to the support from school-based staff, we employed the assistance of our Virtual PLUS+ Multilingual Helpline staff to field incoming calls and assist families with questions and form completion.

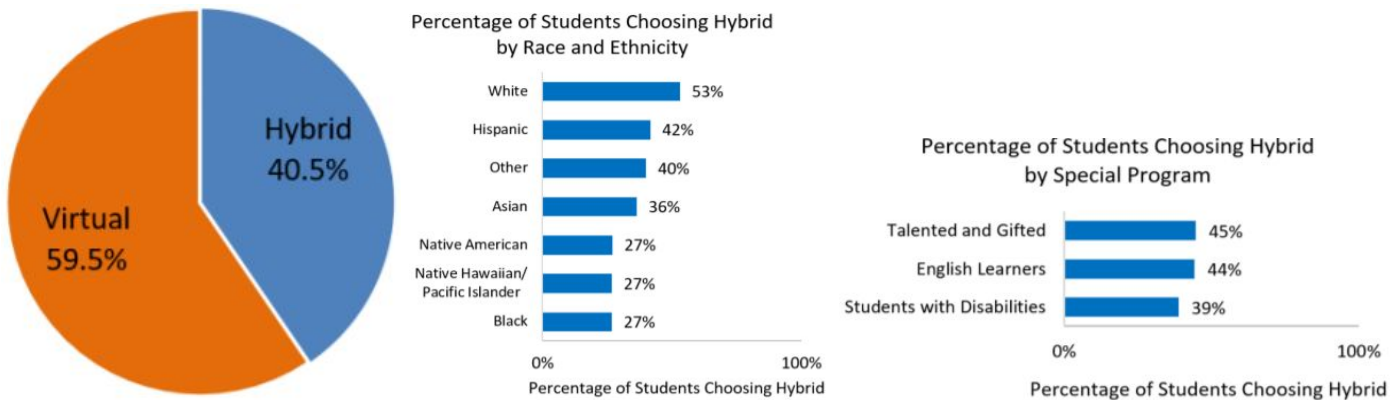
The families of 12,852 students (83% based on a total of 15,477) completed the Family Choice Form Questions between December 2–18, 2020, indicating their current preference to return to school in person under a hybrid instructional model, or remain in the 100% virtual instructional model. Students with no response were assigned to remain in the 100% virtual model. This information was also collected by the school and provided to the school leaders to inform planning as well as communication.

Key findings included:

- Overall, 59.5% of families opted to remain 100% virtual. This includes the 17% of families who did not complete the form.
- When data were disaggregated, differences were seen across race/ethnicity, with a high of 53% of White families opting for hybrid compared to a low of 27% of Black families.
- No large differences were seen by Special Programs (SWD, TAG, EL) from overall division trends.
- Differences were noted across grade level, with higher rates of hybrid selected for the youngest ACPS students.
- Wide ranges of hybrid selection were seen by school with a high of 68% at George Mason to a low of 26% at Patrick Henry.

Figure 5

Percentage of Students Choosing a Virtual vs. Hybrid Instruction Model



Hybrid Staffing Sheet

The Hybrid Staffing Sheet was created to serve as a single location to track staffing, room usage, and student hybrid preferences for returning to school or remaining virtual. Principals will enter data as it changes so that the Central Office is able to pull timely information by school and division to inform planning.

Table 9

Hybrid Staffing Sheet

A	B	C	D	E	F	G	H	I
Employee First Name	Employee Last Name	Position (Generated by HR)	Position Type	Middle School Team	Phase for Reentry	Original Intent to Return	Current Intent to Return	Classroom Monitor Needed
J	K	L	M	N	O	P	Q	
If Applicable, Name of Person Covering	Original Assigned Room	Room to Be Used	COVID-19 Room Capacity	Number of Virtual Students	Number of Hybrid A Students	Number of Hybrid B Students	Additional Notes	

Multiple departments were submitting requests for data from the principals that were similar but slightly different. Additionally, staff who changed their minds between hybrid and virtual were directed by human resources to inform their principals of their decisions after the November survey, but there was no common way to collect and track this

information. Facilities requested data on room usage and capacity. Principals also needed a document to help with distribution of students into spaces for Cohort A and Cohort B hybrid days.

During an elementary principal's meeting, the idea was shared to create a central location to capture this information in real time and to lighten the load for principals. We were able to use analytic tools within Google Sheets, such as pivot tables, to analyze the data for all departments. The information captured in this document includes the following and much more:

- Staff's intent to return from November
- Changes in staff's intent to return based on current responses
- Monitors needed for some staff who are remaining virtual (not every virtual staff member requires a monitor)
- Phase of staff for reentry (helps to determine how many monitors are needed by phase)
- Room usage and capacity
- Total students virtual per class
- Total students hybrid per cohort
- Breakdowns of needs by position (e.g., how many citywide monitors are needed)

Note: The data in the sheet is live and only as accurate as individual principals update their data.

Overview of Hybrid Instruction in ACPS

Hybrid Instructional Models

With all of the feedback and lessons learned from the fall, we have decided that our current building and staff capacities make concurrent the most feasible hybrid model. We have worked with school leaders, teachers, and community members to develop the best plan for APCS for our students to return to schools based upon the phased reentry plan approved by the School Board. Our staff and families value stability, simplicity, minimal disruptions, and safety throughout the transition to hybrid.

Students in the ACPS hybrid model are divided into three cohorts: Cohort A students attend school face-to-face on Tuesdays and Wednesdays and engage in virtual instruction on Thursdays and Fridays (with Mondays for individual projects and teacher office hours as well as extra instructional support); Cohort B students attend face-to-face on Thursdays and Fridays and virtually on Tuesdays and Wednesdays (with Mondays for individual projects and virtual teacher office hours as well as extra instructional support); and Cohort C students engage full-time in virtual instruction four days (Tuesdays through Fridays) each week. Additionally, Mondays will be available as time for planning, as well as a professional learning day during identified times, while still allowing teachers time to conduct virtual teacher office hours. Schools are developing class lists and course assignments and striving to keep students with the same teachers as much as possible under the hybrid model. Table 10 provides an example of the hybrid schedule, along with Mondays remaining asynchronous.

Table 10
A Week in ACPS: Students + Teachers

	Cohort	M	T	W	TH	F
Teacher	A (Hybrid)	Asynchronous Day for Students Planning Day for Teachers Professional Learning for Teachers Office Hours for Teachers	In Person	In Person	Virtual	Virtual
	B (Hybrid)		Virtual	Virtual	In Person	In Person
	C (100% Virtual)		Virtual	Virtual	Virtual	Virtual

As we transition to the hybrid instructional model, there will be a focus on asynchronous and synchronous instruction,

opportunities for live webinars, interactive live chat discussions, face-to-face instruction, virtual instruction, recorded video content, Google classroom, other learning options from within the Canvas learning management system, and dedicated blocks of time for teachers and others to provide one-to-one contact with parents/guardians and students as well as a check-in with counselors and other related services staff to determine academic, social–emotional, and health needs.

Instructional Approach: Concurrent Teaching

Our goal is to make the transition to hybrid as easy as possible. After research and exploring different models of hybrid instruction, we settled on concurrent teaching as the model to pursue as a part of the hybrid learning model. ACPS defines concurrent teaching as “instruction where teachers deliver instruction simultaneously to students in person, and virtually, or in the classroom.” This model creates flexibility for teachers and families who are unable to return to in-person learning and maintains the structures that existed during virtual instruction. Concurrent teaching allows schools to replicate their current virtual schedules, and principals are refining their schedules for both in-person and virtual learning cohorts.

The ACPS Teaching and Learning Framework (see Figure 6) will continuously guide the overall instructional experience for students. The framework is guided by four instructional phases: Plan, Teach, Assess, and Adjust.

Figure 6

ACPS Teaching and Learning Framework



This instructional framework aligns with the overall hybrid plan by allowing teachers to effectively plan on asynchronous Mondays. Planning in the hybrid setting is pivotal as teachers make the transition to having students in person and online. The framework begins with principles for teachers to **plan** lessons that are aligned with curriculum standards and pacing requirements. Next, the framework highlights ways to **teach** to ensure that all students receive an engaging and appropriate educational experience—one that is both culturally appropriate and strategy rich. Third, the **assess** section emphasizes teachers’ monitoring of their students’ achievement using meaningful and ongoing feedback. The final section of the framework presents strategies teachers can use to **adjust** how they reinforce students’ learning to guide them toward proficiency and beyond.

ACPS is committed to providing a foundation for **instructional excellence** consistent with instructional practices that lead to higher student achievement. This instructional framework outlines the essential components of **effective**

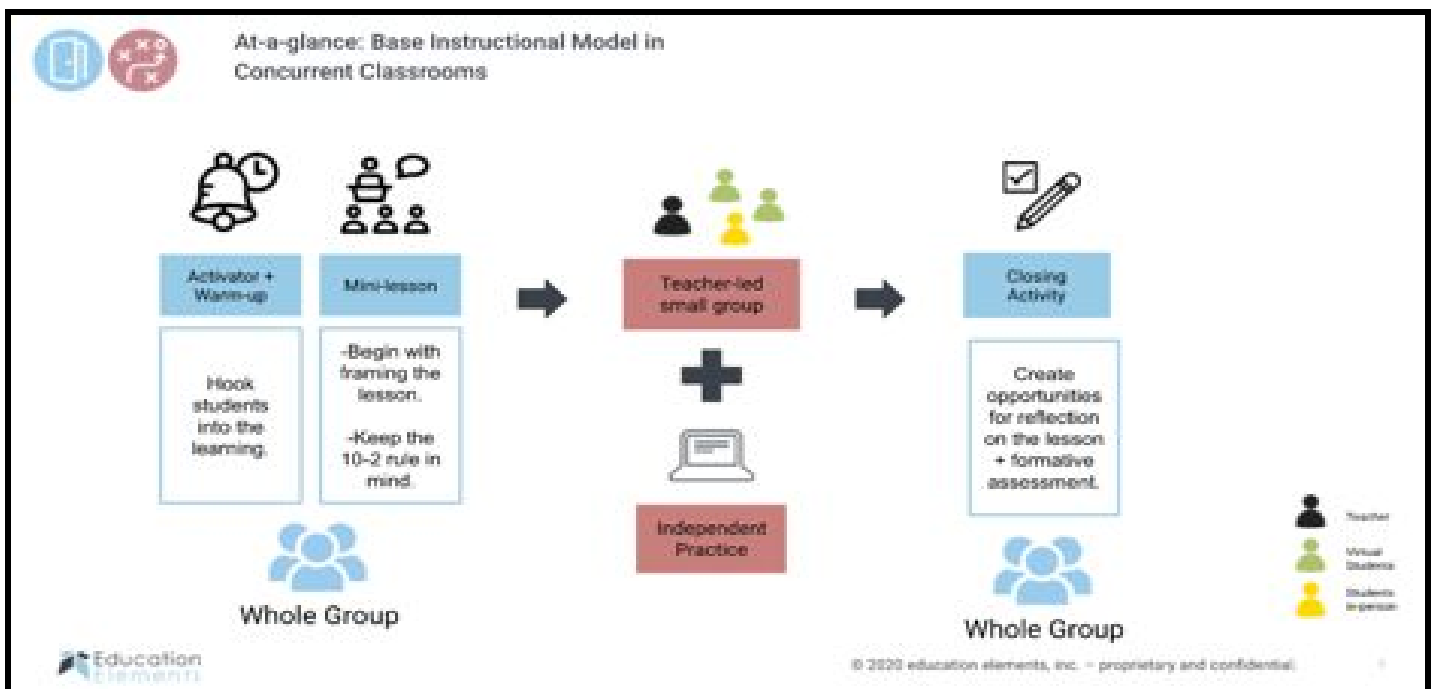
teaching and learning while supporting teachers and school leaders in their professional growth. It also reinforces the work of **Professional Learning Communities (PLCs)** as part of the **School Improvement Planning** process. This framework provides a common language to ensure a coherent, intentional approach to curriculum and instruction essential for success during the hybrid model.

In the hybrid setting, concurrent instruction will consist of students receiving direct instruction on Standards of Learning (SOL), small-group instruction, hands-on learning, immediate feedback, and small-group intervention. SWD, EL, and TAG students will continue to receive instruction, as outlined by their respective programs. For example, TAG students will continue implementing their Differentiated Education Plan (DEP) in the hybrid setting, ensuring that their academic needs are met.

Types of Hybrid Instructional Models

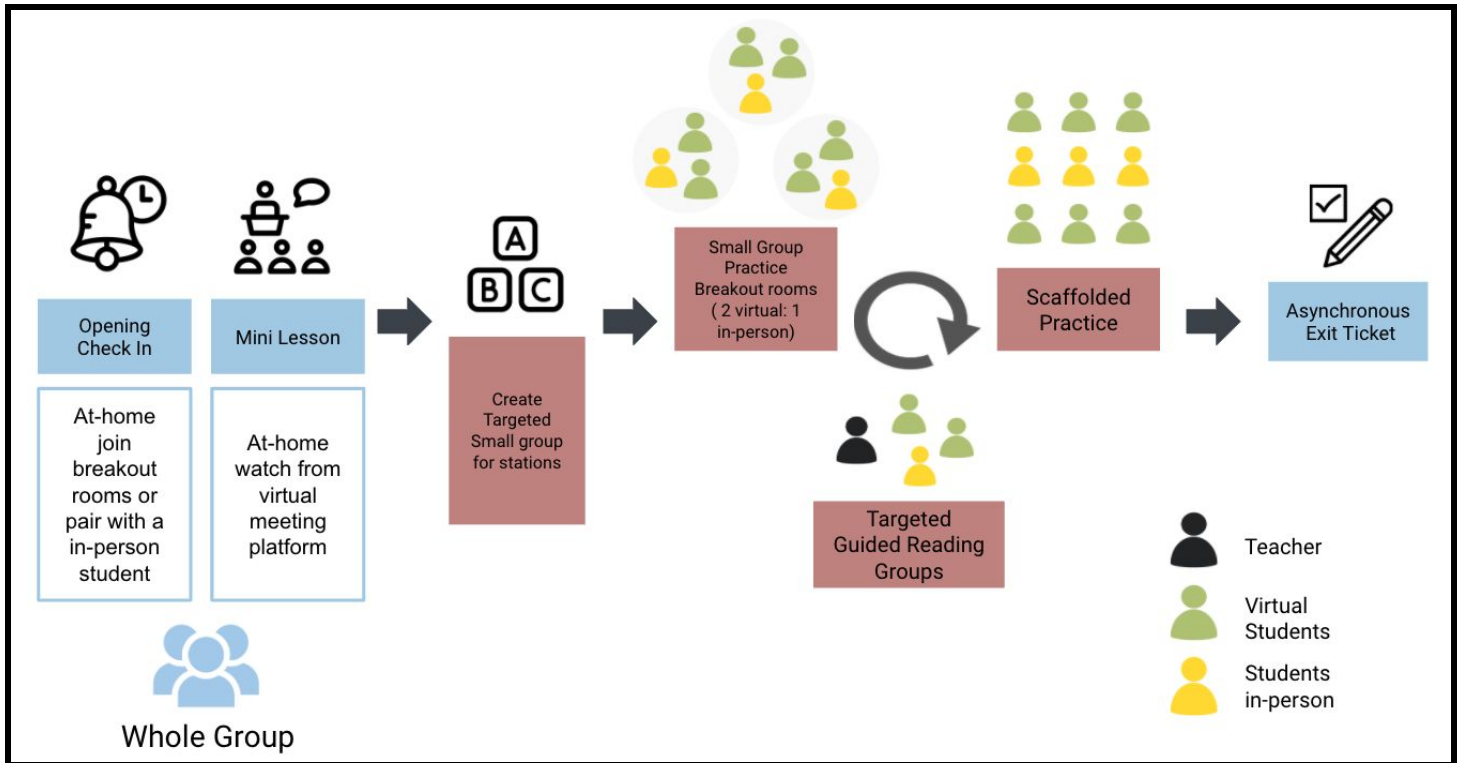
Instruction in this hybrid model will align with the ACPS Teaching and Learning Framework and be flexible in meeting the needs of diverse student populations. The hybrid concurrent model allows for flexibility and adaptability for our teachers and students. At the base level, teachers will focus on a connecting activity, key content or skills, and small-group instruction and practice, followed by a culminating reflection activity or assessment.

Figure 7
ACPS Base Instructional Model



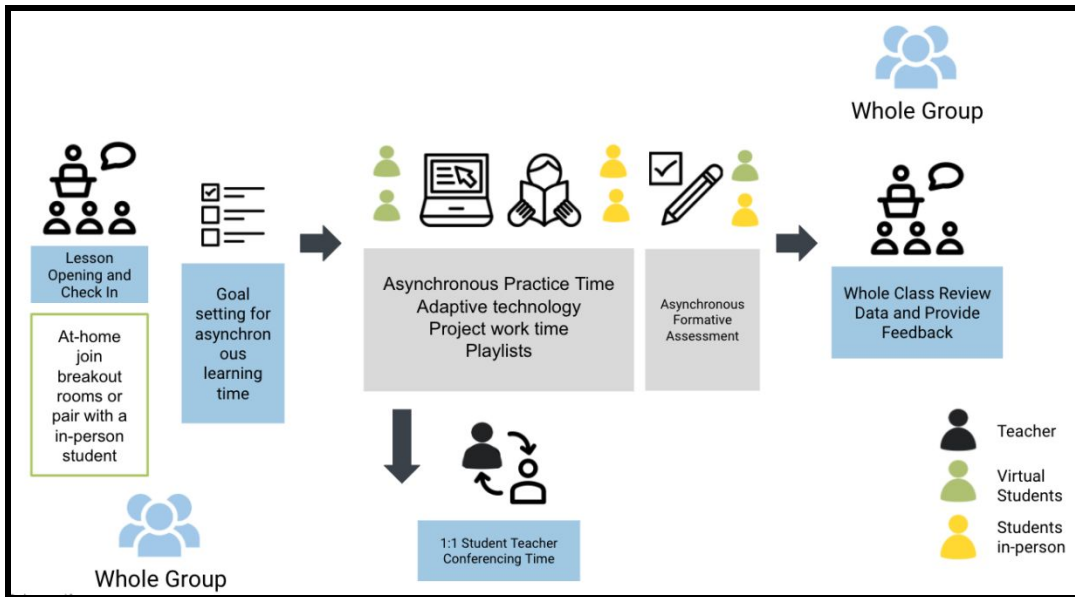
Teachers can adapt this model according to the needs of their students or their lesson. Teachers might implement a station rotation model where students learn in small groups with the teacher, complete asynchronous activities, or collaborate with other students.

Figure 8
Station Rotation Model



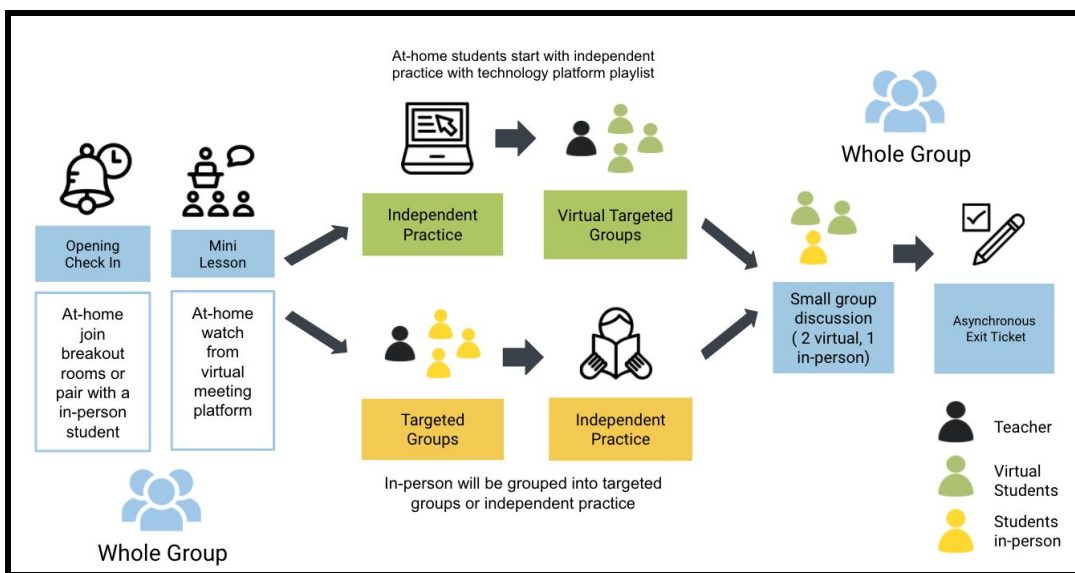
Teachers may also prioritize student goal setting and reflection while also creating time to meet individually with students. In this situation, teachers might implement a flipped model with a longer time frame and a more individualized learning focus for students.

Figure 9
Flipped Model



Teachers may also want to balance out the time between virtual and in-person students. This model may be appropriate as teachers transition students back into the classroom with new routines and procedures. In the split-stations model, teachers can divide the students according to their locations, with virtual students engaging in different content or activities than in-person students. This allows teachers the time and focus to address the needs of students attending from different locations.

Figure 10
Split Model of Instruction



Instructional Practices: Core and Encore

The Humanities; Science, Technology, Engineering, and Math (STEM); and Literacy Teams will continue to support teachers with both in-person and virtual instruction. These teams have developed many resources that will support hybrid instruction. All content areas have determined priority standards as well as sequence and pacing guides that include weekly learning topics to support classroom instruction and lesson planning. These resources are coupled with the design of additional virtual and hybrid lesson resources on Canvas to provide support for teachers with synchronous and asynchronous hybrid instruction. Additionally, the teams have been focused on ensuring teachers and students have equitable access to resources that are transferable across in-person and remote settings:

- Pre-K–5 packets
- E-books for Pre-K–12 in multiple languages
- Fast Phonics
- Math
- Science student materials kits for K–5
- Additional resources will be developed, as needed

Career and Technical Education (CTE)

CTE teachers will engage students in concurrent learning using industry best practices, tools, and equipment to acquire proficiency through hands-on, simulation, individual kits, and guided-practice experiences to demonstrate competencies in their field of study. Competencies requiring hands-on work will be prioritized when students are on-site in the classroom or lab. CTE students will be given the necessary PPEs to master the competencies in a safe manner. Students that remain 100% virtual will continue their mastery of CTE competencies using teacher virtual lessons, virtual simulations, and/or provided individual kits. Summer and fall competency skills demonstration sessions are being planned for students to complete required licensure-type competencies.

Elementary Fine Arts Classes

All Visual Art, General Music, and Instrumental Music classes will remain virtual. Students will be instructed from home or their classroom through the computer to minimize virus transmission vectors, allow flexibility in scheduling, and provide enough space in the buildings to distance students properly. In Visual Art, students will continue using the individual supply kits provided by ACPS in the fall, with teachers supplementing with sanitized shared supplies, if necessary. General Music students that are in-school will be restricted from group singing, blown instruments, and high-impact movement to minimize the spread of virus-containing aerosol. Instead, students will hum, chant, play rhythm instruments, and practice low-impact movement at their seats. Instrumental Music students that are in-school will be restricted from blown instruments. To minimize distraction to other students, we advise schools with pull-out Instrumental Music courses to reschedule these classes to days that students are at home. Schools with Instrumental Music as part of their Encore rotation should have Instrumental Music teachers instruct the entire class in music theory and nonblown instruments.

Secondary Fine Arts Classes

All Dance, Theatre, Visual Arts, Orchestra, Band, and Chorus classes will meet in their regular classes with students and teachers masked and distanced appropriately. Dance and Theatre classes will use low-impact movement and keep using vocal projection to a minimum to reduce aerosol in person. Visual Arts classes will keep using shared supplies to a

minimum, with adults sanitizing them between classes. Orchestra students will play as usual, with shared basses or cellos being sanitized between classes, but playing woodwind and brass instruments inside the classroom will be restricted. Band students may continue to play online with in-person students practicing fingering. Outside distanced playing will be allowed if logistically possible. Group singing inside will be restricted. Chorus students may continue to sing online with in-person students humming or chanting. Individual singing may occur if the vocalist is masked and distanced at least 12 feet. Outside distanced and masked group singing will be allowed if logistically possible. Blown instrument and singing restrictions will be reviewed regularly based on the number of students in the class, the size of the performance space, and current COVID-19 data.

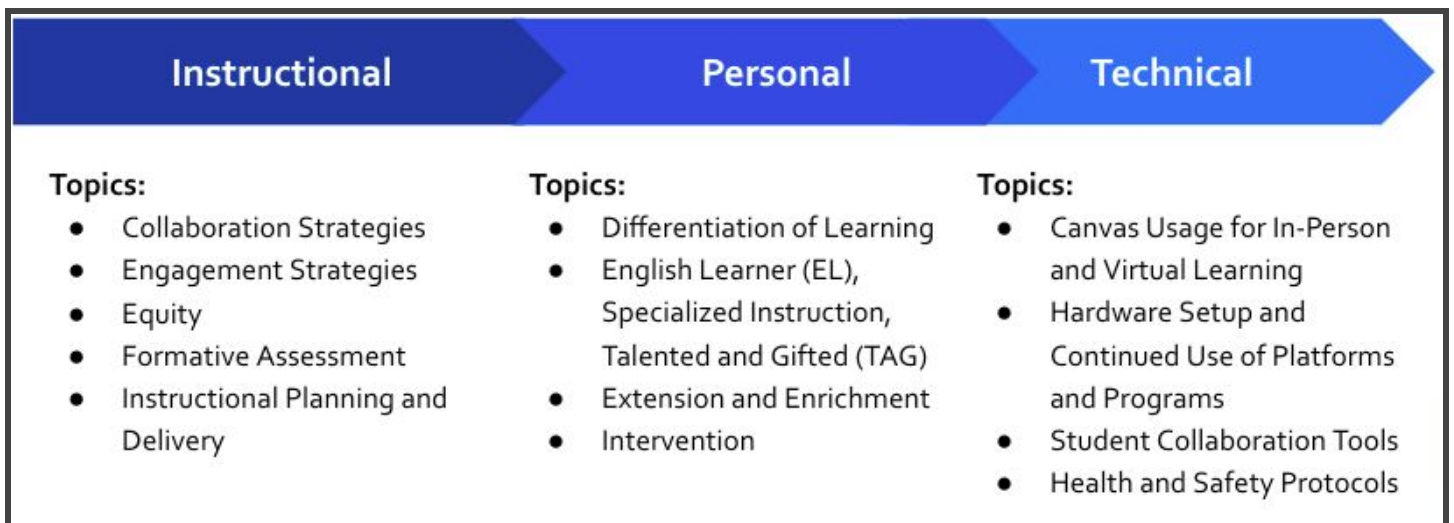
TAG

During weekly synchronous learning sessions, TAG teachers will facilitate VDOE standards-aligned gifted lessons that focus on the overarching themes of the gifted curriculum. They will use the flipped classroom model, as well as the tiering strategy, as needed, to meet the needs of all gifted learners. Asynchronous distance learning opportunities will focus on extension and enrichment activities and assignments delivered through the Canvas platform. Extension and enrichment activities may be in the form of independent study projects, choice boards, and passion projects. All provide an opportunity for students to engage in interdisciplinary and higher-level thinking. Resources for teachers are abundant and available in Canvas via the K–8 General Intellectual Aptitude (GIA)/Young Scholars (YS) curriculum. Virtual office hours led by the TAG teacher will be scheduled to support independent learning at home.

Professional Learning Supports

Professional learning around the hybrid instructional model and phased reopening will focus on the instructional, personal, and technical aspects of teaching. **Professional learning focusing on core instruction** will explore the instructional planning and delivery for the hybrid model. **Professional learning focusing on the personalization of instruction** will look at the assessment of learning and differentiation based on individual student needs. This professional learning will also focus on specific need areas like specialized instruction, EL, and TAG students. Lastly, **professional learning focusing on technical instruction** will center on the use of technology as well as health and safety protocols.

Figure 11
Professional Learning – Instructional, Personal, and Technical



The delivery of this professional learning will be primarily asynchronous. Teachers spend their time in a myriad of ways, and the flexibility of this professional learning will be paramount. In addition, professional learning should be supported by the people closest to the teachers. Instructional coaches, technology integration specialists, curriculum specialists, and administrators will all support the implementation of this instructional model. A presentation to be used at schools, as well as a module to ensure understanding of health and safety protocols, has been developed and is in the process of being published on Canvas. In addition, a page featuring both ACPS-developed and external resources for planning and delivering hybrid instruction is being published in Canvas. Beginning January 19, 2021, these resources will be available to teachers.

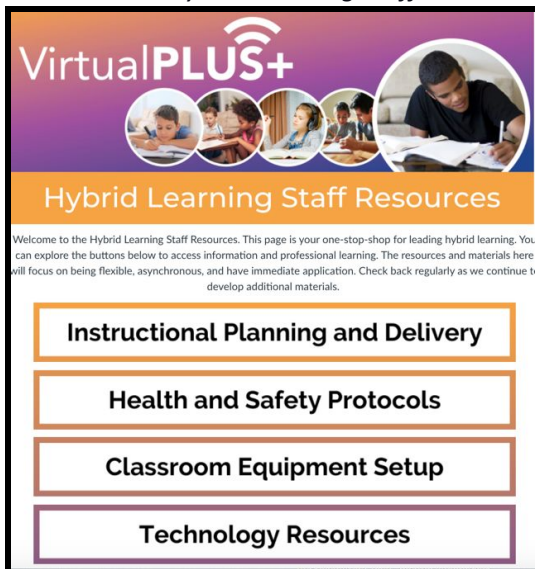
Figure 12
Professional Learning Delivery



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 International Baccalaureate™ (IB), STEM, Changing Education Through Arts (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.

Professional learning will ensure that all staff members acquire the skills and understandings necessary to sustain effective instructional delivery that is personalized and differentiated to address students’ strengths and needs. There will also be a major focus on addressing issues of learning loss, including coaching, intervention, and related support services, as needed.

Figure 13
Virtual PLUS+ Hybrid Learning Staff Resources



Overview of Hybrid Sample Schedules: Elementary, Middle, and High School

Instructional Hybrid Schedules

As ACPS moves into hybrid instruction, to minimize disruptions to students and staff, class and bell schedules will remain the same or will have minimal changes from those solidified in the fall. As such, students and families can expect that they will receive instruction at the same time and in the same order as they have during the first half of the 2020–2021 school year. This will also ensure a smooth transition should the need arise to shift between virtual and hybrid instruction due to any COVID-19 cases that necessitate a quarantine of a classroom or school. Mondays will remain asynchronous days for all students.

The schedules will continue to prioritize social and emotional wellness and supports for all students, regardless of which instructional model they may be accessing. Students will continue to receive instruction in the subjects and standards aligned to the traditional school year. Further, students in need of intervention will continue to be identified and supported through the MTSS process. Additionally, EL and SWD will continue to receive required services through the hybrid schedule.

Tables 11, 12, and 13 provide an example of three hybrid schedules for grades K–5, K–8, 6–8, and 9–12. While the schedule of instructional activities might vary, these three sample schedules provide you an overview of the instructional day, including the times, activities, etc.

Table 11

Elementary Virtual PLUS+/Hybrid Schedule, Grades K–5

	Grades K–2 (a.m. / p.m.)	Grades 3–5 (a.m. / p.m.)
8:00 a.m.	8:00 a.m.–8:30 a.m. Social, Emotional, and Academic Learning (SEAL) TIME	8:00 a.m.–8:30 a.m. SEAL TIME
8:15 a.m.		
8:30 a.m.	8:30 a.m.–9:30 a.m. English Language Arts & Social Studies Block	8:30 a.m.–9:00 a.m. Encore
8:45 a.m.		
9:00 a.m.		<i>9:00 a.m.–9:15 a.m. Encore</i>
9:15 a.m.		
9:30 a.m.	<i>9:30 a.m.–10:00 a.m. English Language Arts Asynchronous/ Movement Break</i>	9:15 a.m.–10:15 a.m. Math
9:45 a.m.		
10:00 a.m.	10:00 a.m.–10:45 a.m. Math & Science Block	10:15 a.m.–10:45 a.m. Intervention & Enrichment
10:15 a.m.		
10:30 a.m.		
10:45 a.m.	10:45 a.m.–11:45 a.m. Lunch/Recess	10:45 a.m.–11:45 a.m. Lunch/Recess
11:45 a.m.	11:45 a.m.–12:30 p.m. Intervention & Enrichment	11:45 a.m.–12:45 p.m. English Language Arts
12:00 p.m.		
12:15 p.m.		
12:30 p.m.	12:30 p.m.–1:00 p.m. Encore	<i>12:45 p.m.–1:15 p.m. English Language Arts Asynchronous/Movement Break</i>
12:45 p.m.		
1:00 p.m.	<i>1:00 p.m.–1:15 p.m. Break</i>	
1:15 p.m.	1:15 p.m.–2:00 p.m. Flex Time & Small-Group Rotations	1:15 p.m.–2:15 p.m. Science/Social Studies
1:30 p.m.		
1:45 p.m.		
2:00 p.m.	<i>2:00 p.m.–2:30 p.m. Asynchronous Teacher Office Hours</i>	<i>2:15 p.m.–2:30 p.m. Intervention & Teacher Office Hours</i>

Table 12

Middle School Virtual PLUS+/Hybrid Schedule, Grades 6–8

Middle School Hybrid Schedule

Asynchronous Monday	Hybrid Cohort A	Cohort A – In Person	Cohort A – In Person	Cohort A – Synchronous	Cohort A – Synchronous
	Cohort B	Cohort B – Synchronous	Cohort B – Synchronous	Cohort B – In Person	Cohort B – In Person
	Virtual Cohort C	Cohort C– Synchronous	Cohort C– Synchronous	Cohort C– Synchronous	Cohort C– Synchronous
Monday	Time	Tuesday	Wednesday	Thursday	Friday
Advisory - SEAL Lesson 8:30-9:00	8:30-9:00	Advisory- SEAL Lesson	Advisory- SEAL Lesson	Advisory- SEAL Lesson	Advisory- SEAL Lesson
Organization Check Canvas Announcements 9:10-9:40	9:07-10:17	Period 1	Period 2	Period 1	Period 2
Canvas Asynchronous Learning Activities 9:50-11:50	10:24-11:34	Period 3	Period 4	Period 3	Period 4
Lunch 12:10-12:40	11:34-12:31	Lunch/ Office Hours	Lunch/ Office Hours	Lunch/ Office Hours	Lunch/ Office Hours
Canvas Asynchronous Learning Activities 1:00-2:30	12:38-1:48	Period 5	Period 6	Period 5	Period 6
Physical Activity / Mindfulness / Reading Activity 2:30-3:10	1:55-3:10	Period 7 (Mask Break can be incorporated during class if needed)	Period 8 (Mask Break – 1:55pm- 2:10pm) 2:10pm – 3:10pm • Hybrid Students Report To Advisory • Virtual Students Report To 8 th Block Support	Period 7 (Mask Break can be incorporated during class if needed)	Period 8 (Mask Break – 1:55pm- 2:10pm) 2:10pm – 3:10pm • Hybrid Students Report To Advisory • Virtual Students Report To 8 th Block Support
Movement Breaks 9:00-9:10 9:40-9:50 11:50-12:10 12:40-1:00	3:15-3:30	Teacher Office Hours			
	3:30-4:15	Virtual After School Activities/Virtual Extended Learning			

Table 13

High School Virtual PLUS+/Hybrid Schedule Grades 9–12

High School Hybrid Schedule

Time Slot	Titan Monday *Guidelines for How to Organize Your Day*	Semester 1 (Tuesday–Friday) September 8–January 28		Semester 2 (Tuesday–Friday) February 1–June 23	
8:30 a.m.–10:00 a.m. Titans Rising	Breakfast/ Mindfulness/ Physical Activity/ Every Day Titan	Asynchronous & Synchronous Targeted Supports			
10:00 a.m.–11:00 a.m.	Organization: Prepare for the Week/Goal Setting	1RB (Home Base: Yearlong Class + Regular & Consistent Social, Emotional, and Academic Learning [SEAL] Time) Synchronous			
11:00 a.m.–11:55 a.m.	Break	Break & Lunch			
12:00 p.m.–12:50 p.m.	Canvas Asynchronous	3R Synchronous		2B Synchronous	
20 min	Break	Movement	Transition	Movement	Transition
1:10 p.m.–2:00 p.m.	Canvas Asynchronous	5R Synchronous		4R Synchronous	
20 min	Break	Movement	Transition	Movement	Transition
2:20 p.m.–3:10 p.m.	Physical Activity of Choice	7R Synchronous		Block 6 Synchronous	
3:30 p.m.–4:30 p.m.	College/Career/ Scholarship Fund of Alexandria Time	8RB: Virtual After-School Experiences, including "typical" activities that run after school (e.g., Performing Arts, clubs, office hours, study groups, hanging out with teachers, small groups, student study groups, sports, and credit recovery)			

Simulations

Prior to phasing in students, ACPS will conduct hybrid learning simulations at each school facility. These simulations will serve as protected time to learn, plan, practice, demystify, and communicate the “new normal” for in-person learning in ACPS to our leaders as well as our staff and families. School leaders will be joined by division leaders as they document the processes from the start to end of the school day using the [Simulation Template](#) as their guide. In practice, this process will assess the preparations for safety measures that support social distancing, arrival and dismissal procedures, transitions in buildings, and meals. Simulations will run prior to the return of students for in-person instruction, which will provide us ample time to make any necessary adjustments to buildings prior to students returning. School leaders are following the process laid out in the [ACPS School Simulation Guide](#) to plan for, execute, and debrief the simulation experience. Images and videos will be captured to highlight school-specific processes that need to be communicated to families. A “Day in the Life” video will also be filmed (at each school level) during the simulations to highlight district procedures and guidelines and the efforts being made for a safe return to school.

Grading and Attendance

Course curricula, assessments, and grading policies remain aligned in the hybrid model. While maintaining consistency with School Board policies, some instructional methods and practices may be modified to take advantage of the concurrent teaching environments. Such changes will intend to do the following:

- Recognize the ongoing impact of the COVID-19 pandemic and address gaps in learning.
- Ensure maximum flexibility and benefit for ACPS students while maintaining opportunities for mastery of content standards.

During the 2020–2021 school year:

- Grading and the calculation of grade point averages will occur in accordance with [Regulations Governing the Grading Policy \(IKC-R\)](#).
- Grades received, regardless of whether they are in a virtual or hybrid model, will follow the same guidelines as those received through in-person instruction.
- ACPS will provide staff with additional support and guidance to ensure equity in grading during concurrent instruction.
- Consistent with the first part of the school year, 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.
- Teachers will communicate performance and grades to parents/guardians and students regularly and consistently. Grades will be posted in PowerSchool.

Student attendance will be recorded in each class daily during the hybrid model, consistent with Virtual PLUS+. While maintaining consistency with the [Attendance Recording During the 2021–2021 School Year \(JEA\)](#) and [Attendance Recording During the 2020–2021 School Year \(JED\)](#) policies, attendance-recording procedures may be modified from the traditional methods outlined in [Attendance Regulations \(JEA-R\)](#) in the distance-learning environment. Such changes will intend to do the following:

- Comply with [Superintendent’s Memo #188-20, Tracking Attendance for the 2020–2021 School Year](#).
- Track attendance, regardless of the instructional delivery model, to promote the well-being of students through meaningful interaction.

For the 2020–2021 school year:

- The compulsory student attendance requirements of Virginia 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 and/or concurrent 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 Individualized Education Programs (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.
- SSTs 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 [Attendance Regulations \(JEA-R\)](#) remain in effect for the 2020–2021 school year.

Teacher Office Hours

The schedules across K–12 include teacher office hours and ways for students and families to stay connected and get support in a hybrid and virtual environment. Office hours range from 30–60 minutes and are dedicated to enhancing personal connections with students and families and to providing targeted support through phone, email, and videoconferencing. Professional work hours remain 7:40 a.m.–2:55 p.m.

Student Assessments

- **Fall Testing Window (October 6–30, 2020):** This assessment window will provide data to inform instructional practice and intervention for students:
 - Phonological Awareness and Literacy Screening (PALS) testing: This shows which students are meeting the minimum competency in early literacy and students who need additional support.
 - Measure of Academic Progress (MAP) screener testing: Every student (grades 2–12) will receive a score in math and a Lexile score for reading to monitor progress.
 - Students in Kindergarten and grade 1 will take just-in-time math assessments throughout the school year.
- **Spring Testing Window (January 5, 2021 - June 18, 2021):** This window will provide data to inform instructional planning, grouping, and intervention for students.
 - WIDA: This is a federally required in-person assessment for EL students to determine English language proficiency and progress in the areas of speaking, writing, reading, and listening
 - MAP growth testing: ACPS will transition from using the MAP screening assessments to MAP growth, which are longer assessments that provide more robust reports for enhanced instructional planning, growth projections, student grouping recommendations, and family communication of student performance data. Students in grades 2–12 will receive overall scores in math and reading (includes a Lexile) as well as scores in each instructional strand.
 - Students in Kindergarten and grade 1 will continue to complete common unit assessments and just-in-time Quick Checks for math throughout the school year.
 - Virginia Standards of Learning (SOL) Assessments: The SOLs outline the knowledge and skills in the four essential academic content areas (english, mathematics, science, and history/social science) that a student should learn as he or she progresses through coursework. The SOLs are required at the end of the year for grades 3 through 8 and for students enrolled in certain high school courses.

Instructional Learning Activity Packets (Pre-K–5)

ACPS staff created engaging learning packets paired with reading texts to support teachers and students with asynchronous work. These instructional packets align with the SOL and the ACPS curriculum-pacing calendars. The Learning Activity Packets include activities from the following areas: English Language Arts, Mathematics, Social Studies, Science, the Arts, and Physical Education. These materials are designed to support teacher-directed instruction in alignment with the ACPS Virtual PLUS+ model. The activities in these packets provide opportunities for students to practice and apply key academic skills and promote language development, self-expression, creativity, and movement.

The Learning Activity Packets also provide differentiation for our students and teachers. Students in grades 4 and 5 TAG for English Language Arts will have differentiated learning packets. TAG students taking grade 6 math will continue to follow the pacing and materials they are currently using.

When ACPS is able to phase into hybrid learning, these Learning Activity Packets and materials kits will continue to support both virtual and hybrid instruction. Students will be able to use the materials to support their learning, whether the lesson is in person at school or at home in a virtual environment. Families/caregivers who choose the hybrid option will need to ensure their student brings these materials to school with them. By distributing these materials, we are supporting equitable access of instructional materials to all students, regardless of the learning environment.

SWD

Citywide Program SWD (K–2)

This comprises SWD in grades K–2 who receive their Special Education (SPED) services in a specialized citywide program for autism (Aut), intellectual disabilities (ID), multiple disabilities (MD), or social emotional learning (SEL) needs. There are approximately 60 students eligible to return in this phase of reentry. These plans are contingent on staffing and building capacity.

Targeted Return Date: See the [Phased Reentry Hybrid Implementation Timeline](#) section.

Location: Students will return to their base school and receive instruction from SPED staff and related personnel in this setting.

Face Masks and PPE: ACPS will provide reusable masks for all returning students and staff members. Disposable masks will be provided for all visitors, as needed. Additional PPE such as face shields, disposable gowns, and disposable gloves will also be provided to specialized instruction citywide staff. Sneeze guards will be provided for student desks, and all desks will be distanced appropriately.

Cleaning: An increased frequency of cleaning will occur at ACPS facilities. This includes cleaning and disinfecting restrooms every 1.5 to 2 hours. The cleaning protocol will also include thoroughly disinfecting high-touch surfaces and ensuring that all supplies are fully stocked throughout the day. Additional custodial coverage during the day will be provided, where appropriate.

Transportation: Assigned seating will be used, and students will be seated one per row, every third row. This will ensure students are seated in the same spot daily and are distanced to the greatest extent possible on the bus. Masks will be worn by all riding the bus. Hand sanitizer will also be available on all buses. Buses will be loaded from the back to the front in order to alleviate unnecessary contact between students as they enter the bus. Buses will be unloaded from front to back in order to alleviate unnecessary contact between students as they exit the bus.

Meals: Meals will be prepared, packaged, and delivered to students using the appropriate safety measures.

Learning Plans: SPED teachers will develop lesson plans and activities related to students' IEP goals, focusing on the areas of reading and math. Students will attend on an A/B half-day schedule. All students will attend every day for 3 hours. Due to staffing limitations, they will receive staff support on a reduced level. This half day will include their related services and encore classes.

Staffing: SPED teachers and instructional assistants will staff classrooms. While these staff members have the appropriate certification, qualifications, and experience to provide the instruction necessary to address students' goals, the staff member assigned to a student's classroom may not be the current case manager or teacher. The reentry will be supported by the SST, including psychologists, nurses, and other therapists.

Citywide Program SWD (Grades 3–5)

This comprises SWD in grades 3–5 who receive their SPED services in a specialized citywide program for Aut, ID, MD, or SEL needs. There are approximately 55 students eligible to return in this phase of reentry. A virtual learning model will also be offered for those students who do not wish to return. These plans are contingent on staffing and building capacity.

Targeted Return Date: See the [Phased Reentry Hybrid Implementation Timeline](#) section.

Location: Students will return to their base school and receive instruction from SPED staff and related personnel in this setting.

Face masks and PPE: ACPS will provide reusable masks for all returning students and staff members. Disposable masks will be provided for all visitors, as needed. Additional PPE such as face shields, disposable gowns, and disposable gloves will also be provided to specialized instruction citywide staff. Sneeze guards will be provided for student desks, and all desks will be distanced appropriately.

Cleaning: An increased frequency of cleaning will occur at ACPS facilities. This includes cleaning and disinfecting restrooms every 1.5 to 2 hours. The cleaning protocol will also include thoroughly disinfecting high-touch surfaces and ensuring that all supplies are fully stocked throughout the day. Additional custodial coverage during the day will be provided, where appropriate.

Transportation: Assigned seating will be used, and students will be seated one per row, every third row. This will ensure students are seated in the same spot daily and are distanced to the greatest extent possible on the bus. Masks will be worn by all riding the bus. Hand sanitizer will also be available on all buses. Buses will be loaded from the back to the front in order to alleviate unnecessary contact between students as they enter the bus. Buses will be unloaded from front to back in order to alleviate unnecessary contact between students as they exit the bus.

Meals: Meals will be prepared, packaged, and delivered to students using the appropriate safety measures.

Learning Plans: SPED teachers will develop lesson plans and activities related to students' IEP goals, focusing on the areas of reading and math. Students will attend on an A/B half-day schedule. All students will attend every day for 3 hours. Due to staffing limitations, they will receive staff support on a reduced level. This half day will include their related services and encore classes.

Staffing: SPED teachers and instructional assistants will staff classrooms. While these staff members have the appropriate certification, qualifications, and experience to provide the instruction necessary to address students' goals, the staff member assigned to a student's classroom may not be the current case manager or teacher. The reentry will be supported by the SST, including psychologists, nurses, and other therapists.

ECSE Students

This comprises pre-Kindergarten-aged SWD who receive their SPED services in a specialized, self-contained ECSE classroom. There are approximately 125 students eligible to return in this phase of reentry. A virtual learning model will also be offered for those students who do not wish to return. These plans are contingent on staffing and building capacity.

Targeted Return Date: See the [Phased Reentry Hybrid Implementation Timeline](#) section.

Location: Students will return to their base school and receive instruction from SPED staff and related personnel in this setting.

Face Masks and PPE: ACPS will provide reusable masks for all returning students and staff members. Disposable masks will be provided for all visitors, as needed. Additional PPE such as face shields, disposable gowns, and disposable gloves will also be provided to specialized instruction citywide staff. Sneeze guards will be provided for student desks, and all desks will be distanced appropriately.

Cleaning: An increased frequency of cleaning will occur at ACPS facilities. This includes cleaning and disinfecting restrooms every 1.5 to 2 hours. The cleaning protocol will also include thoroughly disinfecting high-touch surfaces and ensuring that all supplies are fully stocked throughout the day. Additional custodial coverage during the day will be provided, where appropriate.

Transportation: Assigned seating will be used, and students will be seated one per row, every third row. This will ensure students are seated in the same spot daily and are distanced to the greatest extent possible on the bus. Masks will be worn by all riding the bus. Hand sanitizer will also be available on all buses. Buses will be loaded from the back to the front in order to alleviate unnecessary contact between students as they enter the bus. Buses will be unloaded from front to back in order to alleviate unnecessary contact between students as they exit the bus.

Meals: Meals will be prepared, packaged, and delivered to students using the appropriate safety measures.

Learning Plans: SPED teachers will develop lesson plans and activities related to students' IEP goals, focusing on the areas of reading and math.

Staffing: ECSE teachers and instructional assistants will staff classrooms. While these staff members have the appropriate certification, qualifications, and experience to provide the instruction necessary to address students' goals, the staff member assigned to a student's classroom may not be the current case manager or teacher. The reentry will be supported by the SST, including psychologists, nurses, and other therapists.

SPED Students (K–5)

This comprises SWD in grades K–5 receiving self-contained services in Language Arts and math instruction and whose IEP indicates SPED services for reading or math instruction or intervention in the SPED setting. There are approximately 175 students eligible to return in this phase of reentry. A virtual learning model will also be offered for those students who do not wish to return. These plans are contingent on staffing and building capacity.

Targeted Return Date: See the [Phased Reentry Hybrid Implementation Timeline](#) section.

Location: Students will return to their base school and receive instruction from SPED staff and related personnel in this setting.

Face Masks and PPE: ACPS will provide reusable masks for all returning students and staff members. Disposable masks will be provided for all visitors, as needed. Additional PPE such as face shields, disposable gowns, and disposable gloves will also be provided to specialized instruction citywide staff. Sneeze guards will be provided for student desks, and all desks will be distanced appropriately.

Cleaning: An increased frequency of cleaning will occur at ACPS facilities. This includes cleaning and disinfecting restrooms every 1.5 to 2 hours. The cleaning protocol will also include thoroughly disinfecting high-touch surfaces and ensuring that all supplies are fully stocked throughout the day. Additional custodial coverage during the day will be provided, where appropriate.

Transportation: Assigned seating will be used, and students will be seated one per row, every third row. This will ensure students are seated in the same spot daily and are distanced to the greatest extent possible on the bus. Masks will be worn by all riding the bus. Hand sanitizer will also be available on all buses. Buses will be loaded from the back to the front in order to alleviate unnecessary contact between students as they enter the bus. Buses will be unloaded from front to back in order to alleviate unnecessary contact between students as they exit the bus.

Meals: Meals will be prepared, packaged, and delivered to students using the appropriate safety measures.

Learning Plans: SPED teachers will develop lesson plans and activities related to students' IEP goals, focusing on the areas of reading and math.

Staffing: SPED teachers and instructional assistants will staff classrooms. While these staff members have the appropriate certification, qualifications, and experience to provide the instruction necessary to address students' goals, the staff member assigned to a student's classroom may not be the current case manager or teacher. The reentry will be supported by the SST, including psychologists, nurses, and other therapists.

SWD (Grades 6–8)

This comprises SWD in grades 6–8 enrolled in SPED programs in a citywide setting or receive reading and/or math in a SPED setting who opt into in-person learning. It also comprises those whose IEP indicates full-day SPED services or full reading and/or math instruction or a related intervention in the SPED setting. A virtual learning model will also be offered for those students who do not wish to return. These plans are contingent on staffing and building capacity.

Targeted Return Date: See the [Phased Reentry Hybrid Implementation Timeline](#) section.

Location: Students will return to their base school and receive instruction from SPED staff and related personnel in this setting.

Face Masks and PPE: ACPS will provide reusable masks for all returning students and staff members. Disposable masks will be provided for all visitors, as needed. Additional PPE such as face shields, disposable gowns, and disposable gloves will also be provided to specialized instruction citywide staff. Sneeze guards will be provided for student desks, and all desks will be distanced appropriately.

Cleaning: An increased frequency of cleaning will occur at ACPS facilities. This includes cleaning and disinfecting restrooms every 1.5 to 2 hours. The cleaning protocol will also include thoroughly disinfecting high-touch surfaces and ensuring that all supplies are fully stocked throughout the day. Additional custodial coverage during the day will be provided, where appropriate.

Transportation: Assigned seating will be used, and students will be seated one per row, every third row. This will ensure students are seated in the same spot daily and are distanced to the greatest extent possible on the bus. Masks will be worn by all riding the bus. Hand sanitizer will also be available on all buses. Buses will be loaded from the back to the front in order to alleviate unnecessary contact between students as they enter the bus. Buses will be unloaded from front to back in order to alleviate unnecessary contact between students as they exit the bus.

Meals: Meals will be prepared, packaged, and delivered to students using the appropriate safety measures.

Learning Plans: SPED teachers will develop lesson plans and activities related to students' IEP goals, focusing on the areas of reading and math.

Staffing: SPED teachers and instructional assistants will staff classrooms. While these staff members have the appropriate certification, qualifications, and experience to provide the instruction necessary to address students' goals, the staff member assigned to a student's classroom may not be the current case manager or teacher. The reentry will be supported by the SST, including psychologists, nurses, and other therapists.

SWD (Grades 9–12+)

This comprises SWD in grades 9–12+ enrolled in SPED programs in the citywide setting or receive reading and/or math in a SPED setting who opt into in-person learning. This also comprises those whose IEP indicates full-day SPED services or full reading and/or math instruction in the SPED setting. A virtual learning model will also be offered for those students who do not wish to return. These plans are contingent on staffing and building capacity.

Targeted Return Date: See the [Phased Reentry Hybrid Implementation Timeline](#) section.

Location: Students will return to their base school and receive instruction from SPED staff and related personnel in this setting.

Face Masks and PPE: ACPS will provide reusable masks for all returning students and staff members. Disposable masks will be provided for all visitors, as needed. Additional PPE such as face shields, disposable gowns, and disposable gloves will also be provided to specialized instruction citywide staff. Sneeze guards will be provided for student desks, and all desks will be distanced appropriately.

Cleaning: An increased frequency of cleaning will occur at ACPS facilities. This includes cleaning and disinfecting restrooms every 1.5 to 2 hours. The cleaning protocol will also include thoroughly disinfecting high-touch surfaces and ensuring that all supplies are fully stocked throughout the day. Additional custodial coverage during the day will be provided, where appropriate.

Transportation: Assigned seating will be used, and students will be seated one per row, every third row. This will ensure students are seated in the same spot daily and are distanced to the greatest extent possible on the bus. Masks will be worn by all riding the bus. Hand sanitizer will also be available on all buses. Buses will be loaded from the back to the front in order to alleviate unnecessary contact between students as they enter the bus. Buses will be unloaded from front to back in order to alleviate unnecessary contact between students as they exit the bus.

Meals: Meals will be prepared, packaged, and delivered to students using the appropriate safety measures.

Learning Plans: SPED teachers will develop lesson plans and activities related to students' IEP goals, focusing on the areas of reading and math.

Staffing: SPED teachers and instructional assistants will staff classrooms. While these staff members have the appropriate certification, qualifications, and experience to provide the instruction necessary to address students' goals, the staff member assigned to a student's classroom may not be the current case manager or teacher. The reentry will be supported by the SST, including psychologists, nurses, and other therapists.

Elementary School Students, Including EL Students

EL Students (Grades K–2)

This comprises all EL students in grades K–2 who wish to return to a school building for in-person learning. A virtual learning model will also be offered for those students who do not wish to return. These plans are contingent on staffing and building capacity, in combination with community health metrics.

Targeted Return Date: See the [Phased Reentry Hybrid Implementation Timeline](#) section.

Location: Students will be located at the same sites as general education elementary students, in the school building they attended or were scheduled to attend prior to the school buildings closure. Due to the building capacity constraints, while meeting CDC guidelines, elementary schools will almost certainly not be able to accommodate all elementary students at their zoned schools. A virtual school learning option will be offered to all families and students who do not wish to return to in-person learning for the 2020–2021 academic year.

Face Masks and PPE: ACPS will provide reusable masks for all returning students and staff members. Disposable masks will be provided for all visitors, as needed. Additional PPE such as face shields will also be provided to staff. Sneeze guards will be provided for student desks, and all desks will be distanced appropriately.

Cleaning: An increased frequency of cleaning will occur at ACPS facilities. This includes cleaning and disinfecting restrooms every 1.5 to 2 hours. The cleaning protocol will also include thoroughly disinfecting high-touch surfaces and ensuring that all supplies are fully stocked throughout the day. Additional custodial coverage during the day will be provided, where appropriate.

Transportation: Assigned seating will be used, and students will be seated one per row, every third row. This will ensure students are seated in the same spot daily and are distanced to the greatest extent possible on the bus. Masks will be worn by all riding the bus. Hand sanitizer will also be available on all buses. Buses will be loaded from the back to the front in order to alleviate unnecessary contact between students as they enter the bus. Buses will be unloaded from front to back in order to alleviate unnecessary contact between students as they exit the bus.

Meals: Meals will be prepared, packaged, and delivered to students using the appropriate safety measures.

Learning Plans: These will be made up of a combination of general education curriculum and dedicated blocks of English language development.

Instruction and Staffing: Instruction will be based on the general education curriculum and will include a dedicated English language development block. These classes will be staffed by both general education teachers and EL teachers. However, some students may not be assigned their current teacher or classroom due to logistics. The reentry will be supported by the SST, including psychologists, nurses, and other therapists.

EL Students (Grades 3–5)

This comprises all EL students in grades 3–5 who wish to return to a school building for in-person learning. A virtual learning model will also be offered for those students who do not wish to return. These plans are contingent on staffing and building capacity.

Targeted Return Date: See the [Phased Reentry Hybrid Implementation Timeline](#) section.

Location: Students will be located at the same sites as general education elementary students, in the school building they attended or were scheduled to attend prior to the school buildings closure. Due to the building capacity constraints, while meeting CDC guidelines, elementary schools will almost certainly not be able to accommodate all elementary students at their zoned schools. A virtual school learning option will continue to be offered to all families and students who do not wish to return to in-person learning for the 2020–2021 academic year.

Face Masks and PPE: ACPS will provide reusable masks for all returning students and staff members. Disposable masks will be provided for all visitors, as needed. Additional PPE such as face shields will also be provided to staff. Sneeze guards will be provided for student desks, and all desks will be distanced appropriately.

Cleaning: An increased frequency of cleaning will occur at ACPS facilities. This includes cleaning and disinfecting restrooms every 1.5 to 2 hours. The cleaning protocol will also include thoroughly disinfecting high-touch surfaces and ensuring that all supplies are fully stocked throughout the day. Additional custodial coverage during the day will be provided, where appropriate.

Transportation: Assigned seating will be used, and students will be seated one per row, every third row. This will ensure students are seated in the same spot daily and are distanced to the greatest extent possible on the bus. Masks will be worn by all riding the bus. Hand sanitizer will also be available on all buses. Buses will be loaded from the back to the front in order to alleviate unnecessary contact between students as they enter the bus. Buses will be unloaded from front to back in order to alleviate unnecessary contact between students as they exit the bus.

Meals: Meals will be prepared, packaged, and delivered to students using the appropriate safety measures.

Learning Plans: These will be made up of a combination of general education curriculum and dedicated blocks of English language development.

Instruction and Staffing: Instruction will be based on the general education curriculum and will include a dedicated English language development block. These classes will be staffed by both general education teachers and EL teachers. However, some students may not be assigned their current teacher or classroom due to logistics. The reentry will be supported by the SST, including psychologists, nurses, and other therapists.

Grades K–5 General Education Students Who Opt for In-Person Learning

This comprises all students in grades K–5 who wish to return to a school building for in-person learning. A virtual learning model will also be offered for those students who do not wish to return. These plans are contingent on staffing and building capacity.

Targeted Return Date: See the [Phased Reentry Hybrid Implementation Timeline](#) section.

Location: Due to the building capacity constraints while meeting CDC guidelines, elementary schools will almost certainly not be able to accommodate all elementary students at their zoned schools. A virtual school learning option will continue to be offered to all families and students who do not wish to return to in-person learning for the 2020–2021 academic year.

Face Masks and PPE: ACPS will provide reusable masks for all returning students and staff members. Disposable masks will be provided for all visitors, as needed. Additional PPE such as face shields will also be provided to staff. Sneeze guards will be provided for student desks, and all desks will be distanced appropriately.

Cleaning: An increased frequency of cleaning will occur at ACPS facilities. This includes cleaning and disinfecting restrooms every 1.5 to 2 hours. The cleaning protocol will also include thoroughly disinfecting high-touch surfaces and ensuring that all supplies are fully stocked throughout the day. Additional custodial coverage during the day will be provided where appropriate.

Transportation: Assigned seating will be used, and students will be seated one per row, every third row. This will ensure students are seated in the same spot daily and are distanced to the greatest extent possible on the bus. Masks will be worn by all riding the bus. Hand sanitizer will also be available on all buses. Buses will be loaded from the back to the front in order to alleviate unnecessary contact between students as they enter the bus. Buses will be unloaded from front to back in order to alleviate unnecessary contact between students as they exit the bus.

Meals: Meals will be prepared, packaged, and delivered to students using the appropriate safety measures.

Schedules, Instruction, and Staffing: Schedule options: Hybrid – AA: BB or A/B: A/B. Instruction will be delivered by teachers trained to teach that grade level. However, students may not be assigned their current teacher, classroom, or school due to logistics. The reentry will be supported by the SST, including psychologists, nurses, and other therapists.

Middle and High School Students, Including Secondary EL Students

EL Students (Grades 6–12)

This comprises all EL students in grades 6–12 who wish to return to a school building for in-person learning. A virtual learning model will also be offered for those students who do not wish to return. These plans are contingent on staffing and building capacity, in combination with community health metrics.

Targeted Return Date: See the [Phased Reentry Hybrid Implementation Timeline](#) section.

Location: Students will be located at the same sites as general education middle and high school students, in the school building they attended or were scheduled to attend prior to the school buildings closure. Due to the building capacity constraints, while meeting CDC guidelines, our secondary schools may not be able to accommodate all secondary students at their zoned schools. A virtual school learning option will continue to be offered to all families and students who do not wish to return to in-person learning for the 2020–2021 academic year.

Face Masks and PPE: ACPS will provide reusable masks for all returning students and staff members. Disposable masks will be provided for all visitors, as needed. Additional PPE such as face shields will also be provided to staff. Sneeze guards will be provided for student desks, and all desks will be distanced appropriately.

Cleaning: An increased frequency of cleaning will occur at ACPS facilities. This includes cleaning and disinfecting restrooms every 1.5 to 2 hours. The cleaning protocol will also include thoroughly disinfecting high-touch surfaces and ensuring that all supplies are fully stocked throughout the day. Additional custodial coverage during the day will be provided where appropriate.

Transportation: Assigned seating will be used, and students will be seated one per row, every third row. This will ensure students are seated in the same spot daily and are distanced to the greatest extent possible on the bus. Masks will be worn by all riding the bus. Hand sanitizer will also be available on all buses. Buses will be loaded from the back to the front in order to alleviate unnecessary contact between students as they enter the bus. Buses will be unloaded from front to back in order to alleviate unnecessary contact between students as they exit the bus.

Meals: Meals will be prepared, packaged, and delivered to students using the appropriate safety measures.

Instruction and Staffing: Instruction will be based on the general education curriculum and will include a dedicated English language development block. These classes will be staffed by both general education teachers and EL teachers. However, students may not be assigned their current teacher or classroom due to logistics. The reentry will be supported by the SST, including psychologists, nurses, and other therapists.

General Education Middle and High School Students (Grades 6–12)

This comprises all students in grades 6–12 who wish to return to a school building for in-person learning. A virtual learning model will also be offered for those students who do not wish to return. These plans are contingent on staffing and building capacity.

Targeted Return Date: See the [Phased Reentry Hybrid Implementation Timeline](#) section.

Location: To be determined. Draft plans for secondary students are under development. Due to the building capacity constraints, while meeting CDC guidelines, elementary schools will almost certainly not be able to accommodate all elementary students at their zoned schools. Therefore, ACPS is exploring options to house additional elementary students. Once we have the numbers of elementary students who wish to return to in-person instruction collected by January 2021, then we will be able to begin the transition of our middle school students beginning in March 2021. These plans are contingent on staffing and building capacity.

We will continue refining the virtual learning for most secondary students who may need to continue their online learning into the third quarter.

Face Masks and PPE: ACPS will provide reusable masks for all returning students and staff members. Disposable masks will be provided for all visitors, as needed. Additional PPE such as face shields will also be provided to staff. Sneeze guards will be provided for student desks, and all desks will be distanced appropriately.

Cleaning: An increased frequency of cleaning will occur at ACPS facilities. This includes cleaning and disinfecting restrooms every 1.5 to 2 hours. The cleaning protocol will also include thoroughly disinfecting high-touch surfaces and ensuring that all supplies are fully stocked throughout the day. Additional custodial coverage during the day will be provided where appropriate.

Transportation: Assigned seating will be used, and students will be seated one per row, every third row. This will ensure students are seated in the same spot daily and are distanced to the greatest extent possible on the bus. Masks will be worn by all riding the bus. Hand sanitizer will also be available on all buses. Buses will be loaded from the back to the front in order to alleviate unnecessary contact between students as they enter the bus. Buses will be unloaded from front to back in order to alleviate unnecessary contact between students as they exit the bus.

Meals: Meals will be prepared, packaged, and delivered to students using the appropriate safety measures.

Schedules, Instruction and Staffing: Schedule options: Hybrid – AA: BB or A/B: A/B. Instruction will be delivered by teachers trained to teach that grade level. However, students may not be assigned their current teacher, classroom, or school due to logistics. The reentry will be supported by the SST, including psychologists, nurses, and other therapists.

Efforts Underway to Mitigate Against Academic Learning Loss

A critical aspect of mitigating learning loss resulting from school closure during the pandemic is the accurate identification of specific learning needs in order to develop targeted educational support plans. Teachers triangulate performance data from classroom assessments and division wide screening measures to identify specific academic needs that drive individualized educational planning. School staff use the data to provide instructional support through grade-level intervention and enrichment blocks that provide flexible, tiered intervention instruction support by classroom teachers as well as SPED, EL, and interventionists. A free [24/7 Online Tutoring](#) service is also available to all ACPS students in grades 6-12. Every session is one-on-one and individualized to the subject matter. Additionally, schools use established partnerships with community-based tutoring partners to provide supplemental academic support to students both during and after the school day. Student performance profiles serve an important role in guiding academic instruction and assessing the impact of services to address academic learning loss.

The school division continues to utilize multidisciplinary teams as a proactive strategy to support student needs in the current virtual learning environment. All schools focus on SEAL, chronic absenteeism, and grade distribution through the MTSS and their School Improvement Plans (SIP) to ensure that we are meeting students' needs. All schools are implementing weekly multidisciplinary team meetings to discuss student concerns, analyze student performance data and intervention plans, and initiate referrals for targeted support through the MTSS process.

Examples of supports and strategies currently being implemented across the school division with students and parents to address academic learning challenges include the following:

- One-on-one and/or small-group support sessions for students experiencing academic difficulties
- Tier 2 small-group counseling conferences with the student/parent/teacher/social worker
- Administrators and counselors conducting weekly KidTalk meetings to review student progress
- School social workers providing weekly monitoring for students with chronic attendance issues
- Outreach to parents to review current performance and how to assist children at home
- Teachers meeting with students in breakout rooms and scheduling office hours for targeted assistance
- Targeted skill-based groups for high school students focused on executive function/organization and peer mentoring
- Monthly parent chats held with Spanish-speaking parents to help them navigate the social, academic, and emotional needs of virtual learning
- Analyzing how staff monitors the social, emotional, and academic progress of students
- Determining the changes being implemented in Quarter 2 to address the needs identified based on Quarter 1 data

Quarterly Chats

As a division, ACPS conducts focused discussions with each school at multiple intervals throughout the school year. These focused discussions, referred to as "Quarterly Chats," are designed to review quarterly student progress metrics and factors associated with instruction and supports implemented to address students' social-emotional and academic learning needs. The current virtual learning environment has two primary focus areas:

1. How is staff monitoring the social, emotional, and academic progress of students?
2. What changes are being implemented in Quarter 2 to address the needs identified based on Quarter 1 data?

During the Quarterly Chat discussions, school teams review Quarter 1 and Quarter 2 grade distributions and chronic absenteeism rates. The school teams will highlight strategies implemented to mitigate academic loss evident in Quarter 1 performance data and how schools monitor progress.

Schools use teacher-team interdisciplinary meetings such as PLCs to examine student performance on unit and common assessments to evaluate students' mastery of competencies and skills. For the youngest learners, teachers analyze PALS data to assess preschool students' developmental progress relative to essential literacy foundations. Additionally, staff reviews indicators of each student's language development, social–emotional growth, and behavioral growth using the Ages & Stages Questionnaires® (ASQ®) and ASQ: Social–Emotional.

Elementary and secondary teams consider multiple data points to assess and monitor changes in students' academic progress. Teachers present student performance on formative assessments and common summative assessments. The MAP Growth assessment data is a new addition for all ACPS schools in the 2020–2021 school year and will provide key benchmark metrics to measure students' progress in reading and math across the school division.

During this unprecedented time, ACPS is offering every student the opportunity to expand or refine their learning by providing summer learning through engagement and enrichment for all students. Summer opportunities will include virtual asynchronous and synchronous learning, learning kits, and enrichment in the Arts. The educational programming will include the necessary support for SWD, EL, and TAG students.

Technology Supports

During virtual learning, students and staff have been using their ACPS device to access their virtual classrooms. For any family without internet access at home, ACPS is providing a mobile hotspot or paying for their Comcast internet through the Comcast Internet Essentials program. As teachers and students transition to the hybrid model, ACPS has prepared to expand its technology support with these actions:

- Technology Services will equip ACPS classrooms with additional tools to support hybrid learning. This includes a web camera, desktop tripod, and an additional monitor. The webcam and tripod provide teachers the opportunity to be visible to students at home and in the physical classroom, without the need to be directly in front of the laptop. The additional monitor will allow teachers to easily view the student gallery in Zoom while being in front of the students in the physical classroom. The equipment procured allows 700 classrooms in ACPS to be equipped.
- Bandwidth will be increased from 5 GB to 10 GB to increase network capacity for live streaming from classrooms.
- Due to the expansion of student Chromebooks in grade 2, carts will be distributed to grade 2 classrooms for laptop storage and charging, as needed.

Figure 14
Technology Supports



In Summary

ACPS knows just how critical the health, safety, and well-being of its students, teachers, staff, and their families are in deciding whether to reopen school buildings for in-person learning. Also, the academic learning loss that students might likely experience remains a core priority for ACPS. We know that schools are an essential part of our community, and they create supportive learning environments for students and families. We have taken the feedback from staff, students, and the community and designed an option that we know we can successfully implement contingent upon: staffing, building capacity, community health metrics, and decision matrix indicators as well guidance from the CDC, VDH, and AHD. The end result is this *Virtual PLUS+ Phased Reentry Hybrid Instruction Plan 5.0*, which we believe is the most feasible option going forward.

Phased Reentry Presentations to the School Board



Watch videos of phased-in reopening presentations to the School Board:

- [Thursday, October 15, 2020](#)
- [Wednesday, October 21, 2020](#)
- [Thursday, November 12, 2020](#)
- [Monday, November 23, 2020](#)
- [Thursday, December 3, 2020](#)
- [Thursday, December 17, 2020](#)
- [Thursday, January 14, 2021](#)
- [Thursday, January 21, 2021](#)
- [Thursday, February 4, 2021](#)
- [Tuesday, February 16, 2021](#)

LAT



Watch videos of meetings and review presentations with ACPS's various teams:

- LAT, [Monday, September 21, 2020](#)
- School Transition Team, [Wednesday, September 23, 2020](#)
- Division Transition Team, [Thursday, September 24, 2020](#)
- LAT, [Monday, September 28, 2020](#)
- School Transition Team, [Wednesday, September 30, 2020](#)
- Division Transition Team, [Thursday, October 1, 2020](#)
- LAT, [Wednesday, October 7, 2020](#)
- Division Transition Team (Presentation), [Thursday, October 8, 2020](#)
- Learning Advisory Team, [Monday, October 12, 2020](#)
- School Transition Team (Presentation), [Wednesday, October 14, 2020](#)
- Division Transition Team, [Thursday, October 15, 2020](#)
- School Transition Team, [Wednesday, October 21, 2020](#)
- TLL (Presentation), [Monday, October 26, 2020](#)
- School Transition Team (Presentation), [Wednesday, October 28, 2020](#)
- School and Division Transition Team, [Wednesday, November 4, 2020](#)
- School and Division Transition Team, [Wednesday, November 11, 2020](#)
- School and Division Transition Team, [Wednesday, November 18, 2020](#)
- School and Division Transition Team, [Wednesday, December 2, 2020](#)
- LAT, [Monday, December 7, 2020](#)

- School and Division Transition Team, [Wednesday, December 9, 2020](#)
- LAT, [Monday, December 14, 2020](#)
- School and Division Transition Team, [Wednesday, December 16, 2020](#)
- LAT, [Monday, January 4, 2021](#)
- LAT, [Monday, January 11, 2021](#)
- School and Division Transition Team, [Wednesday, January 13, 2021](#)
- School and Division Transition Team, [Wednesday, January 20, 2021](#)
- School and Division Transition Team, [Wednesday, January 27, 2021](#)
- School and Division Transition Team, [Wednesday, February 3, 2021](#)
- TLL, [Monday, February 8, 2021](#)
- School and Division Transition Team, [Wednesday, February 10, 2021](#)
- School and Division Transition Team, [Wednesday, February 17, 2021](#)
- School and Division Transition Team, [Wednesday, February 24, 2021](#)

Thought Partners



Watch videos of meetings with ACPS's Thought Partners:

- [Tuesday, October 13, 2020](#)
- [Tuesday, November 17, 2020](#)
- [Tuesday, December 16, 2020](#)
- [Tuesday, January 12, 2021](#)
- [Tuesday, February 23, 2021](#)

For More Information

[ACPS's website](#) contains the most up-to-date information regarding phasing in our students. Please see the links below for more information.



[Virtual PLUS+ Phased Reentry Updates on the Return to In-Person Instruction](#)

VirtualPLUS+
PHASED REENTRY PLANS
Frequently Asked Questions

[Virtual PLUS+ Phased Reentry Plans Frequently Asked Questions](#)

Glossary of Terms

1. **Concurrent Teaching:** In-person and virtual schedules are the same, and teachers are delivering instruction simultaneously for students who are learning in person or from home.
2. **Enrollment Form:** This data-collection process captures ACPS family and staff decisions to return to in-person learning at a moment in time.
3. **Feasibility:** This measures various inputs and constraints to inform the degree to which we can safely transition students and staff to an in-person setting. Figure 15 details the inputs and constraints we measured:

Figure 15

Inputs and Constraints

BUILDING CAPACITY classroom layouts, furniture, learning spaces and hallways	STAFF AVAILABILITY personal health conditions, direct instruction, virtual roles
STUDENTS prioritized based on need, education equity, family preference	INSTRUCTIONAL MODEL schedules, technology, pacing
PPE + HEALTH/SAFETY TRAINING procurement, cleaning protocols, ability to monitor, health mitigations from AHD	TRANSPORTATION modified routes, bus capacity, driver support, monitors

4. **Hybrid Learning:** Students have opportunities for both in-person and virtual learning.
5. **Simulation:** Used in school divisions nationally as a way to practice the return to in-person learning, a simulation provides a learning experience for division, school, and classroom leaders who have direct contact with students, families, and staff on a daily basis. The simulation requires action and decisions and allows division leaders to have a common experience as opposed to just reading about what the experience will look like.
6. **Sprint:** This is a short, focused phase of work with opportunities to test ideas, gather data, and constantly evolve the plan based on new information.
7. **Survey:** This data-collection process captures ACPS stakeholder preferences and perceptions of various topics at a moment in time.
8. **Working Teams:** These are cross-functional teams composed of various stakeholders impacted by the return to in-person learning. These teams worked together weekly to collectively problem-solve around challenges informed directly from our stakeholder engagement activities. Review Table 1 in the [Virtual PLUS+ Learning Advisory Team \(LAT\)](#) section.