Continuity of Learning Plan 6.0: **FALL 2021 REOPENING PLAYBOOK**

Prepared for Division Principals, Families and Staff

Updated June 29, 2021

Alexandria City Public Schools

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Letter From the Superintendent

As we near the end of the 2020–2021 school year, we have much to celebrate. We have grown and persevered through the challenges presented by the COVID-19 pandemic. We have learned the art of adapting to the "new normal," finding solutions to everyday problems, and pivoting to provide excellent educational experiences for our students. We have made it through 100% virtual and hybrid learning models, and now we look forward to opening our doors to all ACPS students returning five days a week in the fall, whether it be in person or virtually. We understand that this past year has been challenging for everyone. Still, our community continues to put our students first, and they have been resilient and benefited from the comprehensive plans for *Social, Emotional, and Academic Learning (SEAL)* as well as family support.

We have a renewed sense of hope as vaccines have recently become available for children as young as 12 years old. The Alexandria Health Department (AHD) hosted two vaccine clinics within ACPS as part of the continued effort to help get our students, staff, and families conveniently and safely vaccinated. The reduced rates of community transmission and increased vaccinations are promising, and we are excited about the new school year. While we expect to see all ACPS students and staff back in the classroom in August, we recognize that in-person learning may not be possible for a few of our students. ACPS has partnered with Virtual Virginia to provide our students who select the virtual option with a virtual learning opportunity in 2021–2022 while they continue to be engaged and valued members of the ACPS community.

In addition to our work and preparation for fall 2021, we have also planned a comprehensive and engaging Summer Learning experience that is optional and free for all ACPS students. *Summer Learning 2021* is primarily virtual, with the exception being made for in-person learning for students who are at the top of the prioritization matrix and need additional support. We are grateful that we can offer this summer opportunity and provide a space for students to learn and grow before entering their new grade level in August.

We continue to work to advance the ACPS five-year strategic plan, *ACPS 2025: Equity for All*, which calls for a bold and courageous road map to position ACPS as a national leader in redefining Pre-K–12 education as a deliberately antiracist, inclusive, and supportive experience where all students succeed. To learn more about our communities' experiences, we are launching the *2021 Equity for All Climate Survey* in June. Your feedback is invaluable in measuring how far we have come and understanding how we can improve the racial and cultural climate in our schools and school division.

We look forward to feeling refreshed and excited as our schools return to in-person learning five days a week beginning in August.

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

Executive Summary

This document, *Continuity of Learning Fall Reopening Playbook 6.0*, is designed as a resource toolkit rather than a set of rules. It is a clear and easy-to-follow set of guidelines and strategies to ensure a smooth and consistent opening of ACPS during the 2021–2022 academic year. It provides tangible tools and guidance, adapted to the unique strengths, needs, and organizational culture of each school. Ideally, it will ensure consistent, equitable decision-making and problem-solving aligned with the *ACPS 2025: Equity for All Strategic Plan (PDF)*, *Theory of Action (PDF)*, as well as guidance from the *Alexandria Health Department (AHD)*, *Centers for Disease Control and Prevention (CDC)*, and *Virginia Department of Health (VDH).* The users for this Playbook will include all principals, assistant principals, school administrative teams, instructional support staff, teachers, parents, and families.

- **Purpose of 6.0:** This plan communicates and emphasizes the division's approach to transitioning to full in-person learning for the coming year and a virtual option for families who choose this method of learning through Virtual Virginia. As of June 3, 2021 (PDF), 93% of our families will attend school in person in 2021-2022, whereas 7% of families will learn virtually via Virtual Virginia. While these results might change, efforts will be put in place to ensure that a plan is developed if families leave Virtual Virginia and select in-person instruction.
- **Operational Definitions:** In-person learning is five days a week and is any form of instructional interaction between teachers and students that occurs in person and in real time. Virtual learning is remote, online instruction from Virtual Virginia five days a week, and Virtual Virginia hires teachers to provide the instruction for students.
- **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 publication of this document, ACPS has had five previous plans, with additions and modifications made according to state guidelines and regulations. This plan moves ACPS from a hybrid model to in-person learning five days a week, with an option for full-time online learning through Virtual Virginia for students in grades K–12.
- **Guiding Principles for Reopening:** The *Guiding Principles* underlying this Playbook have guided and informed the work of ACPS since the beginning of the pandemic and related school closings. Specifically, we are committed to equitable access to improving learning outcomes for all students. We will ensure the inclusion of the voices of parents, families, and students. We will also provide social, emotional, and academic learning supports and services for all students to meet their needs. Continuous improvement is essential, with a commitment to studying lessons learned and data prior to the execution of actions. ACPS values community coordination and collaboration. To ensure effective continuity of instructional and support services, we will build trust and incorporate creative ideas for reopening. Part of reopening will involve the need to embrace flexibility while facing unprecedented challenges. We will ensure clear, consistent, and frequent communication as part of this process. Finally, our division will ensure that all students have access to technology and connectivity to support their learning process and progress.
- **Ensuring That All Students and Staff Remain Safe and Healthy Throughout the Instructional Day:** ACPS is committed to following all federal, state, and local guidelines to ensure the safety and health of all members of the learning organization. The Playbook includes a detailed analysis of the following key protocols: cleaning and sanitation, use of personal protective

equipment (PPE), security precautions, student health services, nutrition, and food service supports, transportation logistics, and facilities management and operations.

- **Articulating Clear Curriculum and Instruction for Supporting All Learners:** It is essential that we address the needs of all learners as we progress back to in-person learning. This section of the Playbook will articulate master scheduling expectations and information concerning state guidelines for ensuring appropriate time on learning. A major component of this section involves the importance of creating an instructional climate and learning environment that is aligned with the *ACPS Teaching and Learning Framework (PDF)* and the *ACPS Multi-Tiered Systems of Support (MTSS)*, including standards-aligned planning, instruction, assessment, and progress monitoring as well as adjustment to accommodate emerging student needs and issues. Schools will need to address learning loss that may be the result of the unique circumstances confronted by students and parents during the recent year. This component extends to addressing the unique needs of Pre-Kindergarten learners, English Learner (EL) students, Students With Disabilities (SWD), and Talented and Gifted (TAG) students. It also presents a focus on those responsible for Advancement Via Individual Determination (AVID); Career and Technical Education (CTE); Humanities; Literacy; Science, Technology, Engineering, and Math (STEM); and Adult Education. This part of the Playbook presents expectations for staff collaboration as well as the critical importance of instructional personalization and differentiation.
- **Preparing Staff to Be Successful in Transitioning Back to In-Person Learning:** This section highlights back-to-school professional learning and the need for ensuring that all staff are prepared for the challenges and unique potential offered by in-person learning's return during the next academic year. A major commitment to professional learning this year will be a continuation of the division's exploration of equity and the need to ensure the success of all learners. An extended section of this part of the Playbook involves ensuring that the technology infrastructure is in place to ensure a smooth transition to in-person learning, the need for continuous integration of technology into students' daily learning experience, and the software support services available to all schools and school staff members.
- **Ensuring a Smooth Transition Involving Communications, Operations, Human Resources (HR), and Financial Processes:** A critical component of a successful reopening will be the assurance of smooth operations involving critical aspects of school and division service delivery. This section of the Playbook articulates key HR requirements, budget and payroll processes, and related issues of HR services. This component will also identify communication expectations, including strategies and recommendations for support to parents, families, and community members in keeping updated about the transition to in-person learning.
- **Supporting Students' Social-Emotional Health and Parent and Community Outreach:** This time of great transition necessitates a clear alignment between instructional service delivery and the need to provide students and families with extended support services and programs. This section of the Playbook provides a synthesis of available student support services. It also includes an analysis of *Family and Community Engagement (FACE)* and the services available to parents and families. The Playbook presents information about the *ACPS Helpline* and the range of services available to individuals and families requiring mental and physical health support, counseling services, and referral services. This section also includes "Learning Tips for Parents and Students" with great ideas for staying organized, stimulating conversations, and remaining abreast of daily needs, due dates, etc.

- **Principals' Reopening Checklist:** The Playbook includes a checklist for principals, synthesizing their major leadership responsibilities to ensure a smooth reopening of schools. The checklist includes essential action steps for all facets of school operations. The focus areas include a range of topics from school resources and textbooks to technology, HR management, effective and efficient operations, and staff and community outreach and communication. It is critical that the principal be the true instructional leader of the school building, helping all stakeholders to ensure a safe, engaging, inviting, and collaborative learning community.
- **"A Day in the Life" Simulation:** The simulation activities will provide a framework for the steps each ACPS school will take to reopen for the 2021–2022 school year. It is currently under development, and it will identify categories for teachers and staff to consider as they prepare for a return to their physical school buildings.

Introduction

This document, *Continuity of Learning Fall Reopening Playbook 6.0,* provides guidance for the reopening of schools. It is framed around questions that provide specific guidance, key contacts, and priority resources to assist with a successful start to the new school year. This plan emphasizes the importance of in-person learning five days a week and includes a virtual option for those families that choose 100% online learning. As always, we are guided by the Alexandria Health Department (AHD), the Centers for Disease Control and Prevention (CDC), and the Virginia Department of Health (VDH) for all COVID-19 safety considerations.

Figure 1

Guiding Question Example

Guiding Question
How can we best support our English Learner (EL) students?

ENGLISH LEARNER (EL) STUDENTS

Guidance	Contacts	ces
The ACPS 6.0 plan ensures that EL students will receive direct services aligned with the design of their respective programs and needs. EL students will receive English language development services in addition to accessing the general education curriculum through instructio… their general education te… students will learn in … …ent that is safe and co… … identified hea… …s and protocols … …L students will maint… …ication with parents, …ians to review students' progress …d to ensure their specific academic, linguistic, and social-emotional needs are being met. **Targeted Return Date:** August 24, 2021 **Location:** EL students will be located at the same sites as general education students, in their zoned school building.	**Dr. Bethany Nick…** Executive Dir… Services **Ma… …des,** …rent Resource …ator **…uzanne Lank,** EL Assessment Specialist **Katherine Philipp** and **Michael Suppa,** EL Curriculum Specialists **Jaime Knight** and **Michelle Suchenski,** Elementary EL Instructional Specialists **Jessica Fundalinski,** Secondary EL Instructional Specialist **Anna Harvin,** Project GLAD® Instructional Specialist **Gustavo Samayoa,** Dual Language Coordinator **Victor Espinosa Sanchez,** Language Access Coordinator	**…he following resources for developing ELD courses and guidelines will be posted on Canvas:** Elementary English Language Development (ELD) Curriculum and Resources Secondary English for Academic Purposes (EAP) Curriculum and Resources **Registration and Assessment** EL Handbook: EL Registration & Proficiency Assessment WIDA ACCESS for ELLs Resources WIDA Can Do Name Descriptors Chart Checklist for Formative Assessments

EXAMPLE

Virginia State Requirements for Reopening

On March 12, 2020, Virginia Governor Ralph Northam announced a state of emergency 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 (PDF)* and *Forward Virginia (PDF)*. 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.

As of March 30, 2021, the guidance is to reopen schools in the fall with in-person learning available for all students. The following timeline provides a history of the school closing and reopening guidance due to the COVID-19 pandemic.

Table 1

Timeline for School Closing and Reopening Guidance

Timeline for School Closing and Reopening Guidance
• On *March 23, 2020*, Governor Northam issued *Executive Order Number Fifty-Three (PDF)*, 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 SY 2020–2021.
• On *July 6, 2020*, the state released updated phase guidance (PDF) as Virginia entered Phase Three of reopening for Virginia Public schools.
• On *January 14, 2021,* the *V*irginia Department of Education (VDOE) and the Virginia Department of Health (VDH) released the *Interim Guidance: Operational Strategy and Phased Prevention for Virginia Pre-K-12 Schools*.
• 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.
• On *March 30, 2021,* Governor Northam signed a bill (SB 1303) approved by the General Assembly of Virginia requiring all schools to offer in-person instruction for at least the minimum number of required instructional hours (180 days/990 hours) to any enrolled student during SY 2021–2022. School divisions may also offer a virtual option. • The bill further states: "Any local school board may, for any period during which the Governor's declaration of a state of emergency due to the COVID-19 pandemic is in effect, provide fully remote virtual instruction to any enrolled student upon the request of such student's parent, guardian, or legal custodian."

The ACPS Reopening Planning and Implementation Process

Following the closure of our school buildings due to the COVID-19 pandemic, ACPS continues to provide students and families with various educational opportunities. Our school division provides 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 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 this document's publication.

Table 2

ACPS Reopening Planning and Implementation Process

• 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 *Virtual PLUS+ Phased Reentry Hybrid Instructional Plan 5.0* provided a phased-in, hybrid, staggered approach for reopening schools and buildings. Students (Pre-K–12) were successfully phased in contingent upon staffing, building capacity, community health metrics, and decision matrix indicators.

As we look ahead to the next school year with this Playbook, *Continuity of Learning Fall Reopening 6.0*, 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 State Superintendent and the Alexandria City School Board while always considering the health, safety, and well-being of students, teachers, staff, and their families. This 6.0 Playbook was effective in June 2021. Three priorities reinforce this plan:

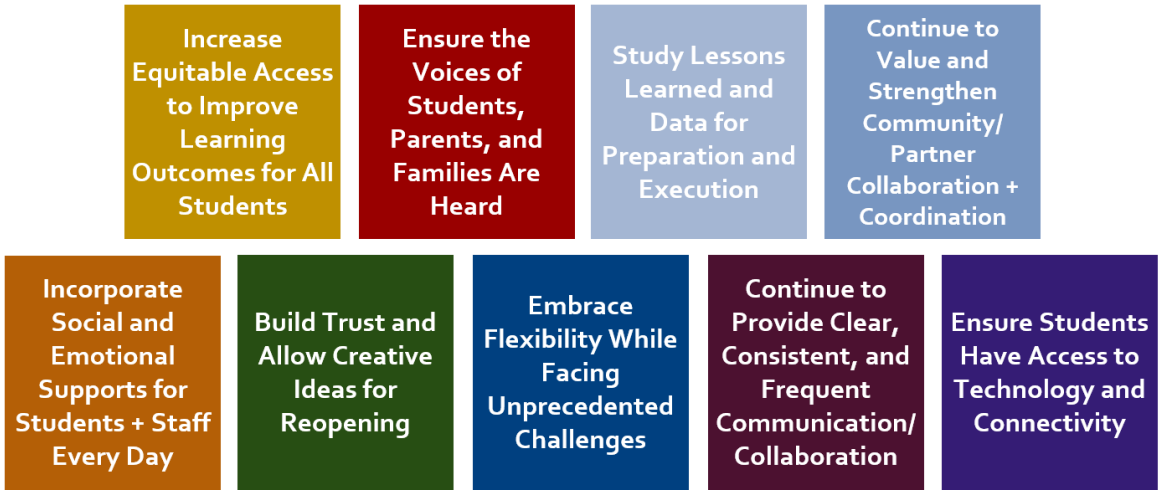
- We believe that in-person learning is the best option for students while recognizing that some families will choose the virtual model.
- We are guided by public health experts, including the Centers for Disease Control and Prevention (CDC), the Virginia Health Department (VDH), and the Alexandria Health Department (AHD).
- We are enhancing our virtual model to include instruction through Virtual Virginia.

Our ACPS Guiding Principles for Reopening

Since March 2020, eight principles have guided and informed decision-making and planning for reopening our schools. Subsequently, throughout this 6.0 reopening planning process, we have included a ninth, new principle centered on the critical role of social and emotional supports for students and staff. 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. The following principles provide the foundation of the work that occurred in the school division as well as the efforts going forward.

Figure 2

Nine Guiding Principles Used for Reopening Schools



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 Students, Parents, and Families Are Heard:** The 6.0 reopening Playbook includes feedback and recommendations from key stakeholder groups, including students, parents, and families.
3. **Study Lessons Learned and Data for Preparation and Execution:** Strategic efforts will be implemented to learn from other school divisions, the Virginia Department of Education (VDOE), the Virginia Department of Health (VDH), the Centers for Disease Control and Prevention (CDC), and other research related to reopening.
4. **Continue to Value and Strengthen Community/Partner Collaboration and Coordination:** The school division will 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. **Incorporate Social and Emotional Supports for Students and Staff Every Day:** The school division will continue to implement social, emotional, and academic learning supports and services for all students to meet their needs. The school division will prioritize “connection

before content" to create learning environments that embrace relationship building and community.

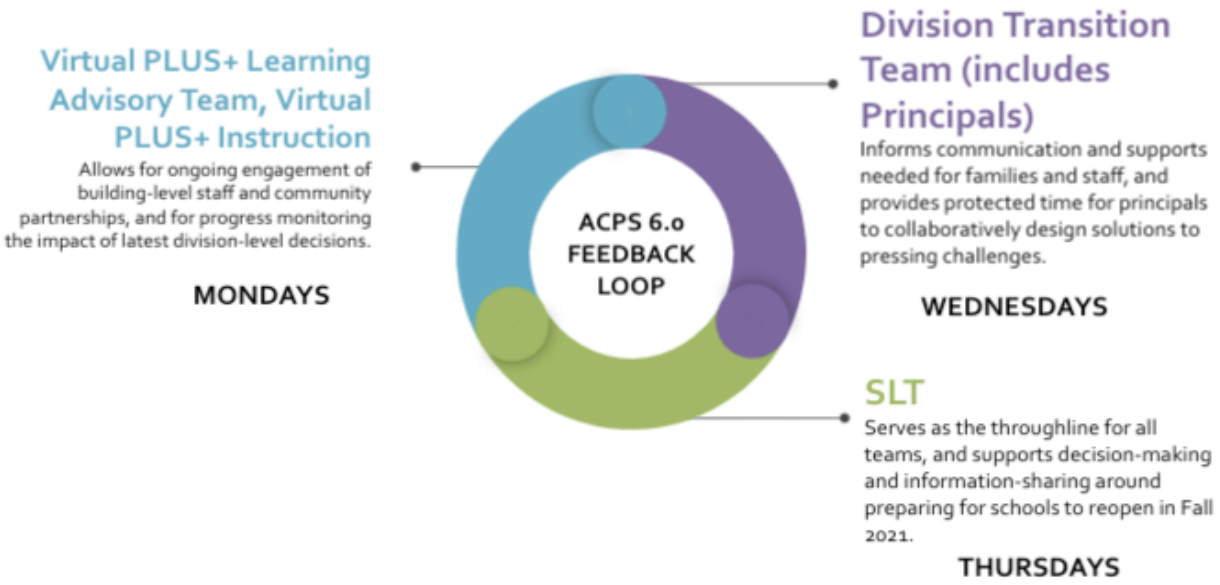
6. **Build Trust and Allow Creative Ideas for Reopening:** The school division will continue to provide forums for seeking input, feedback, and perspectives related to reopening, including lessons learned from school closings to enhance educational efficacy and organizational effectiveness.
7. **Embrace 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.
8. **Continue to Provide Clear, Consistent, and Frequent Communication/Collaboration:** Efforts will be instituted to ensure that information is made available to both internal and external stakeholders through webinars, Zoom conferences, school-based websites, newsletters, social media, and conversations with the superintendents.
9. **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.

Design Team Structure and Stakeholder Input (Part I)

Our division used the following weekly feedback loop below to facilitate updates to our Reopening Playbooks. Every Wednesday, our **Division Transition Team** met for 90-minute meetings where team members shared updates, worked within and across teams to share resources, and made holistic updates to their various sections of the 5.0 Playbook. Additionally, this group was an extension of our 4.0 and 5.0 teaming structures, and also included members of the broader ACPS community. On Mondays, our teacher-leaders met to provide feedback and input into division-level decisions, and on Thursdays, our Senior Leadership Team (SLT) met to synthesize updates and recommendations from the Monday and Wednesday meetings.

Figure 3

6.0 Feedback Loop



Design Team Structure and Stakeholder Input (Part II)

Within this feedback loop, our **Division Transition Team** met weekly for 90 minutes to provide updates within and across their assigned Playbook reopening sections. The figure below details our overall teaming structure that guided the development of our reopening plan.

Figure 4

Division Transition Team

Executive Sponsors

Executive Sponsors

Inform

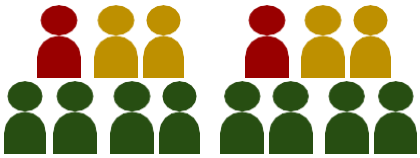
- Ensure guidance and direction and remove obstacles.
- Elevate decisions to the co-project managers when needed.
- Approve project funding (and deviations from the cost and the budget) and determine the project scopes.

Co-Project Managers

Co-Project Managers

Influence

- Communicate with project work team leads, connect tasks to the larger goals, and provide context and support.
- Attend Education Elements (EE) sessions and support the work team leads in preparing for the fall reopening.



Project Work Team Leads + Members
Cross-Functional Teams

Project Work Team Leads + Members

Ideate

- Provide day-to-day management of the project: managing planning, logistics, and communication.
- Exercise responsibility for leading the project and its related activities through the project's life cycle and overseeing the implementation.
- Ensure vertical and horizontal communication.

Design Team Structure and Stakeholder Input (Part III)

Our **Division Transition Team** was comprised of various *Cross-Functional Planning Teams (CFPTs)*, which led to updates to specific portions of the reopening Playbook. The table below details our Project Work Team structure and the guiding questions they worked to answer during more than seven collaborative planning meetings.

Table 3

Cross-Function Planning Teams (CFPTs)

Executive Sponsors	Dr. Gregory C. Hutchings, Jr.	Dr. Terri H. Mozingo

Team Name/Co-Project Managers	Offices	Project Work Team Leads
Social, Emotional, and Academic Learning (SEAL) ***Dr. Julie Crawford and Dr. Gerald R. Mann, Jr.***	Instruction and Improvement Accountability English Learners (ELs) Professional Learning Specialized Instruction Student Support Services Technology	Dr. Gerald R. Mann and Dr. Anthony Sims Dr. Clinton Page Dr. Bethany Nickerson Cory Kapelski Terry Werner Darrell Sampson Dr. Elizabeth Hoover
Human Resources (HR) and Facilities Management ***Dr. Stephen Wilkins and Sandra Hardeman***	Capital Improvement Program (CIP) Facilities HR	Erika Gulick John Finnigan Sandra Hardeman and T. Michael Carson
Health and Safety ***Dr. Alicia Hart and Dr. Marcia Jackson***	Cleaning and Maintenance Personal Protective Equipment (PPE) School Nutrition Security Student Health Transportation	Anita Cordova Mark Carlson Cynthia Hormel John Contreras Dr. Elaine McSorley-Gerard E. Scott Merriman
Financial Management ***Dominic Turner and Robert Easley***	Budget Payroll Procurement	Robert Easley Michael Covington Dyanna McMullen
School and Community Relations ***Julia Burgos and Kurt Huffman***	Communications Family and Community Engagement Partnerships	Kathy Mimberg Krishna Leyva Kurt Huffman

Design Team Guiding Questions

Seven questions guided the work of the Design Teams, as indicated below. Each meeting focused on essential questions designed to ensure a successful reopening of schools in the Fall.

Table 4

Design Team Guiding Questions

Team Name	Guiding Questions for Fall Reopening 2021
Social, Emotional, and Academic Learning (SEAL)	**How might we …** • Support our staff's ability to teach in the "new normal"? • Support the social, emotional, and academic needs of our diverse populations of learners? • Ensure the use of appropriate technology?
Human Resources (HR) and Facilities Management	**How might we …** • Organize our people, time, and resources for a successful return?
Health and Safety	**How might we …** • Support the physical, mental, and social-emotional well-being of our stakeholders and the nonacademic needs of our students? • Ensure that safety is a continued priority?
Financial Management	**How might we …** • Ensure our budget supports reopening priorities? • Manage the changing landscapes of school operations and financial constraints?
School and Community Relations	**How might we …** • Share division updates and help our ACPS community stay connected and informed?

Timeline of Deliverables

Across seven meetings and two distinct Sprints, our *Cross-Functional Planning Teams (CFPTs)* collaborated to review, update, and provide feedback throughout the Playbook. The sprint process facilitated the work of the design team in developing several complex and specific deliverables related to reopening schools. At each meeting, leaders and teams reviewed updates to public health indicators and other divisionwide updates before working in and across breakouts rooms to make the edits to the Playbook. After these weekly meetings ended, a smaller group of individuals continued to work to add finishing touches to this document.

Table 5
Timeline of Deliverables

APRIL	MAY
Plan, Align, and Develop	Reflect, Iterate, Design, and Launch
SPRINT 1	**SPRINT 2**
Sprint 1 Goals Introduce the purpose of the Playbook. Audit the previous Playbook and Strategic Plan. • *What do we keep?* • *What do we tweak?* • *What do we sunset?* Begin making edits in our working teams.	**Sprint 2 Goal** Review edits across teams to elevate dependencies and clarifications that were needed.
Meeting 1 April 7, 2021	**Meeting 2** April 14, 2021	**Meeting 3** April 21, 2021	**Meeting 4** April 28, 2021	**Meeting 5** May 5, 2021	**Meeting 6** May 12, 2021	**Meeting 7** May 19, 2021
SPRINT 3	**Sprint 3 Goal** Revise and complete the Reopening Playbook.	May 24, 2021 - June 14, 2021

Staff Communication and Collaboration Expectations

With the return to five-day-a-week instruction, there will continue to be multiple opportunities for planning, communication, and collaboration. Embedded planning time exists within daily schedules to support additional collaboration opportunities with a specific focus on equity by addressing racial and educational barriers.

Additional expectations for staff across the division include the following:

- Collaboratively plan lessons with the ACPS-approved curricular resources.
- Plan daily to modify lesson plans, give feedback, and collaborate with teaching teams.
- Engage in collaborative data analyses and progress monitoring to improve instructional practice and student performance.
- Participate in Professional Learning Communities (PLCs).
- Attend staff meetings and participate in divisionwide professional learning with registration through the Professional Learning Management System (PLMS).
- Participate in all contractual school-based activities and community events (i.e., Open House, Back to School Night, Teacher Conferences, etc.).
- Provide academic supports based on formative and summative assessments.
- Collaboratively plan and monitor academic and social-emotional supports implemented to enhance student success, including strategies to address the unique needs of targeted student groups such as English Learner (EL) students and Students With Disabilities (SWD).
- Include all stakeholders in collaboration efforts to ensure a clear understanding of the unique needs and challenges needed to support schools (i.e., nutrition services to understand language needs of students).

Enhanced Expectations for Communication

These Communication Expectations *(effective August 2021)* are intended to guide staff with engaging students in synchronous and asynchronous learning for SY 2021–2022. Listed below the *Reporting Responsibilities* reminder are the key roles and expectations essential for effective communication.

Reminder: Reporting Responsibilities	A reminder that all school staff have a responsibility to warn and notify in the instances below, even if they receive information through electronic or other media: ● Child abuse and neglect and mandatory reporting requirements (Policy JHG/GAE, Policy GAE-R/JHG-R) ○ Contact Child Protective Services: 703-746-5800. ○ Contact the school administration and Student Support Team (SST) members as well. ● Suicidal statements, ideation, or attempts (Policy JHH, Suicide Prevention/Intervention Guidelines in Canvas) ● During the school day, school staff should contact a member of the SST immediately. At no time should the student be left unsupervised. If an SST member cannot be reached, a school administrator should be contacted. ● Outside of school hours, school staff may reach out to a member of their SST or administration when there is a concern of student suicidal statements, ideation, or attempts. When reporting a concern to school SST members and administration, **a response should be received from one of them in a matter of minutes** (versus hours or days) before following up with the parent/guardian directly. Staff should exercise their best judgment and **err on the side of caution** in determining at what point they should contact the parent/guardian or 911 directly. ● Outside of school hours, if there is a concern of an **imminent attempt**, school staff should contact the parent/guardian and/or 911 **immediately**. School staff should then follow up with the SST and administration after this contact has been made. ● Outside of school hours, sending an email to the SST and school administration alone is not considered proper notification and follow-through in the instance of student statements around suicide. School staff must either have a response from the SST or administration in a manner of minutes, or they need to contact the parent/guardian or 911 themselves. ● The Alexandria City Police Department may be contacted at the following numbers: ○ Emergency number: 911 ○ Nonemergency number: 703-746-4444 ● Please note that you will be connected with the local 911 call center depending on your location. If you are calling from outside Alexandria City, you will need to share with the call center that you are contacting them about a situation in Alexandria City. ● Threats of harm to others (Policy EBB, Policy EBB-R) ○ Contact the school administration. ○ Contact the ACPS Office of Safety and Security if the school administration is not available. ○ Contact the Alexandria City Police Department if none of the above are responsive: ■ Emergency number: 911 ■ Nonemergency number: 703-746-4444 School staff should always make attempts to communicate with school administrators and SST members (when appropriate) if they believe they have information of abuse, neglect, harm to self, or harm to others as it relates to ACPS students.

Role (s)	Expectations
Elementary Teachers, Including Encore (Fine Arts, Physical Education) (Grades K–5)	● Work collaboratively and communicate with cooperating teachers, the administrative team, students and parents regarding student support that may be needed based on data or observation (i.e., Multi-Tiered Systems of Support [MTSS] process, Kid Talk, attendance, engagement, participation, etc.) of the student in the in-person learning environment. ● Maintain parent/guardian communication. ● Check and respond to emails regularly. ● Communicate regularly with your grade-level teams. ● Check the ACPS website and *ACPS Insider* weekly.
Secondary Teachers, Including Fine Arts, Physical Education, World Languages, and Advancement Via Individual Determination (AVID) (Grades 6–12)	● Work collaboratively and communicate with cooperating teachers, the administrative team, students and parents regarding student support that may be needed based on data or observation (i.e., MTSS process, Kid Talk, attendance, engagement, participation, etc.) of the student in the in-person learning environment. ● Communicate celebrations and/or challenges with students, parents, school-based administrators, and relevant central office staff, as appropriate. ● Seek assistance from school-based administrators/instructional coaches and central office instructional specialists and directors, as needed. ● Check and respond to emails regularly and in a timely manner. ● Check the ACPS website and *ACPS Insider* weekly.
Career and Technical Education (CTE) Teachers	● Maintain needed support of content-area teachers through classroom visits, individual meetings, and Professional Learning Communities (PLCs) in providing instructional support and resources for in-person learning. ● Provide timely responses to email communication and inquiries. ● Seek assistance from supervisors, as needed. ● Communicate with English Learner (EL) and Special Education (SPED) instructional specialists about the status and needed collaboration regarding curricula, resources, and materials.
EL Services – Teachers	● Communicate regularly with your EL students and their families to provide ongoing support for students in their English language development and their content work and to share celebrations and/or challenges (attendance, engagement, participation, etc.). ● Communicate regularly with the general education teachers of students you support, the SPED teachers of students you support, and your grade-level and/or content teams. ● Communicate regularly with school-based support teams designed to assist newcomer EL students.
SPED Teachers and Related Service Providers	● Communicate with students and parents regarding student support that may be needed based on data or observation (i.e., attendance, engagement, participation, etc.). ● Communicate with students and parents regarding student progress and any support that may be needed based upon data and observations of the student in the in-person learning environment. ● Communicate celebrations and/or challenges with school-based administrators and relevant central office staff, as appropriate.

Role (s)	Expectations
Instructional Specialists	● Maintain needed support of content-area teachers through classroom visits, individual meetings, and PLCs in providing instructional support and resources for in-person learning. ● Provide timely responses to email communication and inquiries. ● Seek assistance from supervisors, as needed. ● Communicate with EL and SPED instructional specialists about the status and needed collaboration regarding summer school curricula, resources, and materials.
SPED Instructional Specialists	● Maintain a schedule of support with SPED teachers in your assigned schools to ensure they have the resources and support needed for in-person teaching and learning and specially designed instruction. ● Provide timely responses to email communication and inquiries. ● Seek assistance from the supervisor, as needed.
Autism Behavior Support Specialists/Early Childhood Special Education (ECSE) Coordinator and Specialist	● Maintain a schedule of support with SPED teachers in your assigned schools to ensure they have the resources and support needed for in-person teaching and learning and specially designed instruction. ● Provide timely responses to email communication and inquiries. ● Seek assistance from the supervisor, as needed.
Academic Interventionists	● Maintain a schedule of support with teachers and students to ensure they have the resources and support needed for in-person teaching and learning. ● Attend PLC meetings. ● Provide timely responses to email communication and inquiries. ● Seek assistance from the supervisor, as needed.
Instructional Coaches	● Maintain a schedule of support with teachers to ensure they have the resources and support needed for in-person teaching and learning. ● Attend PLC meetings. ● Provide timely responses to email communication and inquiries. ● Seek assistance from the supervisor, as needed.

Elementary Counselors	● Communicate and work with students and families.
	● Provide timely responses to email communication and inquiries.
	● Continue to communicate with students and families for check-ins and problem-solving conversations:
	  ○ Attendance/access to instruction
	  ○ Social-emotional concerns
	  ○ Academic achievement concerns
	● Communicate information about wellness and strategies for supporting home/life/work balance through school newsletters.
	● Check voice mail regularly.
	● Continue to regularly share available crisis resources for students and families:
	  ○ Crisis Text and CrisisLink:
	  ○ Text: CONNECT to 85511
	  ○ Call: CrisisLink: 703-527-4077
	  ○ Alexandria Safe Place
	  ○ Alexandria City 24-Hour Emergency Mental Health Services
	  ○ Alexandria City Health Department
	  ○ Contact Information & Locations
	  ○ Inova Alexandria Hospital (ER)

Role (s)	Expectations

Secondary Counselors	● Communicate and work with students and families.
	● Provide timely responses to email communication and inquiries.
	● Continue to communicate with students and families for check-ins and problem-solving conversations:
	  ○ Attendance/access to instruction
	  ○ Social-emotional concerns
	  ○ Academic achievement concerns
	  ○ Graduation checks
	  ○ Postsecondary planning
	● Communicate information about wellness and strategies for supporting home/life/work balance through school newsletters.
	● Check voice mail regularly.
	● Continue to regularly share available crisis resources for students and families:
	  ○ Crisis Text and CrisisLink:
	  ○ Text: CONNECT to 85511
	  ○ Call: CrisisLink: 703-527-4077
	  ○ Alexandria Safe Place
	  ○ Alexandria City 24-Hour Emergency Mental Health Services
	  ○ Alexandria City Health Department
	  ○ Contact Information & Locations
	  ○ Inova Alexandria Hospital (ER)

School Psychologists	● Communicate and work with students and families. ● Provide timely responses to email communication and inquiries. ● Respond to all inquiries to provide information on district support services and/or educational programs. ● Respond to referrals from school administration, parents, teachers, the SST, and the Child Study Team. ● Maintain communication with the Director of School Psychology, school-based administrator(s), and staff.
School Social Workers	● Provide timely responses to email communication and inquiries. ● Respond to all inquiries to provide information on district support services and/or educational programs. ● Respond to referrals from school administration, parents, teachers, the SST, the SPED Committee, and others by assisting families in accessing appropriate community resources. ● Respond to requests for intervention in situations that could negatively impact the student's education plan. ● Maintain an ongoing liaison relationship with community agencies and other resources to meet student and family needs. ● Maintain case records to document activities and comply with mandated requirements. ● Promote and reinforce regular student attendance with the students themselves, their families, teachers, and administrators.

Role (s)	Expectations
Student Services Specialists/Coordinators	● Provide timely responses to email communication and inquiries. ● Maintain regularly scheduled meetings with school-based coaches, liaisons, and other staff to continue communication and support to schools. ● Respond to schools by appointment, as needed, for equity, Restorative Practices (RP), Positive Behavioral Interventions and Supports (PBIS), and/or Mental Health Support. ● Communicate and collaborate with the department team to continue available supports for ACPS staff. ● Provide communication and support for staff (e.g., Social, Emotional, and Academic Learning [SEAL] Calendar; Wellness/Support Circles). ● Identify a regular schedule for expected communications, responses, and deliverables.
Equity Team	● Send notifications and communication for leadership equity modules and turnaround staff training. ● Maintain regularly scheduled meetings with school-based coaches, liaisons, and other staff to continue communication and support to schools. ● Respond to schools by appointment, as needed, for equity, RP, PBIS, and/or Mental Health Support. ● Communicate and collaborate with the department team to continue available supports for ACPS staff. ● Provide communication and support for staff (e.g., SEAL Calendar, Wellness/Support Circles). ● Identify a regular schedule for expected communications, responses, and deliverables.
Talented and Gifted (TAG)	● Provide timely responses to email communication and inquiries. ● Communicate with students and parents regarding student progress and Differentiated Education Plans (DEPs). ● Create safe learning environments that take into account the social-emotional needs of the gifted child. ● Use research-based strategies to team build and build relationships with students. ● Maintain a schedule of support and planning time with the classroom teacher of General Intellectual Aptitude (GIA) students to ensure they have the resources and support needed for in-person teaching and learning.
Technology Integration Specialists (TISs)	● Check and respond to emails regularly. ● Communicate technology updates with assigned school staff and administration. ● Communicate office hours and professional learning opportunities with staff at assigned schools. ● Respond to staff inquiries and requests for support. ● Report pertinent information with the rest of the Technology Services department, including your supervisor, TISs assigned to other schools, Helpdesk, and application support, as needed.
Early Childhood	● Check and respond to emails regularly. ● Maintain communication with parents/guardians (Communication Log), Week at a Glance, and Clever. ● Maintain communication with general education teachers and SPED teachers (vice versa) to support student learning (differentiation, scaffolding, and enrichment). ● Maintain communication with the administrator. ● Write and submit draft Individualized Education Programs (IEPs) to the administrator/designee for review.

Role (s)	Expectations
School Health Services	● Communicate and work with students and families. ● Provide timely responses to email communication and inquiries. ● Maintain communication with the Director of School Health Services, the school-based administrator, and staff. ● Maintain an ongoing liaison relationship with community agencies and other resources to meet student and family needs.
Application Support Specialists (Technology Services)	● Check and respond to emails regularly. ● Read the *ACPS Insider* each week. ● Respond to requests from other ACPS departments and schools within the established timeline. ● Report pertinent information with the rest of the Technology Services department, including your supervisor, TISs assigned to other schools, Helpdesk, and application support, as needed.

Enhanced Expectations for Collaboration

These *Collaboration Expectations* (effective August 2021) are intended to guide staff with engaging students in synchronous and asynchronous learning for the 2021-2022 school year. Listed below are examples of the key roles and expectations essential to successful collaboration.

Role (s)	Expectations
Elementary Teachers, Including Encore (Fine Arts, Physical Education) (Grades K–5)	● Collaborate with your grade-level teams and Professional Learning Communities (PLCs) to plan effective lessons. ● Co-plan and collaborate with English Learner (EL) and Special Education (SPED) teachers on instructional lesson plans to meet the differentiated needs of students. ● Collaborate with EL and SPED teachers to develop common assessments. ● Identify a regular schedule for expected communications, responses, and deliverables.
Secondary Teachers, Including Fine Arts, Physical Education, World Languages, and Advancement Via Individual Determination (AVID) (Grades 6–12)	● Collaborate with your grade-level teams and PLCs. ● Co-plan and collaborate with EL and SPED teachers on instructional lesson plans to meet the differentiated needs of students. ● Co-plan and collaborate with EL and SPED teachers to develop common assessments. ● Identify a regular schedule for expected communications, responses, and deliverables.
Paraprofessionals	● Collaborate with supervising teachers to support the development of student-learning activities. ● Collaborate with your content teachers regarding instructional support for students. ● Collaborate with SPED staff and administrators in providing instructional or behavioral support for Students With Disabilities (SWD) in the in-person learning model. ● Collaborate with SPED staff in collecting student data related to academic, behavioral, or Individualized Education Program (IEP) goal progress.
Career and Technical Education (CTE) Teachers	● Collaborate with your grade-level teams and PLCs. ● Collaborate with EL and SPED teachers to develop common assessments. ● Identify a regular schedule for expected communications, responses, and deliverables.

Role (s)	Expectations

English Learner (EL) Services – Teachers	● Collaborate with general education teachers in the planning of content lessons and activities using ACPS's EL Best Practices for Remote Learning.
	● Participate and provide input in PLCs to support instruction for ELs.
	● Collaborate with other EL teachers and EL instructional specialists to incorporate the following elements into content-area instruction:
	  ○ Integration of the WIDA English Language Development (ELD) Standards
	  ○ A focus on genre and key uses of academic language
	  ○ Incorporation of expressive and interpretive modalities of language, including reading, writing, listening, speaking, viewing, and representing
	  ○ Explicit teaching of academic language and discourse/communication through content topics and themes
	  ○ Articulation of language objectives focused on language functions and features of the content topic
	● Contribute to the EL Shared Folder.

SPED Teachers and Related Service Providers	● Co-plan for co-teaching with general education teachers to ensure best practices for use of high-yield co-teaching models. ● Collaborate with general education teachers in the implementation of accommodations listed on students' IEPs. ● Collaborate with and supervise support provided by instructional assistants (Monday through Friday). ● Develop a draft of annual IEPs for students on caseloads within the timeline of the draft review process established at each school. ● Schedule and facilitate compliant IEP meetings within the required timeline. ● Complete interim and quarterly progress reports within the required timeline.
Instructional Specialists	● Collaborate with your cross-functional team to continue available supports for teachers and ensure scaffolding is embedded in lessons and materials. ● Facilitate collaboration and sharing of resources among teachers. ● Meet with department team leaders on a regular basis to share information and ensure collaboration among teachers. ● Identify ways to collaborate with your vertical teams. ● Assist your content teams in PLC collaboration and the development of resources. ● Identify a regular schedule for expected communications, responses, and deliverables.
SPED Instructional Specialists	● In collaboration with school-based administrators, schedule and conduct co-teaching walk-throughs and intervention fidelity checks, providing follow-up support and training, as needed. ● Assist school teams in master scheduling to ensure SWD are receiving required supports and services. ● Collaborate with IEP teams in the review of data for the development of appropriate annual goals and SPED supports and services for SWD. ● Attend school-based SPED PLCs or SPED Team meetings to provide support or training, as needed. ● Assist the Office of Accountability with monitoring Virginia Alternate Assessment Program (VAAP) evidence collection, providing feedback, and supporting teachers, as needed.

Role (s)	Expectations
Autism Behavior Support Specialists/Early Childhood Special Education (ECSE) Coordinator and Specialist	● Attend school-based SPED PLCs or SPED Team meetings to provide support or training, as needed. ● Assist the Office of Accountability with monitoring VAAP evidence collection, providing feedback, and supporting teachers, as needed. ● Collaborate with IEP teams in the review of data for the development of appropriate annual goals and SPED supports and services for SWD.
Academic Interventionists	● Collaborate with teachers to provide targeted and specific instructional resources for students. ● Collaborate with PLCs and leads at your school. ● Collaborate with EL and SPED specialists on how to best support students. ● Use the Multi-Tiered Systems of Support (MTSS) document to ensure that interventions for EL and SWD follow the guidelines for those specific populations.
Instructional Coaches	● Support teams and teachers in building student engagement. ● Maintain a weekly schedule with the administration to check in. ● Collaborate with team leaders, including EL and SPED, to focus on weekly outcomes.

Elementary Counselors	● Collaborate and communicate with the schools into which your students feed to support the vertical articulation.
	● Collaborate with teachers, other Student Support Team (SST) personnel, and other school staff to follow up with students and families and problem-solve barriers:
	  ○ Students who are struggling with grades and academics
	  ○ Students who have identified struggles socially and emotionally
	● Collaborate with SSTs to continue to be available as supports for teachers.
	● Collaborate with SSTs to problem-solve specific student situations.
	● Support the development of Social, Emotional, and Academic Learning (SEAL) lessons and curriculum with SSTs, teachers, and administrators focusing on:
	  ○ Expectations and routines (Positive Behavioral Interventions and Supports [PBIS])
	  ○ Building relationships through Community Circles (Restorative Practices [RP])
	  ○ Creating positive cultures where students feel comfortable expressing thoughts and emotions
	● Assist your teams in PLC collaboration and the development of resources.
	● Train and/or deliver Tier 2 and 3 services to students impacted by the pandemic.

Role (s)	Expectations

Secondary Counselors	● Collaborate and communicate with the schools into which your students feed to support the vertical articulation.
	● Collaborate with teachers, other SST personnel, and other school staff to follow up with students and families and problem-solve barriers:
	  o Students who are struggling with grades and academics.
	  o Students who have identified struggles socially and emotionally
	● Collaborate with SSTs to continue to be available as supports for teachers.
	● Collaborate with SSTs to problem-solve specific student situations.
	● Support the development of SEAL lessons and curriculum with SSTs, teachers, and administrators focusing on:
	  o Expectations and routines (PBIS)
	  o Building relationships through Community Circles (RP)
	  o Creating positive cultures where students feel comfortable expressing thoughts and emotions
	● Collaborate with the Director of Counseling and College and Career Counselor to support graduation tracking and postsecondary planning for seniors.
	  o Ensure all term graduates have a graduation plan to include a testing plan, if applicable.
	● Assist your teams in PLC collaboration and the development of resources.
	● Train and/or deliver Tier 2 and 3 services to students impacted by the pandemic.

School Psychologists	● Collaborate with other SSTs to maintain weekly communication with specific students/families (i.e., students who have an existing and/or were referred for a Functional Behavior Assessment (FBA)/Behavioral Intervention Plan (BIP), referred to Kid Talk/MTSS, etc.) at your school.
	● Support the development of SEAL lessons and curriculum with SSTs, teachers, and administrators focusing on:
	  o Expectations and routines (PBIS)
	  o Building relationships through Community Circles (RP)
	  o Creating positive cultures where students feel comfortable expressing thoughts and emotions
	● Collaborate with other SSTs to review suicide risk and threat assessment protocols (Canvas login required).
	● Collaborate with school social workers to complete the Diagnostic Interview Examination (DIE) in PGC for Medicaid.
	● Identify a regular schedule for expected communications, responses, and deliverables with other members of your school SST.

Role(s)	Expectations

School Social Workers	● Communicate weekly with students and families to identify/assess basic needs of families.
	● Provide ongoing collaboration with school administration, teachers, and other SSTs to remove barriers to students and families accessing educational opportunities and social-emotional supports.
	● Provide ongoing outreach to students and families who are not engaged in learning experiences.
	● Collaborate with external partners to identify resources and make referrals, as necessary.
	● Share resources on an ongoing basis to strengthen supports and build capacity of all social workers.
	● Continue to collaborate with Student Services and Technology for completion of the Student Record Collection (SRC) attendance report.
	● Ensure the Family Assessment and Planning Team (FAPT) provides ongoing communication and participation with the Children's Services Act (CSA) Team for referrals via email or other electronic communication.
	● Engage in Attendance Review Panel (ARP) referrals and meetings, as appropriate.
	● Support the development of SEAL lessons and curriculum with SSTs, teachers, and administrators focusing on:
	  ○ Expectations and routines (PBIS)
	  ○ Building relationships through Community Circles (RP)
	  ○ Creating positive cultures where students feel comfortable expressing thoughts and emotions
	● Collaborate with school psychologists to complete the DIE for Medicaid.

Student Services Specialists/Coordinators	● Collaborate with your department team to continue available supports for ACPS staff. ● Assist the department team in collaboration and the development of resources (e.g., Threat Assessment document). ● Identify a regular schedule for expected communications, responses, and deliverables. ● Participate in team meetings and weekly department meetings. ● Maintain collaboration with the Alexandria Health Department (AHD) and the Virginia Department of Education (VDOE). ● Maintain interdepartmental collaboration. ● Maintain regularly scheduled meetings with school-based coaches, liaisons, and other staff to continue communication and support to schools.
Talented and Gifted (TAG)	● Participate in monthly TAG team meetings (TAG classroom teachers, itinerant teachers, and TAG designees). ● Support the screening process for grades K–8 (TAG designees). ● Advocate and refer students for gifted services (TAG designees, classroom teachers, counselors, administrators). ● Attend professional development and use gifted resources to extend learning. ● Contribute to the shared Google Drive folder. ● Meet with the identification team at your school to adhere to the Young Scholars Identification Timeline (Young Scholars Contact).

Role(s)	Expectations
Technology Integration Specialists (TISs)	● Meet as a whole group weekly (or as scheduled) for a team meeting. ● Share community-building practices to support staff and families at other schools across the division. ● Plan for professional learning projects for the 2021–2022 academic year. ● Collaborate to develop and provide live professional learning opportunities through webinars or other digital means for staff as a TIS Team.
Early Childhood	● Participate in weekly PLC meetings. ● Collaborate with team members (e.g., lesson planning, IEP development). ● Contribute to the shared Google Drive folders.
School Health Services	● Maintain collaboration with SSTs and Registered Nurse (RN) Team members as ACPS/AHD/Virginia Department of Health (VDH)/Centers for Disease Control and Prevention (CDC) recommendations and updates are posted. ● Read *ACPS Insider* to learn of additional collaborative methods for ACPS employees. ● Participate in biweekly RN/Certified Nursing Assistant (CNA) Zoom meetings. ● Continue monthly school health liaison meetings. ● Participate in monthly VDOE/VDH School Nurse meetings.
Application Support Specialists (Technology Services)	● Do not clock in or submit any leave (including Telework) through ExecuTime or anywhere else. Everyone is getting paid according to their contract. ● Maintain and respond to Powerhelp (powerhelp@acps.k12.va.us), appsupport (appsupport@acps.k12.va.us), parent support (aaa@acps.k12.va.us), tcplushelp (tcplushelp@acps.k12.va.us), and the data request form from 8:30 a.m.–3:30 p.m. ● Submit all state and federal reporting on time. (Note that all state reporting deadlines have not changed.) ● Support our top priority of providing answers to whatever questions come from students, staff, and parents.
Registrars (Data Validation and Verification)	● Search for data issues. ● Correct data issues, answer questions, and correct information for the SRC. ● Work through attendance data.
Infrastructure and Support Team (Technology Services)	● Participate in scheduled meetings. ● Collaborate to develop and provide technical support for staff and students through email, phone, and other digital tools.

Implementing Effective Instructional Programs

Our Curriculum and Instruction Team recommends that schools prioritize the strategies below, at the start of school and throughout the year. The Curriculum and Instruction Team is committed to supporting schools, teachers, and families in these areas:

1. Reestablish a growth mindset and positive orientation toward school, emphasizing the importance of school community and the joy of learning, since we are returning after an unprecedented disruption in learning.

2. Consider having schools start the school year by incorporating these practices:

- Ensure that staff implements the ACPS curriculum with fidelity, ensuring that lesson plans and unit sequence align with division expectations.
- Differentiate and personalize instruction to address students' learner profiles, demonstrated needs and learning gaps, and accelerated/personalized instruction to accommodate individual differences.
- Use research-based practices for effective planning, teaching, assessing, and adjusting to address all learners' strengths and needs (in alignment with the *ACPS Teaching and Learning Framework* — including purposeful planning, teaching, assessing, and adjusting):

    - **Addressing Fidelity in Curriculum Implementation –** Ensure staff is trained in and fully implementing the ACPS curriculum and using Canvas, Clever, and approved applications and physical resources as part of a balanced instructional block.
    - **Using Data-Driven Progress Monitoring –** Implement strong, attentive instruction, embedded with formative assessments to enable teachers to respond to student needs in real time and in the context of grade-level content.
    - **Addressing Student and Staff Social-Emotional Needs –** Support students and staff to reassimilate to the school experience, addressing their social-emotional needs and providing interventions and support services, as needed.
    - **Facilitating the Reconnection and Culture-Build Process –** Help students to get reacquainted with their peers, the social aspects of school, routines, expectations, and procedures through Social, Emotional, and Academic Learning (SEAL) and academic content.
    - **Allowing for Flexibility in Transitioning Back to School –** As needed, balance in-person and virtual instructional methods utilized in response to the need for transitioning between models due to any COVID-related classroom closures.

- **Monitoring Student Progress Through Reanalyzing Student Performance Data –** Ensure that there is a diagnostic assessment period to pinpoint academic needs and provide students with access to grade-level content:

    - **Diagnostic and Formative Assessment Conducted With Fidelity –** Administer state- and division-required diagnostics to gauge SEAL and credentialing needs.

    - **Continual Formal and Informal Progress Monitoring –** Use assessments as temperature checks to discern.
    - **Collaborative Approaches to Student Support –** Follow protocols to facilitate effective school team operations and communication concerning student progress and emerging needs.

- Create space and time for school leadership teams to reflect on data (e.g., qualitative social-emotional data, quantitative academic data, etc.).

Instructional Approaches: In-Person and Virtual Virginia

ACPS will offer full-time, in-person, and online learning when our schools reopen for the 2021-2022 school year. These will be separate and distinct programs with no concurrent and/or hybrid instruction. Traditional in-person instruction is recommended for most students and will be available for all Pre-K-12 students five days a week.

For students enrolled in Virtual Virginia (a program supported by the Virginia Department of Education), all instruction will be online and offered synchronously (live instruction) five days a week for families who selected remote learning. Synchronous sessions are recorded for any students unable to attend, and recordings are posted in the Virtual Virginia courses. All students are responsible for the content presented during the synchronous sessions.

Enhanced Instructional Expectations

These *Instructional Expectations* (effective August 2021) are intended to guide staff with engaging students in synchronous and asynchronous learning for the 2021-2022 school year. Listed below are examples of key roles and expectations essential for effective instruction.

Role (s)	Expectations
Elementary and Encore Teachers (Grades K–2 and 3–5)	• Plan for in-person instruction using the resources available in Canvas. • Provide differentiated, as well as scaffolded, activities and resources. • Provide feedback to students. • Continue to include formative and summative assessments.
Secondary Teachers, Grades 6–12 (Including Fine Arts, Physical Education, World Languages)	• Plan for in-person instruction using the resources available in Canvas. • Provide differentiated, as well as scaffolded, activities and resources. • Provide feedback to students. • Continue to include formative and summative assessments.
Career and Technical Education (CTE) Teachers	• Plan for in-person instruction using the resources available in Canvas. • Provide differentiated, as well as scaffolded, activities and resources. • Provide feedback to students. • Continue to include formative and summative assessments.
English Learner (EL) – Teachers	• Provide direct services to students through a dedicated block of time for English language development. • Scaffold content materials to ensure that ACPS EL Best Practices are integrated in the design and delivery of all lessons and activities. • Provide ongoing support to EL students in their English language development activities and their content work through small-group instruction, dedicated English language development time, and student and family outreach. • Administer the Access for English Language Learners (ELLs) Assessment during the testing window.

Role (s)	Expectations
Special Education (SPED) Teachers	• Ensure student and teacher schedules provide for supports and services indicated on all students' Individualized Education Programs (IEPs). • Plan and conduct lessons that align with the general curriculum and address the specially designed instructional needs of Students With Disabilities (SWD) and their IEP goals. • Implement targeted interventions with fidelity for SWD in the in-person learning model. • Collect data related to student progress in reading and math interventions in the in-person learning model. • Collect data related to student progress on IEP goals in the in-person learning model. • Collect evidence for Virginia Alternate Assessment Program (VAAP) binders, as needed, based on the student participation decision indicated on the IEP.
Instructional Specialists	• Update Canvas curriculum pages. • Develop new resources for your content area and post in Canvas. • Develop Summer Learning Materials and the Summer Learning Plan for summer learning.
SPED Instructional Specialists	• Develop sample lessons for both synchronous and asynchronous instruction. • Provide individual teacher or program support and training, as requested or needed. • Identify materials and supplies needed for implementation of best practices for providing specially designed instruction in the in-person learning model. • Assist teachers in addressing specific student concerns related to behavioral or academic progress of SWD. • Conduct quarterly progress monitoring meetings with teachers to review student data and ensure decisions regarding targeted interventions are appropriate, document student progress, and/or recommend instruction or intervention adjustments if students are not making expected progress.
Autism Behavior Support Specialists/Early Childhood Special Education (ECSE) Coordinator and Specialist	• Assist with the development and implementation of Functional Behavior Assessments (FBAs) and Behavioral Intervention Plans (BIPs), as needed, based on students' needs in the in-person learning environment. • Assist teachers in addressing specific student or family concerns related to behavioral or academic progress of SWD in the in-person learning environment. • Provide individual teacher or program support and training, as requested or needed. • Identify materials and supplies needed for implementation of best practices for providing specially designed instruction in citywide classes within the in-person learning model.

Role (s)	Expectations
Academic Interventionists	• Review students' instructional activities, as available, and develop modifications for individual students/groups. • Plan for continued instructional activities in collaboration with classroom teachers. • Create and provide differentiated, as well as scaffolded, activities and resources. • Implement progress monitoring assessments to be used in the fourth quarter. • Review the data and plan for instruction that will occur as students return to school. • Continue to share instructional materials through online options, as appropriate.
Instructional Coaches	• Collaborate with Technology Integration Specialists (TISs) to support teachers in using technology for student learning. • Create opportunities on how to support teachers in developing the effective and impactful use of technology for student instructional engagement. • Support teachers in implementing effective in-person strategies and instructional models. • Support teachers in implementing the ACPS Teaching and Learning Framework through in-person instruction.

Elementary Counselors	• Collaborate with your Student Support Team (SST) and other instructional leaders to develop and implement the March Social, Emotional, and Academic Learning (SEAL) curriculum:
	  ○ 2020–2021 SEAL Resources & Calendar
	• Develop lessons and seminars that can assist students with College and Career Planning. Please review the resources below and collaborate with Advancement Via Individual Determination (AVID) teachers, if appropriate:
	  ○ Virginia Career View
	  ○ Toolkits
	• Collaborate with your SST and/or other colleagues on additional lessons or seminars to be shared through your own communication channels.
	• Add content to your existing lessons to supplement future curriculum.
	• Revise or write K–5 curriculum plans for the remainder of the 2020–2021 and the upcoming 2021–2022 school year in support of the ACPS Minimum School Counseling Standards.
	• Review the Multi-Tiered Systems of Support (MTSS) data and provide Tier 2 and Tier 3 services to students through in-person modalities following the guidance below:
	  ○ Guidelines for Providing SST Services Through Technology

Role (s)	Expectations
Secondary Counselors	● Collaborate with your SST and other instructional leaders to develop and implement the March SEAL curriculum: ○ 2020–2021 SEAL Resources & Calendar ● Develop lessons and seminars that can assist students with College and Career Planning. Please review the resources below and collaborate with AVID teachers, if appropriate: ○ Naviance Resource Guide ■ This includes suggested tasks that can be assigned to students through their Naviance accounts. ○ Naviance Curriculum ■ This curriculum is available to all grades 6–12 students during the school closure. Lessons can be assigned to students through their Naviance accounts. ■ Schools can determine which lessons might be appropriate given the topic and time left in the school year. ○ Naviance Virtual Learning Guide ○ Khan Academy SAT Test Prep ● Schedule and complete the development of students' four-year Academic and Career Plans in PowerSchool: ○ All grade 8 students must have a four-year plan in PowerSchool by the close of the 2020–2021 school year. ○ All grades 9–11 students should have a four-year plan in PowerSchool that has been reviewed in PowerSchool by the close of the 2020–2021 school year. ● Collaborate with your SST and/or other colleagues on additional lessons or seminars to be shared through your own communication channels. ● Add content to your existing lessons to supplement future curriculum. ● Revise or write K–5 curriculum plans for the remainder of the 2020–2021 and the upcoming 2021–2022 school year in support of the ACPS Minimum School Counseling Standards. ● Review MTSS data and provide Tier 2 and Tier 3 services to students through in-person modalities following the guidance below: ○ Guidelines for Providing SST Services Through Technology
School Psychologists	● Collaborate with your SST and other instructional leaders to develop and implement the SEAL curriculum: ○ 2020–2021 SEAL Resources & Calendar ● Review MTSS data and provide Tier 2 and Tier 3 services to students through in-person modalities following the guidance below: ○ Guidelines for Providing SST Services Through Technology

Role (s)	Expectations

Social Workers	• Collaborate with your SST and other instructional leaders to develop and implement the SEAL curriculum:
	  ○ 2020–2021 SEAL Resources & Calendar
	• Facilitate Bounce Back/Support for Students Exposed to Trauma (SSET) training.
	• Review MTSS data and provide Tier 2 and Tier 3 services to students through in-person modalities following the guidance below:
	  ○ Guidelines for Providing SST Services Through Technology

Student Services Specialists/ Coordinators	• Update Canvas and other pages to reflect the transition to concurrent instruction. • Develop new resources/lesson plans for your specialty area and post. • Develop a communication plan to stay in touch with your partners to support them in concurrent instruction. • Develop future professional learning for ACPS for 2020–2021 and 2021–2022.
Equity Team	• Assist the department team in the collaboration and development of resources (e.g., SEAL Calendar, Wellness/Support Circles). • Identify a regular schedule for expected communications, responses, and deliverables. • Participate in team meetings and weekly department meetings. • Maintain interdepartmental collaboration. • Maintain regularly scheduled meetings with school-based coaches, liaisons, and other staff to continue communication and support to schools. • Assist schools through virtual training, as needed, for equity, Restorative Practices (RP), Positive Behavioral Interventions and Supports (PBIS) and/or Mental Health Support. • Create and implement leadership equity modules and turnaround training.
Talented and Gifted (TAG)	• Develop and implement lessons for in-person instruction using researched-based gifted curriculum and instructional practices. • Use resources and materials that best fit the various needs of gifted learners, including students who are twice-exceptional, students receiving EL services, and students identified as Young Scholars. • Collaborate with classroom teachers in addressing specific student concerns related to TAG students. • Collaborate with classroom teachers in the writing and submission of Differentiated Education Plans (DEPs) quarterly. • Collaborate with the TAG office at monthly TAG Teacher meetings. • Plan for continued instructional activities for extension and enrichment. • Communicate with families. • Use recordkeeping methods to use during TAG screening, including work samples and gifted behavior observations.
Technology Integration Specialists (TIS)	• Develop support documents for in-person equipment. • Provide support through office hours, collaborative planning, co-teaching, and modeling. • Communicate and provide opportunities for professional learning.

Role (s)	Expectations
Early Childhood/Pre-K	● Plan for continued instructional activities for review, extension, and enrichment and ways to communicate to families. ● Develop curriculum resources that can be added to the ACPS Canvas Creative Curriculum Companion Guide to include differentiated and scaffolded activities/lessons. ● Provide opportunities for "online communications" for families to ask questions and receive support to continue instructional activities. ● Design a.m./p.m. time for small-group and 1:1 instruction following the daily schedule. ● Plan for instruction using the curriculum mapping guide and TSG Lesson Plan Portal. ● Input data collection using the TSG Portal. ● Update the Substitute Teacher Plan, as appropriate. ● Use Clever, the TSG Family Portal, Choice Board, and Seesaw to share activities with families. ● Send a *Week at a Glance* to families every Thursday for families to prepare for the next week of learning lessons and to gather needed materials.
School Health Services	● Plan for the development and production of student education. ● Continue the ongoing research, ordering, disbursement, and maintenance of supplies and personal protective equipment (PPE). ● Continue the ongoing adherence with Alexandria Health Department (AHD), the Virginia Department of Health (VDH), and the Centers for Disease Control and Prevention (CDC) school health recommendations (these continue to be refined as new information is released). ● Continue the ongoing review of student health files (health screenings, immunizations, and chronic conditions) with referrals, as needed. ● Collaborate with your SST for crisis management and SEAL referral/follow-up. ● Provide nursing consultation and specialized care for children with special health care needs. ● Conduct COVID-19 contact tracing.

Instructional Support Expectations

Guiding Question
How can we support administrators, teachers, and staff in ensuring implementation of effective instructional programs?

Table 4
Instructional Expectations

INSTRUCTION		
Guidance	**People**	**Resources**
DIVISION SUPPORT FOR INSTRUCTIONAL MODELS • Review content-specific pacing and instructional guidance in the Canvas Curriculum and the Virginia Department of Education (VDOE) Principles for Addressing Unfinished Learning. • Support teachers in implementing best practices for helping students with unfinished learning. • Retain virtual resources in Canvas in response to the need for transitioning between models due to any COVID-related classroom closures. • Determine guidelines and criteria for targeted small-group instruction and progress monitoring. (Consider the Multi-Tiered Systems of Support [MTSS], Individualized Education Program [IEP] goals, English Language Development [ELD], Talented and Gifted [TAG], and Aligned Standards of Learning [ASOL]). • Refocus MTSS efforts around implementing divisionwide structures (Quick Guides). • Apply an interdisciplinary approach to instruction, when possible.	**DIVISION CONTACTS** ***Teaching, Learning, and Leadership*** • Dr. Terri H. Mozingo ***Instructional Support*** • Dr. Gerald R. Mann, Jr. ***Adult Education*** • Teri Barnett ***Advancement Via Individual Determination (AVID)*** • Jodie Peters ***Career and Technical Education (CTE)*** • Dr. Tricia Jacobs ***Early Childhood Education*** • Jane Richardson ***Humanities*** • Tanja Mayer-Harding ***Literacy*** • Kimberly Schell ***Professional Learning*** • Cory Kapelski ***Science, Technology, Engineering, and Mathematics (STEM)*** • Julia Neufer ***Talented and Gifted (TAG)*** • Dr. Meagan Tempel-Milner **SCHOOL CONTACT** • To be determined by school leader	Recommendations for addressing unfinished learning: • VDOE Principles for Supporting Students With Unfinished Learning • Addressing Unfinished Learning After COVID-19 School Closures • How to Select Math Intervention Content • Virginia LEARNS: Workgroup Resources and Guidance on School Reopening and Recovery • Virginia LEARNS: Navigating Virginia Education in Uncertain Times • Virginia LEARNS: Leading, Engaging, Assessing, Recovering, Nurturing, and Succeeding

INSTRUCTION (continued)		
Guidance	**People**	**Resources**

• Develop a time and place for community building, Social, Emotional, and Academic Learning (SEAL) within the school day supported by the curriculum.
• Ensure division support for instructional models adopted at select sites such as International Baccalaureate (IB), Dual Language (DL), and Core Knowledge.
• Continue to ensure clear and concise information sharing among ACPS staff.
 	
PRINCIPAL AND TEACHER TEAMS DESIGN EXPECTATIONS
• Ensure staff is trained and fully implementing the approved curricular resources and applications, including Canvas, according to the division guidelines.
• Review the VDOE Principles for Addressing Unfinished Learning.
  ○ Stick to grade-level content and instructional rigor.
  ○ Focus on the depth of instruction.
  ○ Ensure inclusion for each and every learner.
  ○ Identify and address gaps in learning through instruction.
• Support staff with the implementation of curriculum best practices, interdisciplinary opportunities, providing academic instruction, community building, and SEAL.
• Ensure instructional staff participate in collaboration and Professional Learning Communities (PLCs).
• Provide a structure that is conducive to the implementation of targeted small-group instruction.
	DIVISION CONTACTS
	Teaching, Learning, and Leadership
	• Dr. Terri H. Mozingo
	Instructional Support
	• Dr. Gerald R. Mann, Jr.
	Adult Education
	• Teri Barnett
	Advancement Via Individual Determination (AVID)
	• Jodie Peters
	Career and Technical Education (CTE)
	• Dr. Tricia Jacobs
	Early Childhood Education
	• Jane Richardson
	Humanities
	• Tanja Mayer-Harding
	Literacy
	• Kimberly Schell
	Professional Learning
	• Cory Kapelski
	Science, Technology, Engineering, and Mathematics (STEM)
	• Julia Neufer
	Talented and Gifted (TAG)
	• Dr. Meagan Tempel-Milner
	
	SCHOOL CONTACT
	• To be determined by school leader
		Recommendations for addressing unfinished learning:
		• VDOE Principles for Supporting Students With Unfinished Learning
		• Addressing Unfinished Learning After COVID-19 School Closures
		• How to Select Math Intervention Content
		• Virginia LEARNS: Workgroup Resources and Guidance on School Reopening and Recovery
		• Virginia LEARNS: Navigating Virginia Education in Uncertain Times
		• Virginia LEARNS: Leading, Engaging, Assessing, Recovering, Nurturing, and Succeeding

INSTRUCTION (continued)		
Guidance	**People**	**Resources**
• Provide a structure for Instructional Coaches to support teachers with implementation of the curriculum. • Ensure guidelines related to small-group instruction for special populations and based on the MTSS are followed and implemented. • Implement targeted small-group instruction for students by and/or in collaboration with school-based interventionists, Specialized Instruction teachers, English Learner (EL) specialists, and other homeroom teachers. (Note: Small groups should include MTSS, IEP goals, ELD, TAG, ASOL, etc.) • Ensure school-based staff has the ability to pivot to virtual learning, if needed.	**DIVISION CONTACTS** ***Teaching, Learning, and Leadership*** • Dr. Terri H. Mozingo ***Instructional Support*** • Dr. Gerald R. Mann, Jr. ***Adult Education*** • Teri Barnett ***Advancement Via Individual Determination (AVID)*** • Jodie Peters ***Career and Technical Education (CTE)*** • Dr. Tricia Jacobs ***Early Childhood Education*** • Jane Richardson ***Humanities*** • Tanja Mayer-Harding ***Literacy*** • Kimberly Schell ***Professional Learning*** • Cory Kapelski ***Science, Technology, Engineering, and Mathematics (STEM)*** • Julia Neufer ***Talented and Gifted (TAG)*** • Dr. Meagan Tempel-Milner **SCHOOL CONTACT** • To be determined by school leader	Recommendations for addressing unfinished learning: • VDOE Principles for Supporting Students With Unfinished Learning • Addressing Unfinished Learning After COVID-19 School Closures • How to Select Math Intervention Content • Virginia LEARNS: Workgroup Resources and Guidance on School Reopening and Recovery • Virginia LEARNS: Navigating Virginia Education in Uncertain Times • Virginia LEARNS: Leading, Engaging, Assessing, Recovering, Nurturing, and Succeeding

Instructional Program Reopening Curricular Overviews

Adult Education

The *Adult Education Program*, also known as the Adult Learning Center, serves students at three locations with the main location at Central Office/Braddock Place. Our evening program is located at Alexandria City High School and the Alexandria Adult Detention Center's *General Educational Development (GED)* program. We provide academic services for students starting at age 16. We improve the lives of Alexandrians by providing beginning English literacy classes to advance reading, writing, listening, and speaking skills. We have a GED test preparation program, a high school diploma completion program, and workforce credential training. Our *Newcomers English Language Learners (NELL)* English literacy program is for newly arrived youth ages 17.5 through 22 who have little or no English literacy skills and have a large gap in their formal education. The Individual Student Alternative Education Program (ISAEP) provides an opportunity for students, ages 16-22, to earn their GED. We are also a Pearson VUE Official GED test center.

Advancement Via Individual Determination (AVID)

The *AVID* Teams at all ACPS secondary partner sites, including Alexandria City High School, Francis C. Hammond Middle School, George Washington Middle School, Jefferson Houston PreK-8 IB School, and Patrick Henry K-8 are looking forward to serving more than 600 students in the fall of 2021 through the AVID Elective and AVID Excel classes in grades 6-12. This offering is only available in the face-to-face setting and not through Virtual Virginia. When appropriate and in accordance with social distancing guidance, the AVID elective will continue to provide in-class tutorials and accommodate through live virtual tutors, when necessary, as a way to support and guide students through their courses of rigor. Space modifications will be made during tutorials and Scholar Groups, which are priority requirements of the AVID Elective and Excel electives. This may require smaller-than-usual grouping structures under the 1:7 ratio.

In addition, Cora Kelly School for Math, Science, and Technology will continue to use the AVID Schoolwide model to support its elementary college and career readiness system. Across all partner schools, students will experience embedded social-emotional and academic learning, a staple in the AVID framework. Students will also continue to engage in college campus visits, both virtually and in person, in accordance with ACPS policies and recommendations to ensure safety is a priority. AVID leaders will devise creative ways that engage small-group visits to targeted higher education institutions using ACPS transportation and social distancing guidelines. During class, students will still continue to use collaboration structures and strategies that continue to incorporate tech tools while receiving instruction that supports rigorous course enrollment, accessibility to opportunity knowledge, and the development of student agency. Additionally, AVID will continue to engage students and career speakers through a mix of virtual and live experiences depending on the current social distancing guidelines.

Career and Technical Education (CTE)

Career and Technical Education will continue to serve more than 6,000 ACPS students yearly in grades 6-12. All CTE classes will return to in-person instruction due to the essential hands-on, project-based learning needed to attain course competencies and obtain valuable industry credentials and/or licenses. As with all other in-person classes, CTE teachers and students will follow the most current safety guidelines available. Additionally, Work-Based Learning (WBL) experiences will resume for students. In addition, *Economics and Personal Finance,* a course required for graduation, will be the only online CTE course available on the Virtual Virginia platform.

The CTE career clusters below require in-person classroom instruction, specialized equipment, direct supervision of hands-on activities, and/or specific materials and technology:

- ***Architecture and Construction Cluster:*** Technical Drawing & Design and Architectural Drawing & Design
- ***Arts, Audio/Visual Technology, and Communications Cluster:*** TV & Media Production and Commercial Photography
- ***Business Management and Administration Cluster:*** Business Law and Business Management
- ***Education and Training Cluster:*** Early Childhood and Teachers for Tomorrow
- ***Finance Cluster:*** Accounting and Academy of Finance (courses)
- ***Government and Public Administration Cluster:*** Army JROTC
- ***Health Science Cluster:*** Introduction to Health & Medical Science, EMT, Pharmacy Tech, Sports Medicine, Sterile Processing, Surgical Tech, Medical Lab Tech, Medical Terminology, Nurse Aide, Biotechnology Foundations, and Health Informatics
- ***Hospitality and Tourism Cluster:*** Culinary Arts, Hospitality & Tourism Marketing, Sports & Entertainment Marketing, and Sports & Entertainment Management
- ***Human Services Cluster:*** Family & Consumer Sciences (grades 6, 7, and 8), Cosmetology and Child Development
- ***Information and Technology Cluster:*** Make It Your Business (grade 6), Computer Solutions (grade 7), Digital Technology Foundations (grade 8), Digital Applications, Network Hardware Operations, Computer Information Systems, Cybersecurity Fundamentals, Electronics, and Graphic Design and Multimedia
- ***Law, Public Safety, Corrections, and Security Cluster:*** Criminal Justice
- ***Marketing Cluster:*** Marketing, Entrepreneurship, Fashion Careers, and Fashion Marketing
- ***Science, Technology, Engineering, and Mathematics (STEM) Cluster:*** Introduction to Technology (grade 6), Inventions & Innovations (grade 7), Technological Systems, (grade 8), Technical Drawing and Design, Engineering Drawing & Design, Engineering Explorations, Engineering Analysis and Applications (Robotics), Aerospace, Electronics, Biotech and Forensics Foundations, Electronics, and Sustainable and Renewable Technologies
- ***Transportation, Distribution, and Logistics Cluster:*** Automotive Technology

Early Childhood Education

The *ACPS Early Childhood* programs believe that children learn best in an inclusive, nurturing, and engaging environment that values the whole child. Our preschoolers will develop their interests and grow creatively through naturalistic and authentic play experiences that provoke their innate imagination and inclination toward investigation and inquiry. Teachers will support students' learning through intentional and effective interactions.

Our learning experiences will be designed to develop a child's cognitive, language, physical, social-emotional, and cultural identity no matter the learning setting. Learners in our programs will develop the foundation of lifelong intellectual dispositions, including habits of mind such as creative, critical, and self-regulated thinking and learning. By preparing the whole child and inspiring a love of learning through high-quality instruction, we will establish a child's strong foundation for school success.

Humanities

- **Fine Arts:** Courses in dance, music, theatre, and visual arts will return to in-person instruction in the fall. ACPS will continue to follow current research in health and sanitation–distancing and masking if necessary to stop the spread of COVID-19. Competitive performances and statewide assessments in the performing arts are expected to resume.

- **Health, Physical Education (PE), and Family Life Education (FLE):** ACPS Health, PE, and FLE courses will return to in-person instruction in the fall. In addition, competitive sports will resume at the secondary level. ACPS will continue to follow current guidance from the Virginia Department of Education (VDOE), the Centers for Disease Control and Prevention (CDC), and the Alexandria Health Department (AHD) on social distancing, masking, and sanitation to stop the spread of COVID-19 while deemed necessary.

- **Social Studies:** The social studies courses continue to emphasize students' learning to think and reason within the academic disciplines being studied. For example, rather than memorizing historical facts in isolation, students will learn to read and analyze primary and secondary sources to understand historical issues from a range of perspectives and to construct arguments with reasoned evidence. Similarly, students will investigate key economic; cultural; political; and geographic themes, skills, and concepts in order to understand how those phenomena shape the past and the present. Social studies students will learn about connections across time and place, understand how they are connected to multiple communities, and become responsible citizens who engage in civic action. The COVID-19 pandemic has resulted in unfinished learning for students, and ACPS will address unfinished learning by ensuring all students can access grade-level content and receive just-in-time instruction to bridge new learning throughout the school year. As with all other in-person classes, social studies teachers and students will follow the most current safety guidelines available.

- **World Language:** Instruction will continue to engage students in active learning of World Languages, using research-based best practices to foster listening, reading, speaking, writing, and cultural proficiency as well as what students CAN DO with the language they are learning.

Additionally, World Languages will begin to incorporate the new learning standards approved by the VDOE. ACPS is aware that students have unfinished learning due to the pandemic. The World Language Department is committed to ensuring that students will be able to access their language-level course content through identifying the needs of the students and a variety of research-based best practices in differentiation. As with all other in-person classes, World Language teachers and students will follow the most current safety guidelines available.

Literacy

- **English Language Arts** and connected content-based electives will continue in the 2021-2022 school year, following the ACPS health and safety guidelines for reopening five days a week for in-person learning. English Language Arts courses will guide students to navigate, critically analyze, synthesize, and communicate in the ever-changing world around them. While engaging in the four domains of literacy discourse (reading, writing, speaking, and listening), students will investigate, explain, analyze, synthesize, and evaluate information presented in a variety of print and digital media. Teachers will collect ongoing formative assessment data to address gaps in unfinished literacy learning through whole-group, small-group, and individualized instruction. Through the ACPS Multi-Tiered Systems of Support (MTSS), data will be continuously reviewed to provide differentiated instruction targeted to individual student needs. All Standards of Learning (SOL) tests, Advanced Placement (AP) exams, and competitions for 2021-2022 will be held in accordance with ACPS health and safety guidelines.

Science, Technology, Engineering, and Mathematics (STEM)

- **Mathematics** instruction will continue to engage students in sense-making through deeper learning that requires high levels of thinking, reasoning, and problem-solving. The COVID-19 pandemic has resulted in unfinished learning for students, and ACPS will address unfinished learning by ensuring all students can access grade-level content and receive just-in-time instruction to bridge new learning throughout the school year. Students will participate in relevant learning opportunities that develop both conceptual and procedural understanding. Teachers will build classroom communities that promote student ownership of learning through mathematical discourse, problem-solving, and authentic tasks. Students and teachers will exemplify resilience and a growth mindset, believing that all students can learn mathematics at high levels.

- **Science** instruction will continue to follow VDOE safety guidelines. Specifically, the conduct of experiments and hands-on explorations will follow enhanced sanitation guidelines, including the disinfecting of equipment in between use. Also, the science fair sub-fairs and the district fair will follow all guidelines from local health authorities. Other science competition participation will continue, dependent on the format chosen by the competition sponsors. ACPS division guidelines will be followed for family events such as science nights, and for field trips that support science learning.

Talented and Gifted (TAG) Programs

The *Gifted and Advanced Academic Programs* office will continue services and screening during the 2021-2022 school year.

- **Elementary School:** Students who qualify in grades K-3 for *General Intellectual Aptitude (GIA)* will receive enriched and integrated classroom activities designed to enhance creativity and problem-solving within the classroom. Students who qualify for *Specific Academic Aptitude (SAA)* in Grades 4-5 in math or language arts will receive direct instruction from a teacher specializing in teaching TAG children with an enriched and accelerated curriculum and significantly above grade-level expectations. Students who qualify for SAA in grades 4-5 in science and social studies will have *Differentiated Educational Plans (DEPs)* developed, which outline individual enrichment and extension activities to be completed in the general education classroom.

- **Middle and High School:** Students in grades 6-12 who qualify for SAA will have access to either online courses, honors, and AP classes, independent study, or dual enrollment in college courses.

- **TAG Screening:** Students in grades 1-2 will receive the *Naglieri Nonverbal Ability Test (NNAT)* in the fall and will go through universal screening for GIA services in the fall. Students in grades 3-4 will receive the *Cognitive Abilities Test (CogAT)* in the fall. Students in grade 3 will go through universal screening for SAA services for placement in 4th grade. Students in grade 4, who are not eligible for SAA services already, will go through universal screening for SAA for placement in 5th grade. Parents, guardians, and staff members may refer any student for gifted services regardless of the status of universal screening.

Professional Learning Opportunities

The division will provide the following support for all staff:

- Professional learning will be offered in person and virtually depending on the context of the learning and needs of the learners and schools.
- A *Cross-Functional Professional Learning Team (CFPLT)* will convene to create continued guidance on professional learning for the entire division.
- ACPS will develop a tiered prioritization to identify the professional learning priorities for faculty and staff.
- A three-day *New Teacher Orientation* will be held for all new instructional staff with a focus on divisionwide focus and initiatives, curriculum, and differentiation for diverse learners.
- Experienced mentors will be assigned to all new instructional employees for the first year of their ACPS employment regardless of their previous experience.
- The master calendar has four full days of professional learning throughout the year, with each day focusing on different aspects of teaching, learning, differentiation, or collaboration.
- School-based differentiated professional learning support will be offered for individual teachers and teams throughout the year through school-based coaches, curriculum specialists, or the Office of Talent Development.
- All professional learning will be designed and delivered with an equity and antiracist lens.

In ACPS, professional learning is defined as the following:

- Employees' intentional actions are aligned to personal goals as well as goals of the division, school, and team goals.
- Professional learning aims to enhance the knowledge, skills, mindsets, or behaviors of staff to equitably improve student outcomes.
- Professional learning happens collaboratively in learning communities and requires engagement with feedback and continuous follow-up.
- Professional learning activities include using identified data to evaluate learning and are focused on equitable results for students.

Enhanced Expectations for Professional Learning

These *Professional Learning Expectations* (effective August 2021) are intended to provide resources and support as staff transition back to traditional in-person instruction. Listed below are examples of the key roles and expectations essential for effective professional learning.

Role (s)	Expectations
Tools for Everyone	● Check in with the ACPS Professional Learning Website for access to programs, learning opportunities, or tools for teachers. ● Access the Learning Resources Page on Canvas to learn more about instructional priorities as well as health, safety and technology integration. ● Participate in Professional Learning Communities (PLCs) and coaching offered at schools. ● Engage in divisionwide professional learning days scheduled throughout the school year.
Elementary Teachers, Including Encore (Fine Arts, Physical Education) (Grades K–5)	● Engage in a book study using the ACPS Virtual Library. ● Visit the Curriculum Canvas pages for instructional resources to support in-person learning. ● Continue to check the Professional Learning Management System (PLMS) and register for professional learning activities supporting the instruction of students. ● Develop curriculum resources that can be added to the ACPS Canvas curriculum and share with the content curriculum specialist: ○ English Language Arts: Carolyn Wooster, carolyn.wooster@acps.k12.va.us ○ Mathematics (Elementary): Julia Neufer, julia.neufer@acps.k12.va.us ○ Science: Lawrence Hsin, lawrence.hsin@acps.k12.va.us ○ Title I Science: Erica Meili, erica.meili@acps.k12.va.us ○ Social Studies: Sarah Whelan, sarah.whelan@acps.k12.va.us ○ Fine Arts: Andrew Watson, andrew.watson@acps.k12.va.us ○ Health/Physical Education (PE)/Family Life Education (FLE): Kristin Donley, kristin.donley@acps.k12.va.us ○ Media and Textbook Services: Candace Pannell, candace.pannell@acps.k12.va.us ○ World Languages: Tanja Mayer-Harding, tanja.mayer-harding@acps.k12.va.us ○ Talented and Gifted (TAG) Education: Tiana Dominick, tiana.dominick.@acps.k12.va.us ○ Advancement Via Individual Determination (AVID): Jodie Peters, jodie.peters@acps.k12.va.us ● Access professional learning opportunities recommended for each particular school/program.

Role(s)	Expectations
Secondary Teachers, Including Fine Arts, Physical Education, World Languages (Grades 6–12)	● Engage in a book study using the ACPS Virtual Library. ● Visit the Curriculum Canvas pages for instructional resources to support in-person learning. ● Develop curriculum activities and resources that can be added to the ACPS Canvas curriculum and share with the content curriculum specialist: ○ English Language Arts: Kimberly Schell, kimberly.schell@acps.k12.va.us ○ Mathematics (Secondary): Suzanne Futrell, amy.futrell@acps.k12.va.us ○ Science: Lawrence Hsin, lawrence.hsin@acps.k12.va.us ○ Social Studies: Sarah Whelan, sarah.whelan@acps.k12.va.us ○ Fine Arts: Andrew Watson, andrew.watson@acps.k12.va.us ○ Health/PE/FLE: Kristin Donley, kristin.donley@acps.k12.va.us ○ Media and Textbook Services: Candace Pannell, candace.pannell@acps.k12.va.us ○ World Languages: Tanja Mayer-Harding, tanja.mayer-harding@acps.k12.va.us ○ AVID: Jodie Peters, jodie.peters@acps.k12.va.us ● Access professional learning opportunities recommended for each particular school/program.
Paraprofessionals	● Focus professional learning on: ○ Best practices for providing instructional or behavioral support for Students With Disabilities (SWD) in the in-person learning model ○ Data collection in the in-person learning environment
Career and Technical Education (CTE) Teachers	● Participate in conferences, webinars, workshops, and courses to include: Virginia Department of Education (VDOE) Work-Based Learning, Major Clarity, Rubin Education, Northern Virginia Community College [NOVA] SySTEMic, CTE Professional Associations, Career and Technical Student Organization (CTSO) events, WhiteBox Learning, Computer Science, Cybersecurity, Robotics, Workplace Readiness Skills, iCEV, etc. ● Develop curriculum activities and resources that can be added to the ACPS Canvas curriculum and share with the CTE Coordinator. ● Engage in a book study using the ACPS Virtual Library. ● Access professional learning opportunities recommended for each particular school/CTE program area.

Role (s)	Expectations
English Learner (EL) Services – Teachers	● Engage in a book study using the ACPS Virtual Library. Potential resources include: ○ *Building Background Knowledge for Academic Achievement* ○ *Academic Language in Diverse Classrooms* ○ *Connecting Content and Academic Language for English Learners and Struggling Students* ○ *101 Strategies to Make Academic Vocabulary Stick* ○ *English Learners in the Math Classroom* ○ *Collaborating and Co-Teaching Strategies for English Learners* ○ *Culturally Responsive Standards-Based Teaching* ● Look for webinars and online courses to engage in on your own. Suggested places of interest to look include: SupportEd, Virginia Department of Education External Resources by Topic, and WestEd. ● Consider one specific student in your class and look for strategies or engaging resources to meet that student's needs. ● Develop curriculum resources that can be added to the ACPS Canvas curriculum and share with the EL curriculum specialists. ● Continue to check the PLMS for professional learning activities supporting the instruction of EL students. ● Visit Curriculum – English Learners, Instructional Planning and Delivery for professional learning opportunities, recorded webinars, and asynchronous courses to enhance instruction for EL students. ● Look for additional professional learning announcements during EL office hours on a bimonthly basis.
Special Education (SPED) Teachers and Related Service Providers	● Implement interventions designed to address individual reading. ● Use co-teaching strategies. ● Consider best practices for implementing instruction for SWD. ● Develop lessons aligned with student Individualized Education Programs (IEPs). ● Develop compliant IEPs. ● Collect and analyze data in the students' learning environment. ● Establish expectations for teachers to plan for student instruction.
Instructional Specialists	● Develop curriculum resources that can be added to the ACPS Canvas curriculum. ● Develop and plan curriculum resources for summer school. ● Collaborate with colleagues from other divisions with similar responsibilities.
Specialized Instruction Instructional Specialists	● Research, develop, and conduct training related to best instructional practices for providing specially designed instruction. ● Research, develop, and conduct training and support regarding expectations and methods for collecting data. ● Provide training and support in the development of compliant IEPs for SWD.

Role (s)	Expectations
Autism Behavior Support Specialists/Early Childhood Special Education (ECSE) Coordinator and Specialist	• Research, develop, and conduct training related to best instructional practices for providing specially designed instruction in citywide classes. • Research, develop, and conduct training and support regarding expectations and methods for collecting data. • Provide training and support in the development of compliant IEPs for SWD.
Academic Interventionists	• Explore the curriculum and instructional resources on Canvas and the Multi-Tiered Systems of Support (MTSS) support documents. • Collaborate with teams and teachers on the identified needs for students with whom you work. • Support teachers with data analysis protocols for identifying and addressing unfinished learning. • Provide targeted, strategy-based instruction that facilitates student success through planning, teaching, assessing, and adjusting learning opportunities that meet student needs.
Instructional Coaches	• Consider the courses included in the Instructional Coaching Badge in the PLMS. • Collaborate with Cory Kapelski (cory.kapelski@acps.k12.va.us) on priorities and strategies for coaching in in-person learning.
Elementary Counselors	• Complete Bounce Back or Support for Students Exposed to Trauma (SSET) training. • Consider Attendance Works Webinars. • Listen to one of the School Counselor Opportunities and Professional Engagement (SCOPE) podcasts from the Virginia School Counselor Association (VSCA). • Complete the ASCA Diversity, Equity, & Inclusion Specialist training, which is free to all. • View free webinars from the National Association of College Admission Counseling (NACAC).
Secondary Counselors	• Complete Bounce Back or Support for Students Exposed to Trauma (SSET) training. • Consider Attendance Works Webinars. • Listen to School Counselor Opportunities and Professional Engagement (SCOPE) podcasts from the VSCA. • Complete the ASCA Diversity, Equity & Inclusion Specialist training, which is free to members and nonmembers alike. • View free webinars from the National Association of College Admission Counseling (NACAC). • Complete one or more of the Naviance Online Course Modules.

Role (s)	Expectations
School Psychologists	• Complete a webinar(s) with focus on one or more of the following areas: psychological assessment; mental health; trauma; race/equity; implicit bias; Social, Emotional, and Academic Learning (SEAL); restorative justice; and MTSS. See Suggested Webinars for School Psychologists PD. • Complete Bounce Back or Support for Students Exposed to Trauma (SSET) training.
School Social Workers	• Complete Bounce Back or Support for Students Exposed to Trauma (SSET) training. • Explore the School Social Work of America Professional Development. • Explore the Virginia Association of School Social Workers Professional Development training and webinars. • Consider Attendance Works Webinars.
Student Services Specialists/ Coordinators	• Offer/provide monthly meetings for PBIS coaches, equity liaisons, and Restorative Practices (RP) liaisons with an embedded training component. • Share/provide monthly equity leadership modules and turnaround trainings for school-based staff. • Implement RULER team training. • Offer/provide MTSS liaisons with quarterly meetings and training sessions.
Advancement Via Individual Determination (AVID)	• Ensure AVID Site Teams take part in summer professional learning, AVID DXP, and follow up with August planning day and continued Community of Practice sessions. • Identify explicit, existing in-person teaching and learning strategies and routines that can continue to be used in the face-to-face lessons and continued blended learning strategies for asynchronous learning. • Analyze and evaluate current AVID tutorial practices and refine current routines to increase student application during tutorials and Scholar Group models. • Explore and refine usage of social–emotional and academic strategies in daily units and lessons that complement unit standards, including access to MYAVID and AVID Open Access or by reading. • Explore, research, and align the AVID College & Career Readiness Framework with equity, Project GLAD, EL efforts as well as AVID recruitment and retention and overall unit planning. • Take part quarterly in an offered AVID Professional Learning Modules (APLM) that centers around your school's School Improvement Plan (SIP) goals. • Explore and refine AVID-supported strategies defined as AVID Core Strategies and Writing, Inquiry, Collaboration, Organization, and Reading to Learn (WICOR) applications across the content areas. • Explore and experience an AVID Showcase event to further develop recruitment and retention opportunities for AVID and AVID Excel in each partner school.

Role (s)	Expectations
Talented and Gifted (TAG)	● Attend a General Intellectual Aptitude (GIA) Teacher Meeting. These are hybrid meetings where some meetings will be in person and others will have prerecorded webinars. Learning sessions will be curated with the gifted educator in mind but are open to all educators. Each meeting features a new training on a different K–8 resource from the GIA/Young Scholars (YS) Curriculum. Teachers must register in the PLMS to be sent the webinar each month. ● Ensure TAG teachers attend professional development for 4th and 5th grade math gifted curriculum and instructional strategies. ● Ensure TAG teachers attend professional development for 4th and 5th grade language arts gifted curriculum and instructional strategies. ● Ensure YS teachers will participate in YS training and a YS book club. ● Use the TAG Professional Learning page on Canvas, which contains learning modules, studies, and other online resources for classroom teachers.
Early Childhood Education	● Participate in the FY22 Early Childhood PLC book study using the book, *Powerful Interactions*. ● Explore Early Childhood resources through the UVA-CASTL Advancing Effective Interactions and Instruction (AEII) website. ● Explore resources to support the Virginia Kindergarten Readiness Program (VKRP) for Preschoolers. ● Explore the Pre-K Classroom Assessment Scoring System (CLASS) videos and resources. ● Collaborate with colleagues and develop Diversity, Equity, and Inclusion resources for Early Childhood. ● Visit the Curriculum Canvas pages for instructional resources. ● Develop curriculum activities and resources that can be shared with colleagues on the ACPS Early Childhood Canvas page. ● Access professional learning opportunities recommended for each particular school/program.
Technology Integration Specialists (TISs)	● Attend TIS-specific training throughout the year. ● Support new staff with professional learning on ACPS software and hardware. ● Offer continued professional learning on ACPS instructional technology tools. ● Continue to contribute to the growing resources for staff available in ACPS.

Role (s)	Expectations

School Health Services	● Implement/conduct:
	  ○ Medication administration training with staff
	  ○ Handwashing
	  ○ Personal Protective Equipment (PPE) selection, donning/doffing
	● Review health annex protocols and Q&A with health monitors.
	● Complete Continuing Medical Education (CME)/Continuing Education Units (CEU)/Continuing Nursing Education (CNE) training, as needed:
	  ○ Bounce Back and/or SSET
	  ○ Kognito
	  ○ Bloodborne pathogens
	  ○ Anaphylaxis
	  ○ Diabetes
	  ○ Concussion
	  ○ Seizure management
	  ○ Harassment
	  ○ Seclusion and restraint

Application Support Specialists and Computer Programmers (Technology Support)	● Share the 2020–2021 ACPS Equity Modules with the department. ● Complete compliance training (Seclusion and Restraint, Bloodborne Pathogens, etc.). ● Complete individual professional learning on work-related programs.

Registrars (Data Validation and Verification)	● Participate in professional learning opportunities.
	● Research your choice of topics:
	  ○ Excel
	  ○ Student Record Collection
	  ○ Virginia Department of Education
	  ○ PowerSchool
	  ○ Virginia State Reporting Guide (click on the “help” link in the upper right corner)

School Nutrition Services	● Share ACPS Equity Modules with the department.
	● Complete compliance training.
	  ○ Seclusion and Restraint
	  ○ Bloodborne Pathogens
	  ○ Sexual Harassment
	  ○ Civil Rights
	  ○ Allergen
	● Complete individual professional learning on work-related programs.
	  ○ Serv-Safe/Manager Food Cards Certifications

Infrastructure and Support Team (Technology Services)	● Share the 2020–021 ACPS Equity Modules with the department. ● Complete compliance training (Seclusion and Restraint, Bloodborne Pathogens, etc.). ● Provide professional learning on new hardware/software systems. ● Offer continued professional learning on work-related hardware and programs.

Guiding Question
How do we conduct professional learning?

PROFESSIONAL LEARNING		
Guidance	**People**	**Resources**
ONGOING CONVERSATIONS AND PROFESSIONAL LEARNING ● The **School Administrative Team** will continue conversations on racial equity in all professional learning sessions as well as in coaching conversations. ● **All Staff** will participate in ongoing professional learning and development within a school-based Professional Learning Community (PLC) that focuses on culturally responsive, engaging, and sustaining practices. **SCHEDULING** ● The **School Administrative Team** will use the pre-service week to ensure that teachers understand and follow expectations around instructional technology usage, the teaching and learning framework, and the strategic plan. **IDENTIFY ROLES AND RESPONSIBILITIES** ● The **School Administrative Team and Instructional Coaches** will model and support the instructional strategies for staff. ● The **School Administrative Team and Instructional Coaches** will identify and highlight school leaders to lead and support teachers. ● **All Staff** will complete compliance learning (e.g., grading, communication, licensure, etc.)	**DIVISION CONTACT** ***Teaching, Learning, and Leadership*** ● Dr. Terri H. Mozingo ● Dr. Gerald R. Mann, Jr. ● Cory Kapelski ***Technology Services*** ● Dr. Elizabeth Hoover **SCHOOL CONTACT** ● To be determined by school leader	Tiered Prioritization Guide

Student Assessment Testing Windows

Fall Testing Window (September 6–30, 2021): 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) growth testing: Every student (grades 2–12) will receive a score in math and a Lexile score for reading to monitor progress. MAP Growth provides robust reports for enhanced instructional planning, growth projections, student grouping recommendations, and family communication of student performance data. Students will receive overall scores in math and reading as well as scores in each instructional strand.
- Students in grade 1 will take just-in-time math assessments throughout the school year.
- Preschool and Kindergarten students will take the Virginia Kindergarten Readiness Program Assessment (VKRP), which assesses students' early math and social-emotional regulation skills.
- Virginia Standards of Learning Through Year Assessment is a newly developed assessment for SY 2021–2022. The fall administration is an abbreviated 28-item version that will assess student mastery of the previous year's content.

Winter and Spring Testing Window (January 5–June 18, 2022): This window will provide data to inform instructional planning, grouping, and intervention for students.

- WIDA: This is a federally required in-person assessment for English Learner (EL) students to determine English language proficiency and progress in the areas of speaking, writing, reading, and listening.
- MAP growth testing: ACPS will administer MAP growth, and assessments 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 studies) that a student should learn as they progress 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.

Grading and Attendance Expectations

Course curricula, assessments, and grading policies will be aligned to the most recent versions of *Regulations Governing the Grading Policy (IKC-R)* and *Regulations Governing the Assessment and Evaluation Policy (IFA-R)*. While maintaining consistency with these and other applicable School Board policies and regulations, some instructional methods and practices may be modified in order to provide a focus on core standards and address any learning gaps that may have occurred during the 2019–2020 and 2020–2021 school years. Such changes are intended 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 essential content standards.

During the 2021–2022 school year:

- Grading and the calculation of grade point averages will occur in accordance with *Regulations Governing the Grading Policy (IKC-R)*.
- For those students enrolled in Virtual Virginia, grades are based on a 100-point scale and are cumulative throughout the Virtual Virginia semester. ACPS will convert the numeric grade awarded to a letter grade based on the grading scale found in *Regulations Governing the Grading Policy (IKC-R)* and enter these grades into the student record. Additional information regarding grading through Virtual Virginia may be found in the *Virtual Virginia Student and Parent/Guardian Handbook*.
- To document learning and inform instruction, schools will establish reasonable and consistent guidelines for accepting late work that provides students with the flexibility to demonstrate mastery of content.
- Teachers will communicate performance, progress, and grades to parents/guardians and students regularly and consistently. Grades will be posted in PowerSchool.

For students attending in-person instruction, student attendance will be recorded in each class daily according to the most recent versions of *Compulsory Attendance (JEA)* and *Student Absences/Excuses/Dismissals (JED)* policies. Attendance-recording procedures will follow the traditional methods outlined in *Attendance Regulations (JEA-R)* where in-person attendance is the expectation except in extenuating circumstances, such as a quarantine required by the Alexandria Health Department (AHD).

For SY 2021–2022:

- The compulsory student attendance requirements of Virginia Code § 22.1-254 remain in effect.
- Attendance will be recorded in PowerSchool for each class.
- Students enrolled in Virtual Virginia will follow the policies and guidelines for synchronous and asynchronous attendance outlined in the *Virtual Virginia Student and Parent/Guardian Handbook*. School personnel (to include the school's Virtual Learning Mentor and/or Student Support Team (SST) and/or school admin) will contact families if there are concerns about a student's consistent participation in the program.
- Should a student be unable to attend in person for a period of time due to a quarantine required by the AHD, arrangements will be made for the student to participate in instruction and be counted in attendance.

- 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 should be requested/reported through traditional channels by contacting the school.
- SSTs and administrators, in consultation with teachers, will provide students who demonstrate a pattern of repeated absences with appropriate interventions in accordance with state and local policy.

Unless modified above, all other provisions of *Attendance Regulations (JEA-R)* remain in effect for SY 2021–2022.

Master Scheduling Expectations

In the fall of 2021, ACPS will provide in-person instruction five days a week for any student and family who wishes to have that option. Students and families will also have an option to select to attend Virtual Virginia.

Master schedules for students attending in person will align with those developed prior to SY 2020–2021. The following will guide the creation of master schedules for SY 2021–2022:

- Schedules will follow the guidelines from the *Virginia Department of Education (VDOE)* around 180 days/990 hours and 140-seat hours for high-school credit-bearing courses.
- Master schedules will consider the most current guidance from the Centers for Disease Control and Prevention (CDC), Virginia Department of Health (VDH), and Alexandria Health Department (AHD).
- Schedules will provide students access to recess, music, art, and physical education at the elementary level and elective courses at the middle- and high-school levels.
- Schedules will include 30 minutes daily for Pre-K–12 students to access social, emotional, and academic learning opportunities.
- Master schedules will use available data to drive decisions.
- Students accessing the fully virtual option through Virtual Virginia will follow the schedule assigned by Virtual Virginia:
    - Sample Elementary Schedule (grades K–5)
    - Sample Secondary Schedule (grades 6–12)

Schools will provide master scheduling information to their communities prior to the first day of school on August 24, 2021 (August 16-20 for traditional schools). Samuel Tucker Elementary School will provide its scheduling information to families at the *"Step Up to School Orientation"* on August 5-6, 2021. Also, every elementary school family will receive classroom placement and bus assignment information for their child.

Teacher and Family/Guardian Communication

The ACPS traditional and modified calendar identifies dates for parent-teacher conferences. These conference days offer an opportunity for families and guardians to meet their child's teachers and others who support their child's learning. This is also an opportunity to learn more about how their child is doing in school and how families and guardians can support learning at home. Additional teacher and family/guardian communication will happen on an ongoing basis as needed. Additionally, teachers may be contacted through email or by calling the school.

Guiding Question
How can we best support our English Learner (EL) students?

English Learner (EL) Students

Guidance	Contacts	Resources
The ACPS 6.0 plan ensures that English Learner (EL) students will receive direct services aligned with the design of their respective programs and needs. EL students will receive English Language Development (ELD) services in addition to accessing the general education curriculum through instruction from their general education teachers. All students will learn in an environment that is safe and consistent with identified health guidelines and protocols. Teachers of EL students will maintain communication with parents/guardians to review students' progress and to ensure their specific academic, linguistic, and social-emotional needs are being met. **Targeted Return Date:** August 24, 2021 **Location:** EL students will be located at the same sites as general education students, in their zoned school building. **Who Are Our EL Students?** EL students in ACPS are linguistically and culturally diverse (LCD) students who have been identified as having levels of English language proficiency that require language support to attain full proficiency and achieve academically in grade-level content in English. EL students represent 31.7% of the total school population (as of April 5, 2021). ACPS has a total of 122 languages represented by students from 109 countries. The top three languages represented by the LCD student population are Spanish, Amharic, and Arabic, and 58% of EL students were born in the United States.	**Dr. Bethany Nickerson**, Executive Director of EL Services **Mariana Benavides**, Bilingual Parent Resource Coordinator **Suzanne Lank**, EL Assessment Specialist **Katherine Philipp** and **Michael Suppa**, EL Curriculum Specialists **Jaime Knight** and **Michelle Suchenski**, Elementary EL Instructional Specialists **Jessica Fundalinski**, Secondary EL Instructional Specialist **Anna Harvin**, Project GLAD® Instructional Specialist **Gustavo Samayoa**, Dual Language Coordinator **Victor Espinosa Sanchez**, Language Access Coordinator	**The following resources for developing ELD courses and guidelines will be posted on Canvas:** Elementary English Language Development (ELD) Curriculum and Resources Secondary English for Academic Purposes (EAP) Curriculum and Resources **Registration and Assessment Purposes (EAP) Curriculum and Resources:** EL Handbook: EL Registration & Proficiency Assessment WIDA ACCESS for ELLs Resources WIDA Can Do Name Descriptors Chart Checklist for Formative Assessments **Interpreting WIDA Access for ELLs:** WIDA ACCESS for ELLs Interpretive Guide for Score Reports WIDA Can Do Name Descriptors Chart WIDA Speaking & Writing Interpretive Rubrics WIDA ACCESS for ELLs Resources EL Quarterly Writing and Speaking Formative Assessment Checklist for Formative Assessments

English Learner (EL) Students (continued)		
Guidance	**Contacts**	**Resources**
Additionally, the majority of newcomer EL students come from Central America, predominantly from El Salvador and Honduras. **REGISTRATION AND ASSESSMENT PROCESS** A home language survey is completed as the first part of ACPS enrollment. If the parent lists a home language other than, or in addition to, English on the survey, the school registrar connects the family with the EL Office to complete registration. At the EL Office, an assessor administers English screening tests to students, while the parents meet with an EL registrar to complete the registration process. Results are immediately calculated after the tests are completed, and parents leave the EL Office knowing students' English proficiency level and whether students are eligible for EL services. Families have the right to waive EL services if they choose. Older students transferring from non-U.S. schools also meet with a transcript evaluator to determine grade level and if any of their high school course credits will transfer to ACPS. When the EL Office completes a new student registration, a one-page EL Introduction Form is sent to School Registrars, EL Instructional Leaders in schools, and Parent Liaisons. The EL Introduction Form succinctly introduces the student to the school, including schooling history, test results, and whether the student is EL. If the student is an EL, and the parent/guardian did not waive the right to services, the student is immediately scheduled to receive EL services. This information is then entered into PowerSchool under Custom Screens.	**Dr. Bethany Nickerson**, Executive Director of EL Services **Mariana Benavides**, Bilingual Parent Resource Coordinator **Suzanne Lank**, EL Assessment Specialist **Katherine Philipp** and **Michael Suppa**, EL Curriculum Specialists **Jaime Knight** and **Michelle Suchenski**, Elementary EL Instructional Specialists **Jessica Fundalinski**, Secondary EL Instructional Specialist **Anna Harvin**, Project GLAD® Instructional Specialist **Gustavo Samayoa**, Dual Language Coordinator **Victor Espinosa Sanchez**, Language Access Coordinator	**The following resources for developing ELD courses and guidelines will be posted on Canvas:** Elementary English Language Development (ELD) Curriculum and Resources Secondary English for Academic Purposes (EAP) Curriculum and Resources **Registration and Assessment Purposes (EAP) Curriculum and Resources:** EL Handbook: EL Registration & Proficiency Assessment WIDA ACCESS for ELLs Resources WIDA Can Do Name Descriptors Chart Checklist for Formative Assessments **Interpreting WIDA Access for ELLs:** WIDA ACCESS for ELLs Interpretive Guide for Score Reports WIDA Can Do Name Descriptors Chart WIDA Speaking & Writing Interpretive Rubrics WIDA ACCESS for ELLs Resources EL Quarterly Writing and Speaking Formative Assessment Checklist for Formative Assessments

English Learner (EL) Students (continued)

Guidance	Contacts	Resources
ANNUAL LANGUAGE PROFICIENCY ASSESSMENT The WIDA ACCESS for English Language Learners (ELLs) test is the annual English language proficiency assessment administered to all EL students. All schools use the WIDA ACCESS assessment data as a primary data source to determine whether students are making expected language growth and to assist in the Multi-Tiered Systems of Support (MTSS) process of tiering students for instructional interventions. For students who were not able to participate in the Spring 2021 WIDA ACCESS due to the pandemic, other data sources such as the Measurement of Academic Progress (MAP) assessment and classroom-based assessments will be used to provide evidence for tiering. In all cases, multiple data sources are used to determine tiering of students. The WIDA Access for ELLs Interpretive Guide for Score Reports is a tool that gives educators and other stakeholders a better understanding of student scores. **INTERPRETING WIDA ACCESS FOR ENGLISH LANGUAGE LEARNERS (ELLS)** The WIDA Access for ELLs Interpretive Guide for Score Reports is a tool that gives educators and other stakeholders a better understanding of student scores. Before looking at scores, educators would want to familiarize themselves with the WIDA Can Do Descriptors Name Chart, as well as the WIDA Performance Definitions for Speaking and Writing and Listening and Reading, to help understand what test scores mean in practical terms. These WIDA resources can help educators move from the ACCESS for ELLs scores to concrete recommendations for services, instructional supports, and future assessments (WIDA).	**Dr. Bethany Nickerson**, Executive Director of EL Services **Mariana Benavides**, Bilingual Parent Resource Coordinator **Suzanne Lank**, EL Assessment Specialist **Katherine Philipp** and **Michael Suppa**, EL Curriculum Specialists **Jaime Knight** and **Michelle Suchenski**, Elementary EL Instructional Specialists **Jessica Fundalinski**, Secondary EL Instructional Specialist **Anna Harvin**, Project GLAD® Instructional Specialist **Gustavo Samayoa**, Dual Language Coordinator **Victor Espinosa Sanchez**, Language Access Coordinator	**The following resources for developing ELD courses and guidelines will be posted on Canvas:** Elementary English Language Development (ELD) Curriculum and Resources Secondary English for Academic Purposes (EAP) Curriculum and Resources **Registration and Assessment Purposes (EAP) Curriculum and Resources:** EL Handbook: EL Registration & Proficiency Assessment WIDA ACCESS for ELLs Resources WIDA Can Do Name Descriptors Chart Checklist for Formative Assessments **Interpreting WIDA Access for ELLs:** WIDA ACCESS for ELLs Interpretive Guide for Score Reports WIDA Can Do Name Descriptors Chart WIDA Speaking & Writing Interpretive Rubrics WIDA ACCESS for ELLs Resources EL Quarterly Writing and Speaking Formative Assessment Checklist for Formative Assessments

English Learner (EL) Students (continued)

Guidance	Contacts	Resources
• **Proficiency Levels:** These are interpretive scores and describe the student's performance in terms of the six WIDA English Language Proficiency Levels. They are listed as a whole number followed by a decimal. • **Scale Score:** Scale scores track student growth over time and across grades. Scale scores take into account differences in item difficulty and, therefore, place all students on a single continuum that stretches from Kindergarten through grade 12, on a scale from 100–600. • **Composite:** In addition to proficiency levels and scale scores for each language domain, students receive a proficiency level score and a scale score for different combinations of the language domains. These composite scores are Oral Language, Literacy, Comprehension, and Overall language proficiency. **FORMATIVE ASSESSMENTS** **The EL Office strongly encourages the use of a robust formative assessment system to both monitor language development in between the annual language proficiency assessment and to guide instruction.** Formative assessments can be used as an additional data source to monitor student knowledge and understanding and enhance the teaching and learning of EL students. Specific language-focused assessments include: • Formative Writing and Speaking Tracking Sheet • ACPS EL/English for Academic Purposes (EAP) Writing Benchmark • WIDA Speaking and Writing Interpretive Rubrics • Checklist for Formative Assessments WIDA Can Do Descriptors Name Chart	**Dr. Bethany Nickerson**, Executive Director of EL Services **Mariana Benavides**, Bilingual Parent Resource Coordinator **Suzanne Lank**, EL Assessment Specialist **Katherine Philipp** and **Michael Suppa**, EL Curriculum Specialists **Jaime Knight** and **Michelle Suchenski**, Elementary EL Instructional Specialists **Jessica Fundalinski**, Secondary EL Instructional Specialist **Anna Harvin**, Project GLAD® Instructional Specialist **Gustavo Samayoa**, Dual Language Coordinator **Victor Espinosa Sanchez**, Language Access Coordinator	**The following resources for developing ELD courses and guidelines will be posted on Canvas:** Elementary English Language Development (ELD) Curriculum and Resources Secondary English for Academic Purposes (EAP) Curriculum and Resources **Registration and Assessment Purposes (EAP) Curriculum and Resources:** EL Handbook: EL Registration & Proficiency Assessment WIDA ACCESS for ELLs Resources WIDA Can Do Name Descriptors Chart Checklist for Formative Assessments **Interpreting WIDA Access for ELLs:** WIDA ACCESS for ELLs Interpretive Guide for Score Reports WIDA Can Do Name Descriptors Chart WIDA Speaking & Writing Interpretive Rubrics WIDA ACCESS for ELLs Resources EL Quarterly Writing and Speaking Formative Assessment Checklist for Formative Assessments

ENGLISH LEARNER (EL) STUDENTS (continued)	
Guidance	**Resources**
WHO ARE OUR *NEWCOMER IMMIGRANT* EL STUDENTS? ● **Recognize** that Newcomer Immigrant EL students are "any foreign-born students and their families who have recently arrived in the United States. It is an umbrella term that includes various categories of immigrants who are born outside of the United States," including asylees, ELs, refugees, students with interrupted formal education (SLIFE), or unaccompanied minors (U.S. Department of Education [USDOE], Newcomer Toolkit). ● **Nurture the whole child** by focusing on a positive school culture and climate, cultural identity, social-emotional learning, and trauma-informed practices. ● **Develop a Newcomer Support Team** to benefit students who may need additional wraparound services. **WHO ARE OUR *LONG-TERM* EL (LTEL) STUDENTS?** ● Although the Every Student Succeeds Act (ESSA) does not define LTEL students, **recognize** that they are generally identified as ELs who have not yet attained English proficiency within five years of initial classification as an EL in their first enrollment in the Local Educational Agency (LEA) (ESSA Title III Guidance – English Learners). ● **Implement** rigorous and high-interest learning opportunities; provide intentional opportunities to accelerate and strengthen their academic discourse and literacy skills (WestEd). ● **Offer** motivating ELD courses with demanding texts and a curriculum wide focus to accelerate academic discourse and literacy. Fully scaffold learning opportunities students need to be successful in the content areas and four language domains (WestEd). ● **Provide** ongoing, intentional academic and social-emotional supports and college planning, drawing on community and family partnerships (WestEd). ● **Build relationships** through caring adults to address the needs of LTELs.	

ENGLISH LEARNER (EL) STUDENTS (continued)	
Guidance	**Resources**
ASSET-MINDED APPROACH TO TEACHING AND LEARNING WITH EL STUDENTS ● *"Teaching and learning should revolve around who our language learners are, what they can do, and how we can benefit from the tremendous assets they bring to school." (Margo Gottlieb)* ● **Take time** to build positive relationships; gather background information about students and use asset-oriented language toward/about students. ● **Integrate** culturally responsive teaching. ● **Construct** a physical environment that is conducive to communication and cooperative learning. ● **Focus** teaching on students' goals and strengths, rather than on deficits. ● **Provide supports** that help students develop new understandings and skills, understand complex concepts, think analytically, and communicate ideas effectively in both social and academic situations (USDOE Newcomer Toolkit).	

ENGLISH LEARNER (EL) STUDENTS (continued)	
Guidance	**Resources**

Learning Plans: These will be comprised of a combination of general education curriculum and dedicated blocks of ELD.
 	
Instruction and Staffing: Instruction will be based on the general education curriculum and will include a dedicated ELD block. These classes will be staffed by both general education teachers and EL teachers. The reentry will be supported by the Student Support Team (SST), including psychologists, nurses, and other therapists.
 	
ELD
 	
● **Integrate** WIDA's ELD Standards Statements.
● **Focus** on genre and key uses of language.
● **Develop** language expectations and goals for content-driven language instruction for varying proficiency levels, focusing on:
  ○ Language Domains (listening, reading, speaking, and writing)
  ○ Language Functions and Features
● **Articulate** language objectives in all lessons.
● **Support** reentry by utilizing resources that will help facilitate social and emotional learning for EL students.
EXPECTATIONS OF EL TEACHERS
 	
● **Collaborate** with general education teachers in the planning of the design and delivery of content lessons, including in Professional Learning Communities (PLCs), by scaffolding content materials and integrating ACPS EL Best Practices.
● **Provide direct services** to EL students through a designated ELD block and through ongoing ELD instruction through co-teaching and small-group instruction.
● **Collaborate** with school-based EL teacher colleagues to determine an assigned caseload of EL students for each EL teacher. Share lists with general education teachers. Identify recommended ELD activities/interventions for students.
● **Participate** in school-based teams to support Newcomer-Immigrant EL students, collaborating with school counselors, social workers, psychologists, nurses, and administrators to meet student needs.
● **Integrate** social and emotional learning resources into the curriculum.
● **Communicate** regularly with parents.
	EL Handbook: Meeting the Instructional Needs of English Learners
	
	2020 WIDA ELD Standards Framework
	
	Accelerating Academic Language (AAL) Curriculum
	
	English for Academic Purposes (EAP) Curriculum
	
	Trauma-Informed Teaching Strategies for ELs
	
	Social and Emotional Support for ELs and Immigrant Students

ENGLISH LEARNER (EL) STUDENTS (continued)	
Guidance	**Resources**
EXPECTATIONS OF GENERAL EDUCATION TEACHERS ● **Collaborate and plan** with grade-level teams, including EL teachers, to integrate EL Best Practices and Social, Emotional, and Academic Learning (SEAL) supports. ● **Provide** continuous differentiated academic support for EL students based upon formative and summative assessments. ● **Participate** in PLCs to scaffold content materials for EL students. **EXPECTATIONS OF EL INSTRUCTIONAL SPECIALISTS** ● **Collaborate with** cross-functional teams to ensure scaffolding is embedded in the student curriculum. ● **Update and develop** new resources for the ACPS Canvas Curriculum page. ● **Maintain** needed support of content-area teachers through class visits, individual meetings, and PLCs. ● **Meet with** EL instructional leads regularly to share information and ensure collaboration among teachers. ● **Initiate** conversation with school administrators to support and organize for the collaborative work around EL-related School Improvement Plan (SIP) goals. ● **Develop and deliver** division-based, school-based, and PLC-specific professional learning opportunities in response to student and educator needs. **EXPECTATIONS OF ADMINISTRATORS** ● Promote the use of EL Best Practices within Tier 1 core instruction. ● Ensure EL teachers are scheduled to provide direct ELD services to all EL students. ● Ensure EL teachers are included in PLCs and grade-level and/or content-level meetings with general education teachers. ● Model the use of asset-based language when discussing EL students. **PROFESSIONAL LEARNING OPPORTUNITIES** ● Project GLAD Training and Follow-Up ● EL Office Menu of Options ● WIDA e-Webinars ● Communication with the EL Office regarding any additional professional learning questions	Menu of EL Office Professional Learning Options ACPS EL Best Practices Leading for EL Equity PowerPoint From VDOE

ENGLISH LEARNER (EL) STUDENTS (continued)		
Guidance	**Contacts**	**Resources**
SPECIAL PROGRAMS: **NELL** is the Newcomers English Learner Language program for high school students who are 18–21 years old. The program was created to support students who may not have sufficient credits to meet the graduation requirements by August of their 22nd birthday but desire a full-day English program. Students do not earn high school credits in NELL but may transfer into the general Adult Education program anytime and upon English proficiency, they may enroll in either the General Education Development (GED) or Adult High School Diploma program. The **Dual-Language Program** in ACPS provides an enriched bilingual, biliterate, and culturally competent educational experience for all students in Spanish and English. The goals of the program are for students to listen, speak, read, and write in two (or more) languages; attain high levels of academic and social-emotional competence, and become lifelong cross-cultural learners and critical thinkers. Schools: ● John Adams Elementary School ● Mount Vernon Community School ● Francis C. Hammond Middle School ● George Washington Middle School **LANGUAGE ACCESS SERVICES (TRANSLATION AND INTERPRETATION)** To support communication between schools, students, and families, ACPS's language access services include: ● Telephone interpretation (through the Language Line) ● Face-to-face interpretation ● Written translation services	**DIVISION CONTACTS** **Teri Barnett**, Director of Adult Education **Gustavo Samayoa**, Dual Language Program Coordinator **Victor Espinosa Sanchez**, Language Access Coordinator	Translation and Interpretation Services EL Handbook: Translation and Interpretation

How can we best support our Special Education (SPED) students this fall?

Specialized Instruction
Citywide Program SWD (K–Age 22)

Guidance	Contacts
This program comprises Students With Disabilities (SWD) in grades K–age 22 who receive their SPED services in a specialized citywide program for autism (Aut), intellectual disabilities (ID), multiple disabilities (MD), or social-emotional learning (SEL) needs. **Location:** Students will return to their base school and receive instruction from SPED staff and related personnel in this setting. **Face Masks and Personal Protective Equipment (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:** 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. **Lesson Plans:** SPED teachers will develop lesson plans and activities related to students' Individualized Education Program (IEP) goals. Students will attend school five days per week. **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 reentry will be supported by the Student Support Team (SST), including psychologists, nurses, and other therapists.	**DIVISION CONTACT** • Theresa A. Werner **SCHOOL CONTACT** • To be determined by school leader

SPECIALIZED INSTRUCTION – Early Childhood Special Education (ECSE) Students	
Guidance	**Contacts**
This comprises Pre-Kindergarten-aged SWD who receive their SPED services in a specialized, self-contained ECSE classroom. **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:** 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. **Lesson Plans:** SPED teachers will develop lesson plans and activities related to student's IEP goals. Students will attend school five days per week. **Staffing:** ECSE teachers and instructional assistants will staff classrooms. These staff members have the appropriate certification, qualifications, and experience to provide the instruction necessary to address students' goals. The reentry will be supported by the SST, including psychologists, nurses, and other therapists.	**DIVISION CONTACT** • Theresa A. Werner **SCHOOL CONTACT** • To be determined by school leader

SPECIALIZED INSTRUCTION – SPED Students (K–12)	
Guidance	
This comprises SWD in grades K–12 receiving SPED services in the general education or pull-out setting. A virtual learning model will also be offered for those students who do not wish to return. **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 will be made available if a specific individual needs a warrant. **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:** 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. **Lesson Plans:** SPED teachers will develop lesson plans and activities related to students' IEP goals. Students will attend school five days per week. **Staffing:** SPED teachers and instructional assistants will staff classrooms. These staff members have the appropriate certification, qualifications, and experience to provide the instruction necessary to address students' goals. The reentry will be supported by the SST, including psychologists, nurses, and other therapists.	

Efforts Underway to Mitigate Against Academic Learning Loss: SEAL and MTSS

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 will triangulate performance data from classroom assessments and divisionwide screening measures to identify specific academic needs that drive individualized educational planning. In addition, school staff recognize that learning loss may have occurred due to social-emotional barriers and challenges.

School staff will use the data to provide instructional and/or social-emotional support through grade-level intervention and enrichment blocks that provide flexible, tiered intervention instruction support by classroom teachers as well as Special Education (SPED) staff, English Learner (EL) staff, and interventionists. A free 24/7 Online Tutoring service will be available to all ACPS students in grades 6–12. Every session is one-on-one and individualized to the subject matter. Additionally, schools will use established partnerships with community-based tutoring partners to provide supplemental academic support to students both during and after the school day. Further, each school's *Student Support Team (SST)*—composed of school counselors, school nurses, school psychologists, and school social workers—will address any social-emotional barriers, access to basic needs, or health and wellness concerns that may be impacting a student's academic performance. Student performance profiles will serve an important role in guiding academic instruction and assessing the impact of services to address academic learning loss.

The school division will continue to utilize multidisciplinary teams as a proactive strategy to support student needs in the current learning environment. All schools will focus on *Social, Emotional, and Academic Learning (SEAL)*; chronic absenteeism; and grade distribution through the *Multi-Tiered Systems of Support* (MTSS) and their *School Improvement Plans (SIPs)* to ensure that we are meeting students' needs. All schools will implement 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 staff will implement across the school division with students and parents to address academic learning challenges include:

- 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/SST member
- 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
- 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 across academic quarters to monitor student academic and behavioral progress

Quarterly Chats

As a division, ACPS will conduct 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 support implemented to address students' social-emotional and academic learning needs. The Quarterly Chat format for SY 2020–2021 was revised in response to the unprecedented demands the current health pandemic has exerted on school operations and instructional delivery. In recognition of the myriad of factors impacting families and students during the pandemic, the foci of progress monitoring will need to consider the context of the new norm for teaching and learning conditions. All students have been impacted by the pervasive and extended disruptions in learning due to school closures. The negative impact on disrupted learning is inevitably magnified for targeted student groups with persistent achievement disparities. Thus, the two essential lines of inquiry for quarterly chats in SY 2021–2022 will focus on:

- *How is staff monitoring the social, emotional, and academic progress of students?*
- *What changes are being implemented across quarters to address identified student needs?*

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

In preparation for comprehensive school improvement planning for SY 2021–2022, school teams will be asked to reflect on progress toward achieving SY 2020–2021 school improvement goals including:

- Progress toward achieving *Comprehensive School Improvement Plan (CSIP)* SY 2020–2021 goals:
    - Data to indicate progress toward CSIP SY 2020–2021 goals during a global pandemic
    - Success in achieving essential actions and action steps (Growth Areas)
    - Adjustments to CSIP in response to monitoring and data analysis
- Current monitoring processes and the most relevant data collected since our last meeting
- Support needed from the school division

The focus areas are strategically identified to enhance staff members' continuous improvement practices related to the use of data cycles, unpacking performance data related to academic performance disparities for targeted student groups as schools prepare for an end-of-the-year assessment of their school improvement effort and comprehensive school improvement planning.

Progress Monitoring

Schools will use teacher-team interdisciplinary meetings such as *Professional Learning Communities (PLCs)* to examine student performance on unit and common assessments to evaluate students for the mastery of competencies and skills. For the youngest learners, teachers will analyze the *Virginia Kindergarten Readiness Program (VKRP)* for preschoolers, a set of coordinated assessments, to assess preschool students' developmental progress relative to essential literacy, math, self-regulation, and social skills. Additionally, staff will review indicators of student's language development, social-emotional growth, motor development, and behavioral growth using multiple data sources such as, curriculum checkpoints, observations, formative assessments, and portfolio artifacts.

Elementary and secondary teams will consider multiple data points to assess and monitor changes in students' academic progress. Teachers will present student performance on formative assessments and common summative assessments. The *Measure of Academic Progress (MAP)* growth assessment data was newly introduced in all ACPS schools in SY 2020–2021 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. Moreover, SSTs will be available throughout the summer to support students' social-emotional needs. The educational programming will include the necessary support for *Students With Disabilities (SWD)*, *English Learner (EL)* students, and *Talented and Gifted (TAG)* students.

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

Student Support Services		
Guidance	**Contacts**	**Resources**
PROGRESS MONITORING AND SCHOOL IMPROVEMENT PLAN (SIP) ALIGNMENT ● The **School Administrative Team** develops a document and timeline for monitoring progress for the Multi-Tiered Systems of Support (MTSS) teams; Positive Behavioral Interventions and Supports (PBIS) implementation; Social, Emotional, and Academic Learning (SEAL) implementation; and Restorative Practices (RP). ● The **School Administrative Team** includes SEAL in its SIPs in alignment with the *ACPS 2025 Strategic Plan*. ● The **School Administrative Team** includes a minimum of 30 minutes of daily SEAL time in its master schedules.	**DIVISION CONTACTS** ● Dr. Julie Crawford ● Darrell Sampson ● Kennetra Wood **SCHOOL CONTACT** ● To be determined by school leader	VDOE Social Emotional Learning Resources VDOE Recover, Redesign, Restart: Student and Staff Supports CASEL Reunite, Renew, Thrive ACPS Department of Student Services & Equity ACPS Restorative Practices ACPS Positive Behavioral Interventions and Supports (PBIS)

Student Support Services (continued)		
Guidance	**Contacts**	**Resources**
DEVELOP IDENTIFICATION AND ASSESSMENT PROCESS ● The **School Administrative Team** identifies students who are having academic and/or social-emotional challenges and follows up with families to identify and remove barriers. ● **All Instructional Staff** use a trauma-informed approach to establish behavioral and academic expectations and practices. ● The **School Administrative Team** implements an MTSS process to identify students with specific needs and provide appropriate resources. ● **All Instructional Staff** complete training on supporting students with potential mental health concerns and trauma-informed practices. **SERVICE DELIVERY** ● **Teachers and Identified School Staff** provide daily SEAL lessons to students that include PBIS and RP. ● **School Counselors, School Nurses, School Psychologists, and School Social Workers (Student Support Team [SST])** support the development of Tier 1 SEAL lessons and resources within their schools. ● **SSTs** provide additional small-group and individual interventions and supports (Tier 2 and 3) to students and families identified as having social-emotional and wellness needs through their school's MTSS process.	**DIVISION CONTACTS** ● Dr. Julie Crawford ● Darrell Sampson ● Kennetra Wood **SCHOOL CONTACT** ● To be determined by school leader	VDOE Social Emotional Learning Resources VDOE Recover, Redesign, Restart: Student and Staff Supports CASEL Reunite, Renew, Thrive ACPS Department of Student Services & Equity ACPS Restorative Practices ACPS Positive Behavioral Interventions and Supports (PBIS)

Social, Emotional, and Academic Learning (SEAL)

In order to continue to address the needs of all of our students who have been impacted by the dual pandemics of COVID-19 and systemic racism, ACPS recognizes the need to maintain a regular and targeted curriculum focused on students' social, emotional, and academic needs. As such, students will continue to receive daily lessons on SEAL lessons as part of their daily experience. These lessons will provide students with an opportunity to explore language and understandings of their emotions, build connections with their peers and school staff, and explore additional academic and career topics. In support of this, ACPS will continue to expand its use of the RULER curriculum to all schools in SY 2020-2021. Further, curricular materials will also be developed through collaborations between the departments of Teaching, Learning, and Leadership and Student Services & Equity as well as individual schools.

Students who need additional SEAL supports will be identified through the school's Multi-Tiered Systems of Support (MTSS) process and provided with additional interventions.

Overview of Divisionwide Support:
Facilities

The division will provide the following support for **all staff**:

- Collaborate on available space for before/after/during school programs.
- Provide templates for furniture inventory and require single-person desks at all grade levels.
- In collaboration with the Department of Student Services and Equity, maintain isolation-area requirements as/if needed. Isolation areas should be near the clinic area and directly accessible from outside, where possible.
- Continue existing contact-tracing procedures to identify spaces that may need to be closed due to a COVID exposure.
- Continue screening procedures for facility access for staff and students as/if applicable.
- Develop safety procedures for accessing water for drinking and/or handwashing as/if applicable.
- Prepare facilities (e.g., furniture layout, signage, and dividers, where necessary) to adhere to social distancing guidelines, as/if applicable.
- Follow guidelines on proper ventilation and communicate to stakeholders on the operation of heating, ventilating, and air conditioning (HVAC) systems.
- Use assembly areas at each school entrance to allow for social distancing and screening at school during arrival and dismissal, as/if applicable.
- Amend shared-use agreements with community partners, as necessary.

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

SAFETY AND SANITATION

Guidance	Contacts	Resources
CONTACT TRACING, SCREENING AND REPORTING, CONTACT TRACING, AND CLEANING WITH CONFIRMED CASES • The **School Administrative Team** collects pertinent contact-tracing information (e.g., last day in the building, identify areas traveled, identify who persons come into contact with). • For tracking cases, ACPS has a dashboard for positive COVID-19 cases that is updated weekly. • **Maintenance and Custodial Services** isolate the potentially affected area(s) for a minimum of 24 hours and disinfect area(s) after 24 hours with an electrostatic sprayer. • **All Staff** report potential or positive cases of COVID-19 to their immediate supervisor ASAP. • **Students and Academic Staff** self-screen. • Visitors are expected to follow all guidance regarding applicable personal protective equipment (PPE) as/if applicable. • **School Maintenance and Custodial Services** provide feedback on the quality within protocols /and or concerns to be addressed. • **All Staff** provide feedback on the quality within protocols and/ or concerns to the School/Facility Administration.	**DIVISION CONTACTS** ***Student Services*** • Dr. Julie Crawford • Dr. Marcia Jackson • Dr. Elaine Gerard ***Maintenance and Custodial Services*** • Anita Cordova **SCHOOL CONTACT** • To be determined by school leader	• Written safety measures for custodial and maintenance staff • Post-cleaning and maintenance safety measures for staff and community • Enhanced cleaning protocols • Cleaning quality control and quality assurance • A flowchart for staff communication and actions when there is suspected exposure to COVID-19 • ***Information regarding cleaning protocols:*** ***Facilities and Operations webpage*** • ***A free six-hour Contact Tracing course from Johns Hopkins (coronavirus.jhu.edu/ contact-tracing)***

SAFETY AND SANITATION (continued)		
Guidance	**Contacts**	**Resources**
CLEANING, MAINTENANCE, AND SANITATION ● **Maintenance and Custodial Services** follow the 30-minute drying period before space(s) will be reopened for use. ● **SchoolDude, the ACPS Work Order System,** will be used to request services, corrective measures, or repairs of schools/facilities via the work order management system.	**DIVISION CONTACTS** ***Student Services*** ● Dr. Julie Crawford ● Dr. Marcia Jackson ● Dr. Elaine Gerard ***Maintenance and Custodial Services*** ● Anita Cordova **SCHOOL CONTACT** ● To be determined by school leader	● Written safety measures for custodial and maintenance staff ● Post-cleaning and maintenance safety measures for staff and community ● Enhanced cleaning protocols ● Cleaning quality control and quality assurance ● A flowchart for staff communication and actions when there is suspected exposure to COVID-19 ● ***Information regarding cleaning protocols:*** ***Facilities and Operations webpage*** ● ***A free six-hour Contact Tracing course from Johns Hopkins (coronavirus.jhu.edu/contact-tracing)***

Guiding Question
How do I manage personal protective equipment (PPE) for students and staff?

Personal Protective Equipment (PPE)		
Guidance	**Contacts**	**Resources**
ACQUISITION OF SUPPLIES ● **Principals** develop a process to confirm receipt of delivered PPE, as requested. ● **Principals** use SchoolDude to request additional supplies via the work order management system. **INVENTORY** ● The **School Administrative Team** tracks building usage and needs, weekly. ● The **School Administrative Team** documents inventory usage via the Department of Facilities and Operations supply tracking sheet. **COORDINATE WITH STAFF** ● The **Principal** coordinates with **Building Engineers or Custodial Staff** to store and secure supplies in predesignated location(s). **HEALTH AND SAFETY PRECAUTIONS** ● **All Staff** report spillage of bodily fluids to the custodial team **immediately**.	**DIVISION CONTACT** ***Maintenance and Custodial Services*** ● Anita Cordova **SCHOOL CONTACT** ● To be determined by school leader	● Master PPE Supply ● Tracking Sheet ● PPE Usage Procedures and Social Distancing Guidance Posters ● PPE Request Instructions ***These resources will be developed for school teams.***

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

SECURITY		
Guidance	**Contacts**	**Resources**
IDENTIFY TEAM MEMBERS AND TRAINING COMPLETION ● The **Principal** ensures the school's designated safety and security team member(s) identify and track emergency preparedness training (ALICE training, monthly drills). ● The **Principal** ensures the school's designated safety and security team member(s) communicate the staff training completion and completed drills to the Office of Safety and Security. ● The **Principal** assigns personnel to monitor emergency drills and report feedback. ● The **Administrative Team** identifies social/emotional triggers prior to conducting drills (work with Student Support Teams [SSTs]). ● **All Staff** complete emergency preparedness training. ● **All Staff** complete monthly drills when in school. ● During emergency drills, **All Staff** will pause the class during the drill, close all electronic devices, and proceed with the drill procedures. ● **All Staff** will be required to display and wear an ACPS-issued badge while on ACPS property. ● The **Administrative Team and/or Security Staff** will notify the Office of Safety and Security and Maintenance and Custodial Staff when temperature-screening equipment malfunctions.	**DIVISION CONTACT** ***Safety and Security*** ● John Contreras **SCHOOL CONTACT** ● To be determined by school leader	Video Tutorial Resources ***These resources will be developed for school teams.*** ACPS Student Code of Conduct

SECURITY (continued)		
Guidance	**Contacts**	**Resources**
MAINTAIN IN-PERSON POLICIES AND PROCEDURES FOR SUPPORTING SAFETY AND BEHAVIORAL EXPECTATIONS ● **All Staff** support positive behavioral expectations by modeling, explicitly teaching, and providing reinforcements and interventions that align with the Multi-Tiered Systems of Support (MTSS) and the Student Code of Conduct. ● The **Administrative Team** assigns a designated Student Support Team (SST) member (e.g., school counselor, social worker, school psychologist, school nurse) to support the student when behavior creates an unsafe learning environment due to the social, emotional, or mental health concerns of that student. ● **All Staff** maintain universal emergency preparedness measures to include ALICE training and student lessons (these measures will stay the same regardless of virtual or in-person instructional models). ● The **Administrative Team** supports expectations for student behavior using a tiered approach to reinforce positive behaviors in the learning environment. ● The **Administrative Team** documents incidents and tiered interventions in PowerSchool Log Entries and contacts the family when behavior that is not conducive to a positive learning environment is addressed. ● The **Administrative Team and School Nurses** maintain the communication system for those who are exempt from wearing a face covering (in special programs or with specific health risks). ● The **Administrative Team and Security Staff** support wearing face masks in the school building.	**DIVISION CONTACT** ***Safety and Security*** ● John Contreras **SCHOOL CONTACT** ● To be determined by school leader	Video Tutorial Resources ***These resources will be developed for school teams.*** ACPS Student Code of Conduct

SECURITY (continued)		
Guidance	**Contacts**	**Resources**
COMMUNICATE WITH FAMILIES ● The **Administrative Team** utilizes Welcome Packets, School Newsletter Updates, Central Office News (e.g., ACPS Express, Social Media, Fliers, Policy Updates, etc.), Parent Teacher Association (PTA) Meetings, Parent Acknowledgement Forms, and Daily Student Agendas to share updates to security measures.	**DIVISION CONTACT** ***Safety and Security*** ● John Contreras **SCHOOL CONTACT** ● To be determined by school leader	Video Tutorial Resources ***These resources will be developed for school teams.*** ACPS Student Code of Conduct

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

STUDENT HEALTH ***Subject to Change Based on Most Recent Federal, State, and Local Health Guidance***		
Guidance	**Contacts**	**Resources**
DISTRIBUTE AND MANAGE THE WEARING OF PERSONAL PROTECTIVE EQUIPMENT (PPE) ● The **School Administrative Team** provides the PPE and/or cloth face coverings (in the event that the student or family does not have resources) or provides parents information about where to get face coverings. ● **All Staff and Students** wear cloth masks when indoors and outdoors. ● **School Nurses and Staff** upgrade to higher levels of PPE, when appropriate. ● **Teachers** receive reusable face masks from the division. ● **Note:** Anyone in the building who has a condition that prevents them from consistently wearing a face mask may address their concerns with the building principal, who will then consult with the director of school health services.	**DIVISION CONTACTS** Dr. Julie Crawford: julie.crawford@acps.k12.va.us Darrell Sampson: darrell.sampson@acps.k12.va.us Dr. Elaine McSorley- Gerard: elaine.mcsorley-gerard@acps.k12.va.us Anita Cordova, Director, MCS: anita.cordova@acps.k12.va.us Mark Carlson, Assistant Director, MCS: mark.carlson@acps.k12.va.us **SCHOOL CONTACT** ● To be determined by school leader	Health Screening Checklist Centers for Disease Control and Prevention (CDC) COVID-19 and Virginia Public Schools Novel Coronavirus COVID-19 ACPS 2025 Strategic Plan/ ACPS 2025: Equity for All

STUDENT HEALTH (continued) *Subject to Change Based on Most Recent Federal, State, and Local Health Guidance*		
Guidance	**Contacts**	**Resources**
CONDUCT STAFF TRAININGS ● **School Nurses** train all staff on expectations regarding clinic visits, maintaining social distancing, the proper wearing of face masks and other PPE (selection, usage, disposal), and handwashing. ● **School Nurses** train Health Annex monitors with the checklist and monitoring of the Health Annex. **IMPLEMENT SCREENING PROCEDURES** ● A Daily Symptom Checklist for Students and Staff will be provided. ● A temperature screening will be conducted upon entering each building. ● If a student does not pass the temperature screening, they are directed to the Health Annex, and the parent is contacted. ● If a staff member does not pass the temperature screening, they are directed to leave the building. ● **Bus Drivers** only check to ensure a child has a face covering; if a child does not have one, the bus driver will provide one.	**DIVISION CONTACTS** Dr. Julie Crawford: julie.crawford@acps.k12.va.us Darrell Sampson: darrell.sampson@acps.k12.va.us Dr. Elaine McSorley- Gerard: elaine.mcsorley-gerard@acps.k12.va.us Anita Cordova, Director, MCS: anita.cordova@acps.k12.va.us Mark Carlson, Assistant Director, MCS: mark.carlson@acps.k12.va.us **SCHOOL CONTACT** ● To be determined by school leader	Health Screening Checklist Centers for Disease Control and Prevention (CDC) COVID-19 and Virginia Public Schools Novel Coronavirus COVID-19 ACPS 2025 Strategic Plan/ ACPS 2025: Equity for All

STUDENT HEALTH (continued) ***Subject to Change Based on Most Recent Federal, State, and Local Health Guidance***		
Guidance	**Contacts**	**Resources**
DEVELOP SCREENING PROTOCOLS ● Screening testing for COVID-19 will take place in the fall in schools. ○ Parent/guardian and staff consent are required for participation. ○ Additional support will be provided to schools to oversee and implement testing. ● A partnership will continue with the Alexandria Health Department (AHD) to address positive cases and contact tracing. ● A partnership will continue with the AHD to support COVID-19 vaccination efforts across the division to include student age groups approved for the vaccine.	**DIVISION CONTACTS** Dr. Julie Crawford: julie.crawford@acps.k12.va.us Darrell Sampson: darrell.sampson@acps.k12.va.us Dr. Elaine McSorley- Gerard: elaine.mcsorley-gerard@acps.k12.va.us Anita Cordova, Director, MCS: anita.cordova@acps.k12.va.us Mark Carlson, Assistant Director, MCS: mark.carlson@acps.k12.va.us **SCHOOL CONTACT** ● To be determined by school leader	Health Screening Checklist Centers for Disease Control and Prevention (CDC) COVID-19 and Virginia Public Schools Novel Coronavirus COVID-19 ACPS 2025 Strategic Plan/ ACPS 2025: Equity for All

Guiding Question
How are we feeding students throughout the instructional day?

NUTRITION*		
Guidance	**Contacts**	**Resources**
TAKE HEALTH AND SAFETY PRECAUTIONS ● The **Custodial Team and Instructional Staff** ensure no cross-contamination for those with food allergies if serving food in the same space and collect waste throughout meal service. ● Identify meal packaging that ensures the Centers for Disease Control and Prevention (CDC) guidelines and expectations for the different school meal models (in school, classroom, take-home, and curbside). **DETERMINE MEAL DELIVERY MODEL** ● The **Principal** determines meal locations for their school, along with mealtimes for breakfast and lunch (the after-school snack is dependent on after-school programming). ● **School Nutrition Services (SNS):** This will depend on delivery methods identified by the school, and federal regulations regarding meal service programs and waivers, if any, for SY 2021–2022. SNS will select the Single Sign-On (SSO) model for SY 2021–2022, as this will allow all students to eat all meals free regardless of paying status.	**DIVISION CONTACT** ● Cindy Hormel, Director of School Nutrition Services: cynthia.hormel@acps.k12.va.us 571-319-7885 **SCHOOL CONTACT** ● To be determined by school leader	ACPS School Nutrition Services Webpage **CDC –** Meal Service Guidelines **Virginia Department of Education (VDOE) –** School Nutrition Guidance **Alexandria Health Department (AHD) –** Health Department Guidance **ACPS –** Specialized Instruction Office **ACPS –** Facilities and Operations Department

NUTRITION (continued)*		
Guidance	**Contacts**	**Resources**
IDENTIFY AND MANAGE STUDENT MEAL REQUESTS/DISTRIBUTION ● **School Nutrition Staff** will adjust meal service for virtual students, based on regulations and waivers. ● **Students Requesting Meal Delivery:** We will need to explore each situation individually and identify if we have the resources to continue this commitment since students have the option to return to in-school learning. We will also establish a continued partnership with the City, if needed. ● The **Administrative Team** develops communication plans for in school and identifies new virtual models to reflect all changes. ● The **Administrative Team** uses distribution sites over the summer to collect Free and Reduced Price Meals (FARM) applications and support families, as needed, for enrolling in the program. Identify other federal meal programs such as the Community Eligibility Provision (CEP) and Provision III.	**DIVISION CONTACT** ● Cindy Hormel, Director of School Nutrition Services: cynthia.hormel@acps.k12.va.us 571-319-7885 **SCHOOL CONTACT** ● To be determined by school leader	ACPS School Nutrition Services Webpage **CDC –** Meal Service Guidelines **Virginia Department of Education (VDOE) –** School Nutrition Guidance **Alexandria Health Department (AHD) –** Health Department Guidance **ACPS –** Specialized Instruction Office **ACPS –** Facilities and Operations Department

NUTRITION (continued)*		
Guidance	**Contacts**	**Resources**
COMMUNICATE WITH FAMILIES ● The **Administrative Team and Nutrition Staff** host meetings on CEP expansion. ● The **School Nutrition Staff** add additional regulatory meal service options to application agreement packets to include (supper—where applicable—snack, CEP, etc.).	**DIVISION CONTACT** ● Cindy Hormel, Director of School Nutrition Services: cynthia.hormel@acps.k12.va.us 571-319-7885 **SCHOOL CONTACT** ● To be determined by school leader	ACPS School Nutrition Services Webpage **CDC –** Meal Service Guidelines **Virginia Department of Education (VDOE) –** School Nutrition Guidance **Alexandria Health Department (AHD) –** Health Department Guidance **ACPS –** Specialized Instruction Office **ACPS –** Facilities and Operations Department
*Much is dependent on federal regulations, as they govern our programs. Next steps will be for us to adhere to six feet social distancing guidance for meal service; meet with principals who have been identified as potential CEP school sites; enroll schools in these programs and update our annual application agreement; determine meal service programs for virtual kids (as defined by regulations) and any students who might require meal deliveries (district's commitment to maintaining this service); and develop an in-school meal service that meets guidelines in the fall (i.e., self-serve food bars, etc., and what these models will look like).		

Guiding Question
How might we transport students?

TRANSPORTATION		
Guidance	**Contacts**	**Resources**
EFFECTIVE TRANSPORTATION PROCESSES TO SUPPORT THE LEARNING ENVIRONMENT • **Student Ridership Capacity –** Provide transparent communications on capacity guidelines in each bus due to physical distancing on the Pupil Transportation website. • **Delivery of Students to Schools With Possible Multiple Routes Runs –** Collaborate with school administrations for necessary adjustments with high-capacity bus routes. • **Alternative Transportation Resources –** DASH, our Common Carrier Partners, etc. • **Human Capital Resources, Staffing for Additional Runs and Programs –** Partner with the Office of Recruitment and Retention to fill all open driving vacancies. • **Communication Campaign to Families in the Transportation Eligible Zones to Assist With Providing Transportation for Their Students to School –** Send out advance communications detailing bus route and bus stop information. • **Walk Zones –** There will be no changes to the current walk zones for students. • **After-School Care Partners –** Determine after-school care transportation feasibility in collaboration with the transportation liaisons.	**DIVISION CONTACTS** ***Pupil Transportation and Fleet Management*** • Scott Merriman, Director: everette.merriman@acps.k12.va.us • Kifaya Hamad, Assistant Director: kifaya.hamad@acps.k12.va.us **SCHOOL CONTACT** • To be determined by school leader	ACPS Pupil Transportation and Fleet Maintenance Webpage **Centers for Disease Control and Prevention (CDC) –** Transportation Mitigation Guidelines **Virginia Department of Education (VDOE) –** Transportation Guidance **Alexandria Health Department (AHD) –** Health Department Guidance **ACPS –** Office of Specialized Instruction and the Department of Facilities and Operations

TRANSPORTATION (continued)		
Guidance	**Contacts**	**Resources**
EFFECTIVE TRANSPORTATION PROCESSES TO SUPPORT THE LEARNING ENVIRONMENT (continued) • **Transportation Staff Personal Protective Equipment (PPE) –** All staff will be provided with available face masks, face shields, gowns, gloves, and any additional protection materials to transport all students safely. • **Student PPE –** Face masks are to be worn while on a school bus. Bus drivers will have ACPS supplied face masks available on each bus for students who report to a bus stop without one. • **Bus Drivers –** Complete additional training to work with students with challenges that prevent the wearing of a face mask consistently. • **Administrative Staff –** Participate in professional development courses in compliance with transporting students by school bus in Virginia. • **Bus Maintenance –** Adhere to the air-handling maintenance procedure and perform daily, weekly, and monthly filter system checks and replacements. • **Bus Cleaning –** Adhere to current bus cleaning and sanitizing procedures in alignment with guidance from the Office of Maintenance and Custodial Services (MCS).	**DIVISION CONTACTS** ***Pupil Transportation and Fleet Management*** • Scott Merriman, Director: everette.merriman@acps.k12.va.us • Kifaya Hamad, Assistant Director: kifaya.hamad@acps.k12.va.us **SCHOOL CONTACT** • To be determined by school leader	ACPS Pupil Transportation and Fleet Maintenance Webpage **Centers for Disease Control and Prevention (CDC) –** Transportation Mitigation Guidelines **Virginia Department of Education (VDOE) –** Transportation Guidance **Alexandria Health Department (AHD) –** Health Department Guidance **ACPS –** Office of Specialized Instruction and the Department of Facilities and Operations

Overview of Divisionwide Support:
Technology Hardware and Software

The division will provide the following support for **all students**:

- Devices for students to use, as appropriate, at school and home
- Summer opportunities for students and families to replace or repair devices
- Wi-Fi and internet access so that families have the access that they need
- Access for families to PowerSchool and Canvas
- Information sessions, webinars, and school events for parents/guardians to learn about technology resources

The division will provide the following support for our **teachers** and **instructional support staff**:

- Canvas course templates to support consistency across schools and grades, removing barriers associated with designing a course
- Synchronous and asynchronous professional learning opportunities for teachers with ACPS digital tools
- In-person support for staff with hardware and software needs

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

TECHNOLOGY HARDWARE AND SOFTWARE

Guidance	Contacts	Resources
SUMMER 2021 COLLECTION/REPLACEMENT ● **Students** leaving ACPS should return their Chromebooks to their school or Helpdesk at T.C. Williams. ● **Summer School Students** with broken/not working devices should visit the Helpdesk at T.C. Williams. ● **Returning Students** should keep their devices with them over the summer and bring them to school on August 24, 2021 (August 9, 2021 for Tucker). **SY 2021–2022 DEVICE ASSIGNMENT** ***Elementary School*** Grades 2–5 – Chromebooks ● Classroom carts ● New devices for grades 2 and 3* (not including rising grade 3 at John Adams, James K. Polk, Mount Vernon, and Patrick Henry who received Lenovo 3es last year) Grades K–1 – Device TBD ***Middle School*** Grades 6–8 – Chromebooks ● New devices for grade 6 ***High School*** Grades 9–12 – Chromebooks ● New devices for grade 9 ● *Students in grades 3–5 with Acers and Lenovo 11es to receive an upgraded device	**DIVISION CONTACTS** John Crites, Director of Infrastructure & Support Services: jcrites@acps.k12.va.us Nora Lansing, Student Helpdesk Supervisor: nora.lansing@acps.k12.va.us Dr. Elizabeth Hoover, Chief Technology Officer: elizabeth.hoover@acps.k12.va.us Marya Runkle Director of Business and Education Applications: marya.runkle@acps.k12.va.us	**The following resources will be developed for school teams:** ACPS Device Distribution (to be updated this summer) Family Helpdesk Canvas Parent Orientation Course

TECHNOLOGY HARDWARE AND SOFTWARE (continued)		
Guidance	**Guidance**	**Guidance**
COMMUNICATE TO FAMILIES ● Directions on keeping devices over the summer with the exception of students not returning in the fall, who must return them ● Summer Student Helpdesk hours ● Maintenance of the Family Tech Helpdesk website ● PowerSchool account information, which will be sent the week before schools open (the week of August 2 for Tucker families and the week of August 16 for traditional calendar families) **COMMUNICATE TRAININGS AND HELPFUL RESOURCES TO STAFF** ● The **School Administrative Team** directs families/students/staff to training opportunities and resources to support access to all technology resources. ● The **School Administrative Team** schedules time for technology updates and training during the pre-service week.	**DIVISION CONTACTS** John Crites, Director of Infrastructure & Support Services: jcrites@acps.k12.va.us Nora Lansing, Student Helpdesk Supervisor: nora.lansing@acps.k12.va.us Dr. Elizabeth Hoover, Chief Technology Officer: elizabeth.hoover@acps.k12.va.us Marya Runkle Director of Business and Education Applications: marya.runkle@acps.k12.va.us	**The following resources will be developed for school teams:** ACPS Device Distribution (to be updated this summer) Family Tech Helpdesk Canvas Parent Orientation Course

TECHNOLOGY HARDWARE AND SOFTWARE (continued)		
Guidance	**Guidance**	**Guidance**
SET AND MONITOR TECHNOLOGY USAGE EXPECTATIONS ● The **School Administrative Team** sets and upholds expectations with staff on tool usage and family communication. ● The **School Administrative Team** schedules time during pre-service week PLCs to plan and collaborate to make Canvas usage consistent across grade levels. **COMMUNICATE DIGITAL CITIZENSHIP AND STUDENT PRIVACY** ● The **School Administrative Team** communicates the ACPS Acceptable Use Policy and Device Use Agreement with staff and students. ● The **School Administrative Team** provides opportunities for Common Sense Media Digital Citizenship lessons to be integrated throughout the school year.	**DIVISION CONTACT** ● Emily Dillard, Director of Instructional Technology: emily.dillard@acps.k12.va.us **SCHOOL CONTACT** ● To be determined by school leader	**The following resources will be developed for school teams:** Teaching and Learning with Technology Course Common Sense Media Digital Citizenship Curriculum Agreement for Use

Overview of Divisionwide Expectations in the Workplace:

Human Resources (HR)

Leaders: Principals, supervisors, and central office leaders continue to:

- Communicate specific work tasks, standards, and expectations for any remote staff.
- Take daily teacher and staff attendance at work.
- (For principals) Be prepared to adjust teacher coverage for in-person and/or remote instruction due to COVID-related absences.

All employees: All teachers and staff follow normal work routines:

- The ACPS Employee Handbook and School Board Policy G-Series (Personnel) should continue to be followed.
- Overtime (OT) by remote workers is not allowed.
- Teachers should submit substitute teacher requests at least two (2) weeks in advance.
- All staff will follow travel safety guidelines for all official travel.

Guiding Question
What operational, human capital, and financial processes are being developed for SY 2021–2022?

HUMAN RESOURCES (HR)

Guidance	Contacts	Resources
• The **Supervisory Chain** determines remote work standards and expectations. The supervisor informs employees of remote work attendance hours, remote tasks, and remote responsibilities. • The **Supervisor** must establish daily check-in and communication requirements (e.g., daily email check-in and an end-of-day report). • The **Supervisor Chain** must set clear expectations of the requirements for virtual teaching versus in-person teaching (i.e., handbooks, evaluation measures criteria, hiring criteria, professional learning specific to the assignment, etc.) • **Principals, Building Leadership Teams (BLTs), and Professional Learning Communities (PLCs)** discuss classroom scheduling, instructional practices, and teaching assignments for the workday.	Work Attendance and Tasks • Immediate Supervisor • School Principals • Department Directors • Executive Directors Help and Assistance on Division Telework Policy and Practice: • HR	• Verbal and written guidance from the supervisory chain • Remote instructional guidance from key staff at Alexandria City High School Satellite Campus • Board Policy Section G (Personnel) • Policy Help and Assistance: HR

Overview of Divisionwide Support:
Budget, Payroll, and Procurement

The division will provide the following support for **all staff**:

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

The division will provide the following support for **all staff**:

- Update the guidance document on Financial Management.
- Update the guidance on the budgeting process and standards and provide decision-making around new needs.
- Update training and job aids (Chart of Accounts, Budget book, etc.).
- Update the current Budget Liaison Contact List for School/Department.
- Circulate the Financial Services Newsletter to ensure even sharing of information.

Guiding Questions

1. What are our responsibilities for managing procurement, budget, and payroll actions?
2. How do we procure the items we need and process vendor payments?

BUDGET, PAYROLL, AND PROCUREMENT		
Guidance	**Contacts**	**Resources**
MAINTAIN CURRENT PROCEDURES ● The **School Administrative Team and Treasurer** adhere to procedures and monitor guidance, as communicated. ● **All Staff With Financial Management Responsibilities** participate in and have access to scheduled supplemental (refresher) financial, budget, procurement training, self-service resources, etc. ● **All Staff With Financial Management Responsibilities** will review reports and requests. ● The **School Administrative Team and Treasurer** embed processes and conduct ongoing assessments of needs, requirements, and spending (e.g., weekly check-ins, monthly financial reviews, etc.). ● The **School and Department Staff** process MUNIS vendors receiving actions as usual. Vendor invoices can be sent to the Financial Services Department (FSD) for payment by email or interoffice mail.	**DIVISION CONTACTS** ***Budget*** Robert Easley ***Accounting*** Michael Covington ***Payroll*** Mandeep Gill ***Procurement*** Dyanna McMullen	

BUDGET, PAYROLL, AND PROCUREMENT (continued)

Guidance	Contacts	Resources
STAFF LEAVE REQUESTS AND TIME REPORTING ● **All Staff** submit leave requests in ExecuTime when time off is needed. ● **All Staff** use the Payroll Canvas website for payroll tax forms. ● **All Staff** (for regular hours) clock into ExecuTime (laptop). ● **Principals** manage and approve staff ExecuTime hours as usual. ● **Principals** approve employee time and leave in ExecuTime according to the published payroll calendar schedule. ● **Principals** manually enter and approve overtime hours in ExecuTime, as needed. No paper timesheets are submitted. **PROCUREMENT GUIDANCE AND SYSTEMS TO CREATE** ● The **School Administrative Team** ensures contracts include a clause that allows principals to reschedule services due to potential COVID-19 implications. ● The **School Administrative Team** ensures contracts are made with vendors that can accommodate services. ● The **School Administrative Team** ensures that contracts will be prioritized based on services for Special Education (SPED)/English Learner (EL)/Talented and Gifted (TAG)/free and reduced-price lunch (FRL), and that social and emotional learning professional development is prioritized. ● A process will be developed for sharing continuous updates around device distribution, following support, and ensuring that technology needs are documented and monitored.	**DIVISION CONTACTS** ***Budget*** Robert Easley ***Accounting*** Michael Covington ***Payroll*** Mandeep Gill ***Procurement*** Dyanna McMullen	

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

FAMILY AND COMMUNITY ENGAGEMENT (FACE)

Guidance	Contacts	Resources
CREATE FAMILY ENGAGEMENT BLUEPRINTS TO SUCCESS Identify individual school members and collaborate with the FACE team to create specific school-building FACE blueprints that are responsible for effectively providing a family engagement vision. The plans will include the implementation of specific school family engagement best practices identified with guidelines and for working with ACPS FACE to facilitate virtual and in-person workshops for families. The plans will also include measurement/data-collection strategies and reflective discussion components. Strengthen skill development of current ACPS Parent Liaisons and at schools without a Parent Liaison position and identify a **school-based family engagement** "family connector" to **serve as a liaison between the school community and the Office of School and Community Relations** to ensure collaborative, two-way communication. This family connector will also do the following: ● Collaborate with the Office of School and Community Relations to develop a train-the-trainer model for developing skills to effectively engage and support families.	**DIVISION CONTACTS** ● Kurt Huffman ● Shanna Samson ● Krishna Leyva ● Taneika Tukan **SCHOOL CONTACT** To be determined by school leader ***(For Blueprints – Dependent on Individual School) School Leadership Team, Parent Liaison, and Parent-Teacher Association (PTA) Representation***	Parent/Guardian and Family Engagement Regulations Parent Liaison Handbook

FAMILY AND COMMUNITY ENGAGEMENT (FACE) (continued)		
Guidance	**Contacts**	**Resources**
CREATE FAMILY ENGAGEMENT BLUEPRINTS TO SUCCESS ● Support a survey process of their family and school community to identify family engagement workshop topics (i.e., how to connect online, supporting academic learning at home, and promoting the social-emotional well-being of their children). ● Collaborate with other offices/departments to determine processes for additional engagement opportunities such as supporting parent-teacher conferences. ● Implement a clear feedback loop for families to help identify their future programming needs and evaluate current programming sessions. **Creation and Implementation of an ACPS Newcomers Program** ● Provide new families with relevant information to help them navigate ACPS schools and resources. ● Provide program implementation in collaboration with English Learner (EL) students and registrars and led by Parent Liaisons and/or identified school family engagement "connectors."	**DIVISION CONTACTS** ● Kurt Huffman ● Shanna Samson ● Krishna Leyva ● Taneika Tukan **SCHOOL CONTACT** To be determined by school leader ***(For Blueprints – Dependent on Individual School) School Leadership Team, Parent Liaison, and Parent-Teacher Association (PTA) Representation***	Parent/Guardian and Family Engagement Regulations Parent Liaison Handbook

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

FAMILY AND COMMUNITY ENGAGEMENT (FACE)

Guidance	Contacts	Resources
IDENTIFY AND IMPLEMENT EFFECTIVE ENGAGEMENT STRATEGIES • Create strong professional development and training for school leaders, staff, and families. • Develop a school-level family engagement framework across the division in collaboration with school staff, parents, liaisons, and the FACE Center. • Host monthly multilingual in-person/principal chats in alignment with reentry guidelines. • Have Parent Liaisons/Student Support Teams (SSTs) provide direct calls weekly to check in and share essential information and resources to families. • Have Communication Liaisons share essential information/resources in multiple languages through social media and school newsletters to families and key stakeholders (e.g., Parent Teacher Association [PTA] and community organizations that directly serve school communities/families). • Have Parent Liaisons share essential information/resources through multilingual text messaging to school communities/families. • Have teachers facilitate in-person/virtual home visits to support families and students. • Create an ambassador program that will expand the division's capacity to fill the information gap that exists in pockets of some communities with authentic, informed voices that reflect the targeted community. • Develop multilayered, divisionwide outreach plans and materials that will serve as guidance for staff to support efforts to reach a broader audience.	**DIVISION CONTACTS** • Kurt Huffman • Krishna Leyva • Taneika Tukan **SCHOOL CONTACTS** • To be determined by school leader	Parent/Guardian and Family Engagement Regulations Parent Liaison Handbook

ACPS Support Helpline Details

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

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

Key Components of Support

- We will continue to provide a team of first responders, including three divisionwide parent liaisons and three contracted parent outreach assistants who can speak the language of the caller, or use the language line, to support families in multiple languages via phone call and text.
    - We operate the Helpline five days a week from 9:00 a.m.–4:00 p.m.
- We maintain four specific Helpline phone call numbers (English, Spanish, Amharic, and Arabic).
- We provide those supporting the Helpline with continued training and professional development in customer service, handling questions, using resources like the language line, and connecting with specific building/department/office staff.
- We create a weekly bank of general answers and information about divisionwide initiatives for the Helpline.
- We use a ticket system to facilitate the tracking of notes, responses, who handled the question, call duration, and status.

Reopening Checklist and Simulation Planning

Guiding Question
How can principals ensure a smooth reopening of schools?

Returning to school each fall brings its own mix of challenge and excitement for a principal, and for SY 2021–2022, that is true more than ever. We are returning after a long and unwanted separation, which even though it ended in the spring, will be felt long after. There is much to get right for the students, teachers, families, and staff within each principal's direct circle of responsibility.

As such, we are sharing a tool that was created and developed *by principals for principals*. The *Reopening Checklist for Principals* is a helpful reminder of key actions that will need to be taken ahead of and shortly after the reopening of school buildings. An example extract is below.

Examples:

Action Items	Administrator Responsibility	Division-Level Support	Office to Confirm With (If Applicable)	Complete By
Coordinate **temperature scanning technology** to ensure an adequate number of scanners to handle the increased capacity.	☐	☐	Facilities & Operations	08/12/2021
Schedule and complete a **Facilities Walk-Through** with the Senior Leadership Team (SLT) liaison.	☐	☐	Office of the Superintendent	08/12/2021
Ensure **registration and residency paperwork** for new and reenrolling ACPS students has been turned into the school registrar.	☐	☐	Student Services & Equity	08/12/2021
Confirm the timeline of parent notification of **class placement and bus route** information from Tech Services.	☐	☐	Facilities & Operations	08/12/2021

A *Reopening Simulation Planning* document is being prepared by school leaders to ensure a safe return to school buildings for all staff and students. School leaders will work together to establish experiential learning scenarios for schools to consider as they prepare for the first day of school.

Link:

- [[Fall] 2021 ACPS Reopening Checklist for Pre-K–12 Principals]

APPENDIX

Fall Reopening Presentations to the School Board

Watch videos of the Fall 2021 reopening presentations to the School Board:

- Thursday, March 4, 2021
- Thursday, March 18, 2021
- Thursday, April 8, 2021
- Thursday, April 22, 2021
- Thursday, May 6, 2021
- Thursday, May 20, 2021
- Thursday, June 3, 2021

Fall 2021 Reopening Planning Team

Watch videos of meetings with the ACPS Fall 2021 Reopening Planning Team:

- Wednesday, April 7, 2021
- Wednesday, April 14, 2021
- Wednesday, April 21, 2021
- Wednesday, April 28, 2021
- Wednesday, May 5, 2021
- Wednesday, May 12, 2021
- Wednesday, May 19, 2021

Thought Partners

Watch videos of meetings with ACPS Thought Partners:

- Tuesday, April 20, 2021
- Tuesday, May 4, 2021
- Wednesday, June 9, 2021

For More Information

The ACPS website contains the most up-to-date information regarding fall 2021 in-person learning for our students. Please see the link below for more information.

- Fall 2021 Frequently Asked Questions (FAQs)