

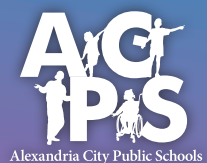


COLLABORATION • PROFESSIONAL LEARNING • INSTRUCTION • COMMUNICATION

CONTINUITY OF LEARNING *PLAN*

April 2020

Every Student Succeeds



Alexandria City Public Schools Continuity of Learning Plan 2.0



Background and Introduction

On March 23, 2020, Virginia Governor Ralph Northam announced that all schools would be closed for the rest of the school year. To support students' continuity of learning and to ensure that teachers, parents, guardians, and community members have the resources to support students' academic progress while addressing their physical, social, and emotional well-being, Alexandria City Public Schools (ACPS) has created *The Continuity of Learning Plan*. This plan represents an extension and enhancement of the division's prior plan to provide additional guidance and support until the end of this academic year.

Our primary focus is multi-faceted. The plan is designed to support ongoing instruction, provide internet access to students, and reinforce ACPS staff members' connection with students, families, and the community during the closure. We are committed to supporting instruction through a variety of digital and non-digital materials, activities, and resources to continue learning at home. Some resources include a combination of video-lessons, web-based tools, individualized to support students during the closure include learning pathways, television, digital games, independent work, and more.

Alexandria City Public Schools (ACPS) has consistently maintained a commitment to educating lifelong learners and removing the barriers that hinder educational equity and excellence for all of our students. While we navigate our “new normal” and what educational equity means during this unprecedented time, ACPS is dedicated to responding to each student’s challenges, interests, and abilities as well as providing each student with the tools needed to continue educational advancement.

Through a continued focus on educational equity, ACPS has created a teaching and learning plan that promotes the continuity of educational enrichment and continued educational engagement of all prekindergarten through 12th-grade students. Our students will have access to activities designed to:

- Actively engage them in the learning process;
- Provide Read-Alouds in grades Prek-5;
- Review previously taught standards for mastery;
- Extend opportunities for students to extend and refine their learning in preparation for movement to their next grade level;
- Access and use online program resources to enhance learning and engagement;
- Interact with a range of educational television programming; and
- Benefit from Home Learning Tips provided in the plan for parents and guardians.

Additionally, distance learning opportunities will provide staff with the tools to introduce new curriculum content based on a prioritized list of standards from our sequence and pacing calendars. To ensure that students have equitable access to distance learning opportunities, ACPS is strengthening its technology infrastructure across the division.

Within this document, we focus on supporting ongoing instruction, providing internet access to students, and connecting with students, families, and the community. We are committed to supporting instruction through a variety of digital and non-digital materials, activities, and resources to continue learning at home. The resources include a combination of online e-texts, video-lessons, digital games, independent work, and more.

In addition to our academic focus, we are working to meet our students’ social emotional needs through Social Emotional Academic Learning (SEAL) resources for staff and students as well as ongoing communication and outreach. Our goal is to provide our students with high quality and engaging instructional activities and interactions with staff that will support their continued educational growth and preparation for SY 2020-2021.

ACPS schools were closed initially from **March 13, 2020, to April 13, 2020**, and with the collaborative work of our schools and division, we developed our first *1.0 Continuity of Learning Plan*. The first plan included school-based learning instructional packets PreK-5 and our students, families, and staff accessed a wealth of online 6-12 activities and included division resources for the continuation of learning. We also included specific roles and responsibilities related to supporting those implementing the plan in four key areas in 1.0: curriculum, communication, collaboration, and professional learning. Furthermore, the first plan attempted to provide teachers some guidance and expectations regarding how much time they should devote to the following areas each week and these will remain the same in 2.0

These **Instructional Expectations** are intended to guide staff in engaging students in ongoing learning during the remainder of the school closure.

Focus Area	Approximate Time
Communication	1 Hour Each Day
Instruction	2 Hours Each Day
Collaboration	3 Hours Each Week
Professional Learning	2 Hours Each Week

As we forge ahead, our *2.0 Enhanced Continuity of Learning Plan* expands upon the previous plan by providing additional guidance and support for an extended period of time. This plan also provides some new and innovative learning opportunities for our students and families, as outlined in the table below.

What Is New in Version 2.0?
<ul style="list-style-type: none"> ● A detailed list of “priority standards” designed to ensure continuity of learning and promote student achievement in preparation for entering the next grade level or course. ● Sample schedules and list of learning activity priorities organized by the following grade levels: K-2, 3-5, 6-8, and 9-12. ● A range of distance learning strategies and resources to ensure student achievement, engagement, and continuity of learning. ● Strategies for differentiating and personalizing the learning process, including suggestions for English Learners, Students with Disabilities, and Talented and Gifted.

- An updated listing of expectations and roles of staff during the time of school closure.
- Suggestions for parents and guardians to help them support their students' learning during through the end of this academic year.
- A timeline for staff, parents, and guardians explaining the sequence of events and learning activities through the close of this academic year.
- Learning Through the TV.

Please be assured that Alexandria City Public Schools is committed to continuous learning for all students. It is also dedicated to ensuring the well-being of every member of its learning community, including staff, parents, guardians, and the many groups supporting its work.

Eight Major Goals of the Continuity of Learning Plan

The priority of the 2.0 plan is to provide students with activities and lessons to minimize the loss of learning, support them during this unprecedented time, and maintain relationships and connections with students and families during the period of school closures.

ACPS has identified the following goals for this initiative:

1. *Identify* priority Standards of Learning that students will learn in preparation for their success in their next grade level or course sequence.
2. *Provide* a range of resources and strategies to support the achievement of these standards by all learners.
3. *Ensure* that all ACPS staff have clear expectations concerning their role and responsibilities during the time of this school closure period.
4. *Connect* with students and families regularly during closure using email and Google Classroom to answer questions and provide feedback.
5. *Differentiate* resources and strategies to accommodate a range of student needs and requirements, including recommendations for English Learners, Students with Disabilities, Talented and Gifted, and Title I.

6. *Make* available to all learners a range of distance learning resources and digital learning activities that are engaging and aligned with identified priority standards and student needs.
7. Support parents and guardians with services and information to support their students' academic success throughout this period.
8. *Articulate* the range of programs and services available to parents and students related to physical, psychological, and social well-being to ensure students' continuing academic achievement.

Priority Standards

The current COVID-19-related school closures present challenges and opportunities for ensuring continuity of student learning. Because of time constraints, teachers and students at all grade levels need support in addressing the required standards identified in the ACPS fourth quarter curriculum. Knowing that we could not replicate a full school day or the full scope of the fourth quarter curriculum in the current environment, curriculum team coordinators worked closely with representative teachers and administrators to identify Virginia Standards of Learning priorities for the next phase of our *Learning-from-Home Framework*.

These priority standards will provide guidance in planning for the rest of this academic year. This *ACPS 2.0 Enhanced Continuity of Learning Plan* includes sample daily schedules and instructional resources to support the prioritized standards. *Please click on the links for the [Elementary K-5 Priority Standards](#) and the [Secondary 6-12 Priority Standards](#).*

When trying to decide the priority standards throughout the end of the academic year, Team Coordinators developed a process using the following criteria:

1. Identification of standards with a high level of significance to students' future learning;
2. Determination of standards that must be introduced or reinforced during the 4th quarter to prepare students for success in their next grade level or subject-related coursework;
3. Analysis of standards that have a universal or generalizable impact upon student learning, necessitating that students revisit, extend, and refine their knowledge

and understanding of standards-related content and skills in a variety of contexts and settings; and

4. Assessment of standards proven to be challenging or frequently misunderstood by students, allowing time for them to revisit their application of these standards and alleviate initial misunderstandings.

This decision-making process used to identify these priority standards involved multiple stakeholder groups:

1. Collaboration with teachers, administrators, and division staff;
2. Use of stakeholder input to determine what has not been taught according to the sequence and pacing as a result of school closures;
3. Analysis of input and feedback from stakeholder groups to determine significant patterns and trends;
4. Identification of standards that are aligned with the needs of learners engaged in distance learning; and
5. K-5 literacy surveys to all members of the Literacy Leadership Cadre and the K-2 Task Force to identify the priority standards.

Staff Roles and Expectations

In addition to the ACPS document **2.0 Enhanced Continuity Plan**, the following additional resources are available for staff, parents, and community members. Each of the four documents provides a detailed description of expectations during this period of extended school closures. The documents are organized around four essential themes: **Instructional Expectations, Collaboration, Communication, and Professional Learning.**

Continuity Focus Area	Description and Hyperlink
Instructional Expectations	<ul style="list-style-type: none">• These Instructional Expectations are intended to guide staff to engage students in distance and offline learning during the remainder of the 2019-2020 academic year. These are the first of four expectations for staff: <i>instruction, collaboration, communication, and professional learning</i>. During this time, students will have access to digital

	<p>materials and instructional activities to remain engaged in learning. Resources and activities to support re-teaching, acceleration, and learning new content at home during this school closure are included within this document. Additional resources with input from principals and teachers will be added throughout the school closure period. The expectation is to provide continuous instruction, ensure students access the combination of offline and online resources such as, but not limited to: e-books, digital handouts, virtual field trips, guided lessons, and even project-based learning activities. Tuesday, April 14, 2020, is the first day of instruction for elementary while Tuesday, April 28, 2020, is the first day of instruction for secondary.</p>
<u>Collaboration Expectations</u>	<ul style="list-style-type: none"> These Collaboration Expectations are intended to guide staff to engage students in distance and offline learning during the remainder of the 2019-2020 academic year. This document presents the second of four expectations for staff: <i>instruction, collaboration, communication, and professional learning</i>. It concentrates upon ways that all staff members are expected to collaborate and interact to support students' continuous learning, including virtual conferences, meetings, and related processes to address emerging problems of practice.
<u>Communication Expectations</u>	<ul style="list-style-type: none"> The third document in this series describes communication strategies and expectations necessary to ensure continuity of instruction. The matrix included in this document delineates teachers' responsibilities for feedback and reporting as well as expectations for staff interactions with parents, guardians, and cross-functional teams.
<u>Professional Development Expectations</u>	<ul style="list-style-type: none"> The final document in this series provides a detailed set of expectations for the continuing professional growth and development of ACPs staff, ensuring that they have access to supporting resources and programs aligned with distance learning and on-line curriculum design and implementation.



CONTINUITY OF LEARNING PLAN
PreK – Grade 2

Pre-K

- **Learning Packets**
- **Learning Through the TV**
- **ACPS Story Hour**
- **Learning Together: At Home Tips From One ACPS Family to Another**

Five Weeks of Learning Packets

Early Childhood teachers consider the whole-child approach the priority as they plan for additional learning opportunities for their students. The teachers encourage growing independence through a range of activities and experiences that promote children's developing competence.

In an effort to supplement learning for our youngest learners during the closure, an alternate paper package of activities will be prepared and distributed to engage them in their learning. These packets will include at-home learning activities through five separate, two-week periods.

The areas of focus include:

- writing/fine motor
- literacy
- math
- gross motor
- Social-emotional
- sensory/science
- and nature-based experiences

All of these studies provide a context for meaningful learning necessary for all children and allows them to deepen their natural curiosity and their eagerness to want to discover and learn more while also promoting healthy growth and development.

An Early Childhood Distance Learning Family Resource Guide will also be sent home to support families. It will include: daily/visual schedules, links to digital resources, tips for parents, and enrichment activities.

Learning Packet	Estimated Distribution Timeline
Learning Packet - Studies 1 and 2	Week of April 13, 2020
Learning Packet - Studies 3 and 4	Week of May 4, 2020
Learning Packet - Study 5	Week of June 1, 2020

Learning Through the TV

Starting Tuesday, April 14, ACPS will be utilizing two TV channels (Channels 70 and 71) to give Pre-K and K students access to 3.5 hours of new learning content every day from 8 a.m. through 11:30 a.m. every day. This will include:

- 90 minutes of new lessons taught by our teachers every day. These lessons will include read-alouds and learning activities taught by ACPS teachers and administrators.
- 1 hour of exercise that can be done at home
- 1 hour of age appropriate educational shows

Channel 70 will be directed specifically at Pre-K and Kindergarten students.

Channel 71 will be directed specifically at Grades 1 and 2. (Some kindergarten students may opt to watch this channel instead.)

Content will be recorded by teachers via WeVideo in advance of broadcast. Teachers will receive a [handbook with instructions \(PDF\)](#) about how to set up and record successfully. They will also receive a list of copyright cleared books that can be used as read-alouds during the broadcast.

Channel 70: Pre-K and K

8:00 a.m. ACPS Teacher taught lesson
8:30 a.m. Exercises at home
9 a.m. ACPS Teacher taught lesson
9:30 a.m. Age appropriate educational show
10:00 a.m. ACPS Teacher taught lesson
10:30 a.m. Age appropriate educational show
11 a.m. Exercises at home

Channel 71: Grades 1 and 2

8 a.m. Exercises at home
8:30 a.m. Age appropriate educational show
9:00 a.m. ACPS Teacher taught lesson
9:30 a.m. ACPS Teacher taught lesson

10:00 a.m. ACPS Teacher taught lesson
10:30 a.m. Exercises at home
11 a.m. Age appropriate educational show

ACPS Story Hour

ACPS Story Hour Online is a children's literacy website that provides free storytelling videos and resources to foster a love of reading in children. The website features an expansive library of videos of new and classic picture books read by well-known actors and actresses. Stories come to life with dynamic voice performances and animated versions of original illustrations, encouraging children to see reading as a transformative imaginative experience.

ACPS has identified read-aloud content for each grade level that has been posted on the [ACPS Story Hour page of the ACPS-at-Home website](#) for easy access. This can be found in the Learning Resources tab.

Decades of early literacy research provides convincing evidence that hearing stories read aloud play a significant role in academic success and beyond. Starting in kindergarten, if a student reads 20 minutes a day, they will hear 1.8 million words per year. Reading aloud provides a number of opportunities and benefits for children from strengthening their vocabulary to increasing their attention span. It is an indispensable first step in reaching and teaching students. Being read to puts students in the frame of mind for learning and increases literacy achievement. It helps students learn how to use language to make sense of the world. It improves their information processing skills, vocabulary, and comprehension.

ONE TO WATCH! May 1-2 is The Everywhere Book Fest is a virtual celebration of authors, books, and readers that brings the book festival experience to everyone! The book festival will open its virtual doors and unveil two free full days of live and pre-recorded sessions with your favorite picture book, middle grade, and young adult authors.

Learning Together: At Home Tips From One ACPS Family to Another

In an effort to continue to engage the community in continuous communication, ACPS is offering families and caregivers the opportunity to share their experiences while engaging in distance learning. To accomplish this, we have launched [Learning Together: At-Home Learning Tips from One ACPS Family to Another](#). This video series will allow parents and caregivers to see how other families are learning throughout the school building closure. Everything from creating a learning space, to creative projects, to highlighting student work can be seen, and we will continue to grow our library as more families submit videos. ACPS will be posting parent and staff videos of your suggestions and ideas on our ACPS Facebook page and on the

ACPS-at-Home website. We know staff and parents have incredible ideas and we want to be able to share these ideas with our entire community. We have created a [VOICES](#) audio where one family with three boys shares details about the new schedule they have set up - and what it has taken to make learning work from home - by way of an example. Parents and staff can share ideas with us on the [ACPS Facebook page](#) or upload them to our [form](#).

Kindergarten - Grade 2

- **Parent and Family Tips: Succeeding Together**
- **Sample Schedules for Student Success**
- **Learning Packets and Instructional Kits**
- **Learning Through the TV**
- **ACPS Story Hour**
- **Learning Together: At Home Tips From One ACPS Family to Another**
- **Digital Learning Supports and Resources**

Parent and Family Tips: Succeeding Together

Adults play a significant role in students' learning. Explore learning sites with children, ask them questions about what they are learning, and engage in conversations about what they are reading or watching on TV. Studies show that children learn more when they talk about what they are learning.

Distance learning is NOT meant to be a replication of the traditional school day. We do not expect parents to be full-time teachers or school experts. In ACPS, our students regularly interact with other students and many adults during the day for conversation and group work. Some of these learning experiences will happen differently online, and others simply cannot -- and that is ok. The goal is to provide an opportunity for children to develop skills in a flexible way that enables them to get educational benefits during this time.

- Try to stay updated on communications from your child's teacher and school.
- Please do not hesitate to reach out to your child's teachers or school Administrators if you have any questions or concerns.

Parent Suggestions K-2
<ul style="list-style-type: none">● Familiarize yourself with your child's learning materials.● Develop a routine and discuss the schedule for learning time with your child.

- Routines help children know what to expect each day and can improve their learning.
- Divide the schedule into small chunks of time to make it easier for young children to focus and be sure to include frequent breaks!
- Make sure that the schedule includes time for eating, schoolwork, playtime, quiet/nap time, and movement/"brain breaks".
- Consider having your child help you decorate or illustrate the schedule.
- Be sure to discuss anticipated changes to the schedule with your child in advance.
- **Create** a quiet, well-lit workspace for your child to do work. There should be enough space to write, color, or use their computer or tablet.
- **Gather** all your child's learning materials, supplies, and technology and keep them in one place where your child knows how to access them.
- If it works for your family's schedule, **try** to get learning started early in the day.
- **Ensure** your child eats a healthy breakfast before getting started in the morning.
- **Help** them begin the day's learning, and to get each new task started.
- **Reach** out to your child's teachers when they (or you!) need help!
- **Look** for new experiences that help children learn. There are many ways to learn through experiences like cooking, exploring changes in nature during walks, and even planting a window sill garden.
- **Give** encouragement and celebrate your child's achievements and efforts. Give positive feedback about how they are handling their learning.

Student Tips K-2

- **Do** your best work each day; it will help you when we return to regular school.
- **Try** to avoid getting distracted.
 - **Put** away toys and games that might distract you from completing your work.
 - **Ask** the person taking care of you to turn off or lower the volume of noises nearby.
- **Eat** breakfast or have a snack and **use** the bathroom before you start working.

Sample Schedules for Student Success

A schedule is a really good idea to set a student up for learning success.

ACPS is providing families sample schedules that could be used with their students from April 14, 2020, through June 19, 2020.

- These sample schedules offer families a way to provide structures for student learning.
- These schedules outline how students can interact with a teacher(s) or learning packet. Teachers will hold online office hours daily (via Zoom, ACPS-email, Canvas) to provide students support, feedback, and ongoing contact. Staying connected to students is critically important in an online learning environment.

Elementary sample schedules outline one to two hours for both virtual teacher-direct instruction and independent student or student choice activities.

Sample K-2 Grade Schedule

Time	K-2 Activities
8:00-9:00am	Get Up/Get Dressed/Eat Breakfast
9:00-9:20am	Morning Movement Activity (TV Work-out/Brain Boost/Walk Outside/Dance to Music)
9:30-9:45/10:00am	Teacher Directed Instruction (Core Instruction)
9:45-10:00am	Independent Practice (Work Packets/Online Activities)
10:00-10:30am	Independent Activity/Brain Break-Drawing, Building with Blocks, Brain Break, Walk Outside Time TV Work-out
10:30-11:00am	Open Office time to Connect Online or by Phone with Students and Parents
11:30-12:30pm	Lunch/Activity Break
12:30-1:00pm	Independent Reading

Learning Packets and Instructional Kits

In an effort to supplement learning for our youngest learners during the closure, an alternate paper package will be prepared and distributed to engage them in their learning actively.

These packets will include at-home learning activities for math, reading, science, and social studies. The materials provide opportunities for students to practice and apply key academic skills. They can also help meet students' needs for movement, self-expression, creativity, civic engagement, and language development.

The packets and kits are designed to be done at home independently or with some support from parents, guardians, or family members to continue learning while we are away from school.

K-2 teachers should consider the priority standards as they plan for additional learning opportunities for their students.

Learning Packet	Estimated Distribution Timeline
Learning Packet # 1	Week of March 16, 2020
Learning Packet # 2	Week of April 13, 2020
Learning Packet # 3	Week of May 4, 2020
Learning Packet # 4	Week of June 1, 2020

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- 90 minutes of new lessons taught by our teachers every day. These lessons will include read-alouds and learning activities taught by ACPS teachers and administrators.
- 1 hour of exercise that can be done at home
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Channel 71: Grades 1 and 2

8 a.m. Exercises at home
8:30 a.m. Age appropriate educational show
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10:00 a.m. ACPS Teacher taught lesson
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Digital Learning Supports and Resources

In line with the [2018-2023 Technology Plan](#), technology supports and resources are available for staff and families in the following areas.

Learning Environment

Provide access to tools for student-centered, technology-rich learning environments that provide for academic excellence and educational equity by encouraging creativity, critical thinking, collaboration, communication, and citizenship.

- [Link to Clever](#)
- [Clever Information](#)

The [ACPS-at-Home website](#) has a Chromebook Help and Online Learning Hub where [staff](#) and [students](#) can go to get questions answered in a Frequently Asked Questions section and resolve any technology or online learning issues they may be having.



Grading*

Third Quarter Progress Report Grades: Student progress reports will be based on work completed on or before March 13. In addition to being available through student and parent/guardian PowerSchool, we anticipate mailing third quarter progress reports in early May.

Fourth Quarter Progress Report Grades: Following the new VDOE guidelines, students will not be formally assessed on standards taught during the fourth quarter. Therefore each standard on the fourth quarter progress report would be designated as either “Introduced but Not Assessed” (INA) or “Not Taught” (NT).

K-2 Guidelines

Quarter 3	Quarter 4
<ul style="list-style-type: none">• Graded assignments will be those provided prior to March 13.• Teacher Work Day for Grading is April 27.• Grades due by COB on April 27.• Students may continue to work on mastering concepts from Quarters 1, 2, and 3 through the remainder of the school year in order to build skills.	<ul style="list-style-type: none">• Begins on April 14• Professional Day on April 13• Students will be expected to access and engage with new content.• Assignments will follow the guidelines provided in the ACPS Staff Expectations for School Closure: Instruction/Curriculum expectations.<ul style="list-style-type: none">○ Will be updated to reflect extended closure• Curriculum specialists will determine the standards that will be taught during Quarter 4. These standards will be designated on progress reports as Introduced but not Assessed (INA). All other standards will be designated as Not Taught (NT)

Details about the [academic calendar and grading](#) can be found in the Learning Resources section on the ACPS-at-Home website.

*Pending School Board Approval



CONTINUITY OF LEARNING PLAN

Grades 3–5

Grades 3-5

- **Parent and Family Tips: Succeeding Together**
- **Sample Schedules for Student Success**
- **Learning Together: At Home Tips From One ACPS Family to Another**
- **ACPS Story Hour**
- **Digital Learning Supports and Resources**
- **Grading**

Parent and Family Tips: Succeeding Together

Adults play a significant role in students' learning. Explore learning sites with children, ask them questions about what they are learning, and engage in conversations about what they are reading or watching on TV. Studies show that children learn more when they talk about what they are learning.

Distance learning is NOT meant to be a replication of the traditional school day. We do not expect parents to be full-time teachers or school experts. In ACPS, our students regularly interact with other students and many adults during the day for conversation and group work. Some of these learning experiences will happen differently online, and others simply cannot -- and that is ok. The goal is to provide an opportunity for children to develop skills in a flexible way that enables them to get educational benefits during this time.

- Try to stay updated on communications from your child's teacher and school.
- Please do not hesitate to reach out to your child's teachers or school Administrators if you have any questions or concerns.

Parent Suggestions Grades 3-5
<ul style="list-style-type: none">● Familiarize yourself with your child's learning materials and online tools for accessing instruction.● Together with your child, develop a schedule for learning activities.

- **Routines** help children know what to expect each day and can improve their learning.
- **Divide** the schedule into smaller chunks of time to make it easier for your child to focus and be sure to build in frequent breaks!
- **Agree** on incentives to help your child focus on their work.
- **Include** time for eating, schoolwork, physical activity, and "brain breaks".
- **Try** to discuss anticipated changes to the schedule with your child in advance.
- **Establish** a quiet, well-lit workspace for your child to do schoolwork. There should be enough space to write, draw, or use their computer or tablet.
 - While you want their workspace to be quiet, **place** it in an area where you can monitor their online activities.
- **Ask** your child to gather all their learning materials, supplies, and technology and keep them in one place where they know how to access them.
- If it works for your family's schedule, **try** to get learning started early in the day so that they don't miss live online classes, opportunities to collaborate with classmates, or the chance to reach out for help from teachers when they need it.
- **Ensure** your child eats a healthy breakfast before getting started in the morning.
- **Help** them begin the day's learning, and to get each new task started.
- **Reach** out to your child's teachers when they (or you!) need help!
- **Look** for new experiences that help children learn. There are many ways to learn through experiences like cooking, exploring changes in nature during walks, and even planting a window sill garden.
- **Give** encouragement and celebrate your child's achievements and efforts. Give positive feedback about how they are handling their learning.

Student Tips Grades 3-5

- **Pick** a quiet place to complete your work and keep all your study materials together.
- **Put** in your best effort each day. Maintaining your work habits will help you once we return to the regular school setting.
- **Reduce** distractions.
 - Politely **let** the people in your home know you're about to start working and that you need to concentrate to do your best.
 - **Ask** the person caring for you to turn off or lower the volume of the TV, music streaming, or other noises nearby.

- **Have** something to eat before getting started and be sure to take a break for lunch if you're still working. Try to add healthy options like fruits and vegetables and avoid sugary drinks and junk foods.
- If you can, **start** your work in the morning, so that you don't miss live online classes, opportunities to work with classmates, or the chance to reach out for help when you need it.
- **Participate** in live classes when you can.
- **Talk** to a trusted adult or friend about your work. Share new learning or challenges.

Sample Schedules for Student Success

A schedule is a really good idea to set a student up for learning success.

ACPS is providing families sample schedules that could be used with their students from *April 14, 2020, through June 19, 2020*.

- These sample schedules offer families a way to provide structures for student learning.
- These schedules outline how students can interact with a teacher(s) or learning packet. Teachers will hold online office hours daily (via Zoom, ACPS-email, Canvas) to provide students support, feedback, and ongoing contact. Staying connected to students is critically important in an online learning environment.

Elementary sample schedules outline one to two hours for both virtual teacher-direct instruction and independent student or student choice activities.

Sample 3-5 Grade Schedule

Time	3-5 Activities
8:00-9:00am	Get Up/Get Dressed/Eat Breakfast
9:00-10:00am	Teacher Directed Instruction and Individual Support (Core Instruction)
10:00-10:30am	Morning Movement Activity (TV Work-out/Brain Boost/Walk Outside/Dance to Music)

10:30-11:15am	Independent Study Using Online Resources/Choice Activities or Learning Packets
11:15-12:15pm	Health/Activity Breaks Scheduled by Family/Student Teacher Work Time Including Planning/Posting, Providing Feedback, Responding to Teacher Work Time Including Planning, Posting, Providing Feedback, Responding to Parents
12:15-1:15pm	Lunch/Activity Break
1:15-2:15pm	Virtual Office Hours/Individual Phone Calls to Families
2:15-2:45pm	Independent Reading

Learning Together: At Home Tips From One ACPS Family to Another

In an effort to continue to engage the community in continuous communication, ACPS is offering families and caregivers the opportunity to share their experiences while engaging in distance learning. To accomplish this, we have launched [Learning Together: At- Home Learning Tips from One ACPS Family to Another](#). This video series will allow parents and caregivers to see how other families are learning throughout the school building closure. Everything from creating a learning space, to creative projects, to highlighting student work can be seen, and we will continue to grow our library as more families submit videos. ACPS will be posting parent and staff videos of your suggestions and ideas on our ACPS Facebook page and on the ACPS-at-Home website. We know staff and parents have incredible ideas and we want to be able to share these ideas with our entire community. We have created a [VOICES](#) audio where one family with three boys shares details about the new schedule they have set up - and what it has taken to make learning work from home - by way of an example. Parents and staff can share ideas with us on the [ACPS Facebook page](#) or upload them to our [form](#).

ACPS Story Hour

ACPS Story Hour Online is a children's literacy website that provides free storytelling videos and resources to foster a love of reading in children. The website features an expansive library of videos of new and classic picture books read by well-known actors and actresses. Stories come to life with dynamic voice performances and animated versions of original illustrations, encouraging children to see reading as a transformative imaginative experience.

ACPS has identified read-aloud content for each grade level that has been posted on the [ACPS Story Hour page of the ACPS-at-Home website](#) for easy access. This can be found in the Learning Resources tab.

Decades of early literacy research provides convincing evidence that hearing stories read aloud play a significant role in academic success and beyond. Starting in kindergarten, if a student reads 20 minutes a day, they will hear 1.8 million words per year. Reading aloud provides a number of opportunities and benefits for children from strengthening their vocabulary to increasing their attention span. It is an indispensable first step in reaching and teaching students. Being read to puts students in the frame of mind for learning and increases literacy achievement. It helps students learn how to use language to make sense of the world. It improves their information processing skills, vocabulary, and comprehension.

ONE TO WATCH! May 1-2 is The Everywhere Book Fest is a virtual celebration of authors, books, and readers that brings the book festival experience to everyone! The book festival will open its virtual doors and unveil two free full days of live and pre-recorded sessions with your favorite picture book, middle grade, and young adult authors.

Digital Learning Supports and Resources

In line with the [2018-2023 Technology Plan](#), technology supports and resources are available for staff and families in the following areas.

Learning Environment

Provide access to tools for student-centered, technology-rich learning environments that provide for academic excellence and educational equity by encouraging creativity, critical thinking, collaboration, communication, and citizenship.

- [Link to Clever](#)
- [Clever Information](#)

The [ACPS-at-Home website](#) has a Chromebook Help and Online Learning Hub where [staff](#) and [students](#) can go to get questions answered in a Frequently Asked Questions section and resolve any technology or online learning issues they may be having.



Grading*

Third Quarter Progress Report Grades: Student progress reports will be based on work completed on or before March 13. In addition to being available through student and parent/guardian PowerSchool, we anticipate mailing third quarter progress reports in early May.

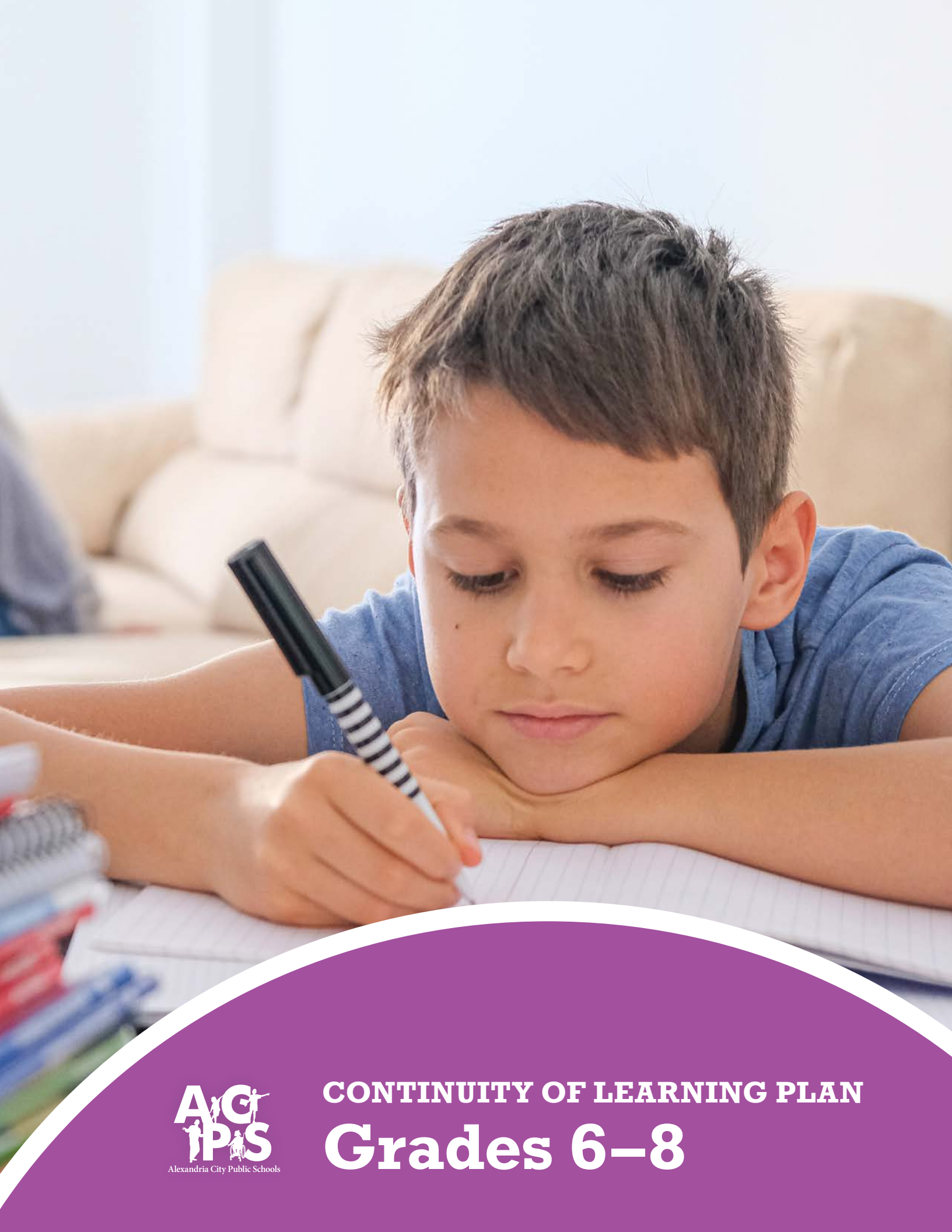
Fourth Quarter Progress Report Grades: Following the new VDOE guidelines, students will not be formally assessed on standards taught during the fourth quarter. Therefore each standard on the fourth quarter progress report would be designated as either “Introduced but Not Assessed” (INA) or “Not Taught” (NT).

3-5 Guidelines

Quarter 3	Quarter 4
<ul style="list-style-type: none">• Graded assignments will be those provided prior to March 13.• Teacher Work Day for Grading is April 27.• Grades due by COB on April 27.• Students may continue to work on mastering concepts from Quarters 1, 2, and 3 through the remainder of the school year in order to build skills.	<ul style="list-style-type: none">• Begins on April 14• Professional Day on April 13• Students will be expected to access and engage with new content.• Assignments will follow the guidelines provided in the ACPS Staff Expectations for School Closure: Instruction/Curriculum expectations.<ul style="list-style-type: none">◦ Will be updated to reflect extended closure• Curriculum specialists will determine the standards that will be taught during Quarter 4. These standards will be designated on progress reports as Introduced but not Assessed (INA). All other standards will be designated as Not Taught (NT)

Details about the [academic calendar and grading](#) can be found in the Learning Resources section on the ACPS-at-Home website.

*Pending School Board Approval



CONTINUITY OF LEARNING PLAN
Grades 6–8

Grades 6-8

- **Parent and Family Tips: Succeeding Together**
- **Sample Schedules for Student Success**
- **Core Teaching, Re-teaching, and Enrichment**
- **Digital Learning Supports and Resources**
- **Learning Through the TV**
- **School Library Month**
- **Grading**

Parent and Family Tips: Succeeding Together

Adults play a significant role in students' learning. Explore learning sites with children, ask them questions about what they are learning, and engage in conversations about what they are reading or watching on TV. Studies show that children learn more when they talk about what they are learning.

Distance learning is NOT meant to be a replication of the traditional school day. We do not expect parents to be full-time teachers or school experts. In ACPS, our students regularly interact with other students and many adults during the day for conversation and group work. Some of these learning experiences will happen differently online, and others simply cannot -- and that is ok. The goal is to provide an opportunity for children to develop skills in a flexible way that enables them to get educational benefits during this time.

- Try to stay updated on communications from your child's teacher and school.
- Please do not hesitate to reach out to your child's teachers or school Administrators if you have any questions or concerns.

Parent Suggestions Grades 6-8
<ul style="list-style-type: none">● Familiarize yourself with your child's learning materials and online tools for accessing instruction.

- **Encourage** your child to develop a daily/weekly schedule for studying and completing schoolwork.
 - **Remind** your child to include time for eating, schoolwork, movement, and "brain breaks".
- **Define** expectations. Agree on incentives to help your child focus on their work.
- **Agree** on a quiet, well-lit workspace for your child to do their work.
 - While you want their workspace to be quiet, **place** it in an area where you can monitor their online activities.
- **Ask** your child to gather all their learning materials, supplies, and technology and keep them in an easy to access place.
- If it works for your family's schedule, **encourage** your child to start working early in the day so that they don't miss live online classes, opportunities to collaborate with classmates, or the chance to reach out for help when they need it.
- **Ensure** your child eats a healthy breakfast before getting started in the morning.
- **Check** in with your child as they begin the day's learning, and at the end of each day's work.
- **Remind** your child to reach out to their teachers when they need help.
- **Encourage** your child to maintain contact with friends through online methods or social media - but continue to monitor your child's social media use. Remind your child to be polite, respectful and appropriate, and to follow school expectations for digital citizenship in their interactions with others. Report unkindness, bullying, and other problems so that everyone maintains healthy relationships and positive interactions.
- **Give** encouragement and celebrate your child's achievements and efforts. Give positive feedback about how they are handling their learning.

Student Tips Grades 6-8

- **Create** a daily/weekly schedule and stick to it. Try making a checklist so you can see your progress as you complete tasks. Be sure to schedule movement and "brain breaks"!
- **Find** a quiet place to complete your work and keep all your study materials together.
- **Put** in your best effort each day. Maintaining your work habits will help you once we return to the regular school setting.
- **Reduce** distractions.

- **Turn** off social media or put your phone away when you're working - you can build in time to check your phone at breaks.
 - **Turn** the volume down or off of televisions, music streaming, or other devices while you are working.
- **Have** something to eat before getting started and be sure to take a break for lunch if you're still working. Try to add healthy options like fruits and vegetables and avoid sugary drinks and junk foods.
- **Start** your work early in the day so that you don't miss live online classes, opportunities to collaborate, or the chance to reach out for help when you need it.
- **Participate** in live classes when you can.
- **Talk** to a trusted person about your work. Share new learning or challenges in your distance learning.

Sample Schedules for Student Success

ACPS is providing families sample schedules that could be used with their students from April 14, 2020, through June 19, 2020. These sample schedules offer families a way to provide structures for student learning. These schedules outline how students can interact with a teacher(s) or learning packet. Teachers will hold online office hours daily (via Zoom, ACPS-email, Canvas) to provide students support, feedback, and ongoing contact. Staying connected to students is critically important in an online learning environment.

The middle school sample schedule offers a way for a student to participate in four classes per day, including elective classes with multiple "brain breaks" incorporated.

Sample Middle School Schedule

Time	Day 1	Time	Day 2
8:00-8:55am	Wake Up/Eat Breakfast	8:00-9:45am	Wake up/Eat Breakfast
9:00-9:30am	ELA Block A	9:00-9:30am	Math Block B
9:30-10:45am	Break	10:15-11:30am	Break
10:45-11:15am	Social Studies Block A	11:30-12:00pm	Science Block B
11:15-12:55pm	Break/Eat Lunch	12:00-12:55pm	Break/Eat Lunch
1:00-1:30pm	Electives 1 st Period	1:00-1:30pm	Electives 2 nd Period
1:45-2:15pm	Electives 3 rd Period	1:45-2:15pm	Electives 4 th Period
2:30-3:00pm	Electives 6 th Period	2:30-3:00pm	Electives 7 th Period
3:00-4:00pm	Break	3:00-4:00pm	Break
4:00-5:00pm	Homework Time	4:00-5:00pm	Homework Time

Students and parents should contact their school for the specific times' teachers will be online conducting lessons.

Core Teaching, Re-teaching, and Enrichment

The transition to distance learning will not be simple or easy. Teachers will need to think differently about how to communicate, give instruction, and provide feedback; how to design lessons and assignments that are authentic and meaningful; and how to ensure students continue to collaborate and communicate with others.

ACPS has prioritized Standards of Learning to guide planning and instruction for the remainder of the school year. By providing a focused list of standards now, we can help ensure some consistency in what students learn this year and what will need to be revisited and added to the curriculum for SY 2020-2021.

Priority standards reinforce key concepts and skills that have already been taught, are foundational for the next year's curriculum, and are appropriate for a distance-learning format. Standards were selected with input from teachers, administrators, and instructional coaches and specialists.

At the 6-8 level, each content area has provided a list of standards to address during the remainder of the school year. All 6-8 students in ACPS have a Chromebook, which allows for additional opportunities for instruction delivered by classroom teachers. Teachers will review classroom data to determine content for review and priorities for instruction.

Additionally, we recognize that schedules for planning and instruction need to be flexible enough to provide choice within the structured and independent time for students, families, and staff. We are particularly mindful of health and wellness issues, including the amount of screen-time that is developmentally appropriate for students in different grade levels.

Creative Encore Hands-on-Learning

Just like with all other content areas, the transition to distance learning will not be simple or easy. Teachers will need to think differently about how to communicate, give instruction, and provide feedback; how to design lessons and assignments that are authentic and meaningful; and how to ensure students continue to collaborate and communicate with others.

To ensure our students have a balanced curriculum and activities, the team will create and /or collect/"recorded streaming" videos for: Dance, Drama, Art, and Wellness to be shown on ACPS TV and also posted on the ACPS website. Additionally, the team will provide suggestions for virtual field trips, project-based learning options as well as ideas for CivicTrek projects later in the quarter to supplement the academic learning with real-life/authentic learning experiences that can be done from home.

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Learning Through the TV

While our schools remain closed, ACPS-TV will be screening 90 minutes of educational science programming suitable for students in grades 6-8 from the National Science Foundation and The Smithsonian's "Science How" and "Stem in 30" series from 12 p.m. through 8 p.m. Monday through Friday.

You can find the schedule for [ACPS-TV](#) (Channel 71) on the ACPS-at-Home website in the Learning Resources section.

School Library Month

School Library Month is the American Association of School Librarians' celebration of school librarians and school libraries. Every April school librarians are encouraged to host activities to help their school and local community celebrate the essential role that strong school libraries play in transforming learning. ACPS Librarians will host virtual library activities throughout the month.

- Zoom Author visit with Jerry Craft. Jerry Craft is a New York Times bestselling author and illustrator. His book, "New Kid," is the winner of the 2020 John Newbery Medal for the most outstanding contribution to children's literature. It is the first graphic novel in the Newbery's nearly 100-year history to receive the award and only the fifth

African-American author to land the coveted prize. “New Kid” was also awarded the Coretta Scott King award for an outstanding work by an African American writer. Craft is the second person to have simultaneously won both awards in the same year.

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Grading*

In order to accommodate the closure of school buildings from March 13 through June 19 without penalizing any student, ACPS is following the Virginia Department of Education (VDOE) guidance in recommending adjustments to its grading policy and academic calendar for the third and fourth quarters.

The goal of these adjustments to the academic calendar and grading policy is to ensure maximum flexibility and benefit for our students as they have all been impacted by the school closures.

Third Quarter Report Card Grades

- Secondary students will receive a letter grade average for third quarter work originally due on or before March 13 and completed by April 24. In addition to being available through student and parent/guardian PowerSchool, we anticipate mailing third quarter report cards in early May.

Fourth Quarter Report Card Grades

- Secondary students will have the opportunity to earn either a “Pass” (P) or “No Grade” (NG) for their fourth quarter work.
- In line with the VDOE guidance, these two options will allow students the maximum flexibility and opportunity to improve their grade during the fourth quarter by continuing to engage in instruction, without negatively impacting students who receive an NG. A Pass (P) would be the equivalent of receiving a 100 for the fourth quarter. Any student that participates in online learning during the fourth quarter to a satisfactory level, meaning they complete at least 60% of assigned work, would only benefit from this policy. A No Grade (NG) for the fourth quarter would not be factored into the student’s final grade for the year.

It is important to note that all students in good standing would be promoted to the next grade for the 2020-21 school year. Under these proposed changes, the fourth quarter alone would not negatively impact students and their promotion to the next grade. In general, students' progression from year to year is guided by [Policy IKE: Academic Promotion and Retention](#).

Secondary Guidelines: Grades 6-8

Quarter 3	Quarter 4
<ul style="list-style-type: none"> Graded assignments will be those provided prior to March 13 All work for 3rd quarter is due to teachers by close of business (COB) on April 24 From April 14-24, teachers, SST personnel, and other school staff should: <ul style="list-style-type: none"> Make every effort to contact students from whom they have not heard to inform them of opportunities to improve their grades Only reinforce Quarter 3 content Each school should document efforts and student reports of reasons for non-participation Teacher Work Day for Grading is on April 27 Grades due by COB on April 27 All late work penalties for Quarter 3 should be removed. Students may continue to turn in missed assignments to demonstrate mastery and raise their Quarter 3 grade through April 24. This is for Quarter 3 only. Reassessment opportunities in Quarter 3 should allow for full credit. 	<ul style="list-style-type: none"> Begins on April 28 Professional Day on April 13 Students will be expected to access and engage with new content. Assignments will follow the guidelines provided in the ACPS Staff Expectations for School Closure: Instruction/Curriculum expectations. <ul style="list-style-type: none"> Will be updated to reflect extended closure. Final grades for Quarter 4 will be either a Pass (P) or No Grade (NG). A Pass (P) will be recorded for students who complete at least 60% of assigned work. No Grade will be recorded for students who do not complete at least 60% of assigned work. During Quarter 4, grades of P will factor into final grade calculations as a 100. Grades of NG do not factor into the final grade calculation.

- There will be no final exams during the 2019-20 school year.
- Courses designated as Dual Enrollment (DE) will be graded per the ACPS guidelines above for the ACPS transcript. The college or university grade will be aligned to the latest policy and guidance of that institution. Students will need to confirm with their instructor how the grade will be reflected on the college or university transcript.

Final Grades

- With the removal of the final exams, each of the four quarters will be weighted equitably in the final grade calculation, or 25% each, for students who receive a Pass (P) for quarter four. For students receiving a No Grade (NG) for quarter four, each of the first three quarters will be weighted equitably in the final grade calculation, or approximately 33% each.
- Due to the unique and challenging circumstances of the 2019-20 school year, particularly in Quarter 4, grades of P during Quarter 4 will factor into the formula as the maximum value possible, 100.

Examples:

Quarter 1 (25%)	Quarter 2 (25%)	Quarter 3 (25%)	Quarter 4 (25%)	Final Grade
94 (A)	82 (B-)	79 (C+)	100 (P)	88.75=89 (B+)

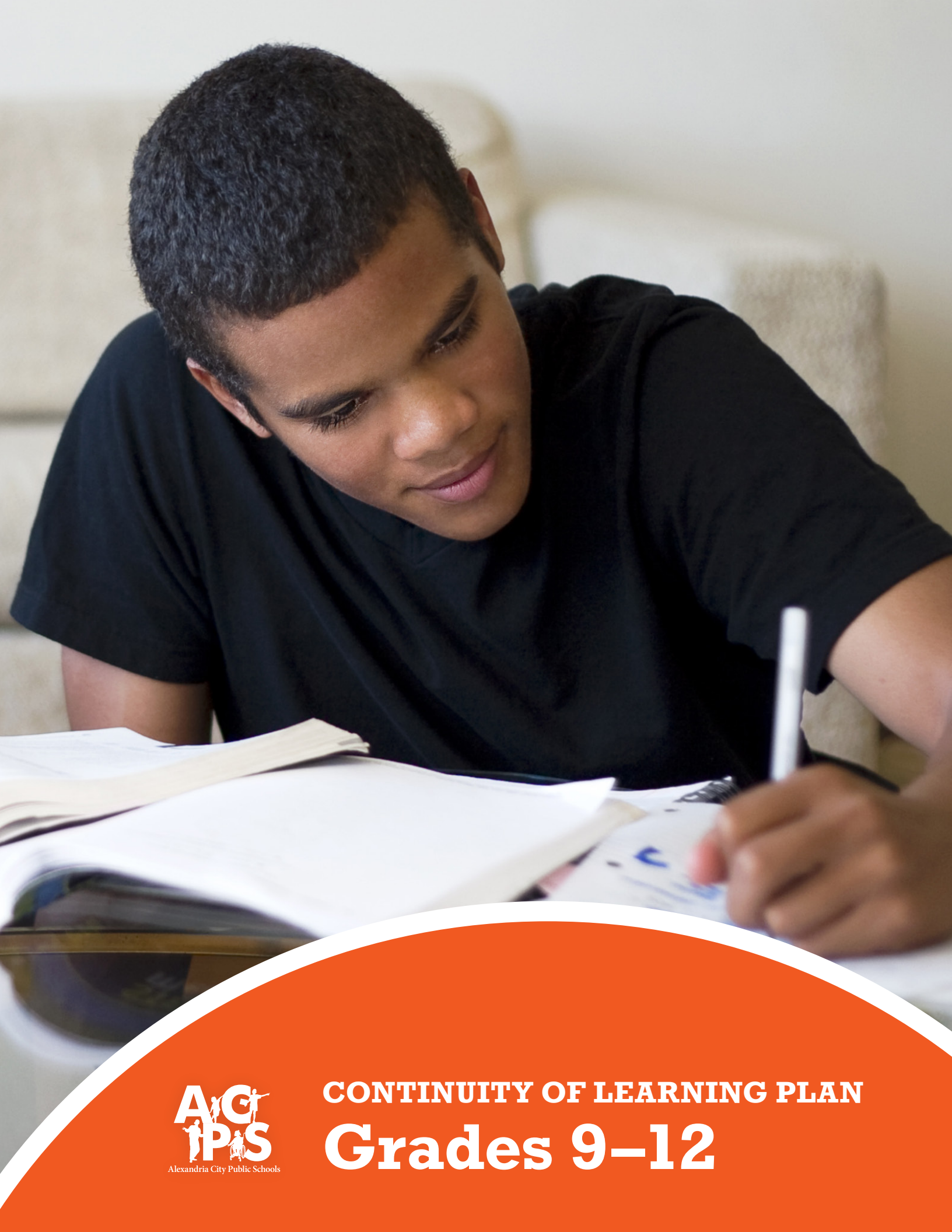
Quarter 1 (~33%)	Quarter 2 (~33%)	Quarter 3 (~33%)	Quarter 4 (0%)	Final Grade
94 (A)	82 (B-)	79 (C+)	NG	85 (B)

Quarter 1 (25%)	Quarter 2 (25%)	Quarter 3 (25%)	Quarter 4 (25%)	Final Grade
50 (F)	50 (F)	65 (D)	100 (P)	66.25=66 (D)

Quarter 1 (~33%)	Quarter 2 (~33%)	Quarter 3 (~33%)	Quarter 4 (0%)	Final Grade
50 (F)	50 (F)	65 (D)	NG	55 (F)

Details about the [academic calendar and grading](#) can be found in the Learning Resources section on the ACPS-at-Home website.

*Pending School Board approval



CONTINUITY OF LEARNING PLAN
Grades 9–12

Grades 9-12

- **Parent and Family Tips: Succeeding Together**
- **Sample Schedules for Student Success**
- **Core Teaching, Re-teaching, and Enrichment**
- **Digital Learning Supports and Resources**
- **Learning Through the TV**
- **School Library Month**
- **Grading**

Parent and Family Tips: Succeeding Together

Adults play a significant role in students' learning.

- Try to stay updated on communications from your child's teacher and school.
- Please do not hesitate to reach out to your child's teachers or school administrators if you have any questions or concerns.

Parent Suggestions Grades 9-12
<ul style="list-style-type: none">● Reinforce that online courses are as important as traditional, face-to-face courses. See that your student establishes a routine for working on his/her virtual courses daily.<ul style="list-style-type: none">○ Encourage your child to develop a daily/weekly schedule for studying and completing assignments.○ Encourage time for movement and mindfulness each day. Moving is vital to health, well-being, and readiness for learning. Going outside, exercising, and thinking meaningfully about our feelings and thoughts are important ways to stay calm and focused during this time.● Define expectations. Agree on incentives to encourage your child to focus on their work.

- **Remind** your child to identify a dedicated workspace to keep their materials and do their work.
- **Encourage** your child to start working early in the day so that they don't miss live online classes, opportunities to collaborate with classmates, or the chance to reach out for help when they need it.
- **Ensure** your child eats a healthy breakfast before getting started in the morning.
- **Check** in with your child as they begin the day's learning, and at the end of each day's work.
- **Remind** your child to reach out to their teachers or peers when they need help.
- **Encourage** your child to maintain contact with friends through online methods or social media - but continue to monitor your child's social media use. Remind your child to be polite, respectful and appropriate, and to follow school expectations for digital citizenship in their interactions with others. Report unkindness, bullying, and other problems so that everyone maintains healthy relationships, and positive interactions.
- **Give** encouragement and celebrate your child's achievements and efforts. Give positive feedback about how they are handling their learning.

Student Tips Grades 9-12

- **Create** a daily/weekly schedule and stick to it. Try making a checklist so you can see your progress as you complete tasks.
- Be sure to **schedule** movement and "brain breaks"!
 - **Moving** is vital to health, well-being, and readiness for learning. Going outside, exercising, and thinking meaningfully about your feelings and thoughts are important ways to stay calm and focused during this time.
- **Find** a quiet place to complete your work and keep all your study materials together.
- **Put** in your best effort each day. Maintaining your work habits will help you once we return to the regular school setting.
- **Reduce** distractions.
 - **Turn** off social media and/or put your phone away when you're working - you can build in time to check your phone at breaks.
 - **Turn** the volume down or off on televisions, music streaming, or other devices while you are working.

- **Have** something to eat before getting started and be sure to take a break for lunch if you're still working. Try to add healthy options like fruits and vegetables and avoid sugary drinks and junk foods.
- **Start** your work early in the day so that you don't miss live online classes, opportunities to collaborate with classmates, or the chance to reach out for help when you need it.
- **Participate** in live classes when you can.
- **Ask** your teacher if live lessons are recorded so that you can access recorded classes later.
- **Self-advocate:** contact your teacher, counselor, trusted adult, or friend when you need help.
- **Create** virtual study groups to work together with your friends on projects, complete tasks, or review material.

Sample Schedules for Student Success

ACPS is providing families sample schedules that could be used with their students from *April 14, 2020, through June 19, 2020*. These sample schedules offer families a way to provide structures for student learning. These schedules outline how students can interact with a teacher(s) or learning packet. Teachers will hold online office hours daily (via Zoom, ACPS-email, Canvas) to provide students support, feedback, and ongoing contact. Staying connected to students is critically important in an online learning environment.

The *high school sample schedule* gives students an extended day with a way to interact with all their teachers of over four days

Sample High School Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:30am	Dedicated Instructional Planning and Meeting Day for Teachers; Check-in with administrators and faculty; Individual planning time; Content professional learning community meetings; Department Meetings; School-wide MTSS meetings	English	Math 9	English 9	Math 9
9:45-10:15am		Office Hours with Science and/or Math Teacher, Independent of Collaborative Student Work	Office Hours with Science and/or Math Teacher, Independent of Collaborative Student Work	Office Hours with Science and/or Math Teacher, Independent of Collaborative Student Work	Office Hours with Science and/or Math Teacher, Independent of Collaborative Student Work
10:30-11:00am		Social Studies 9	Office Hours with Science and/or Math Teacher, Independent of Collaborative Student Work	Social Studies 9	Office Hours with Science and/or Math Teacher, Independent of Collaborative Student Work

11:15-11:45am		Office Hours with Science and/or Math Teacher, Independent of Collaborative Student Work	Science 9	Office Hours with Science and/or Math Teacher, Independent of Collaborative Student Work	Science 9
12:00-12:30pm		Elective	Office Hours with Science and/or Math Teacher, Independent of Collaborative Student Work	Elective	Office Hours with Science and/or Math Teacher, Independent of Collaborative Student Work
12:45-1:15pm		Lunch	Lunch	Lunch	Lunch
1:30-2:00pm		Elective	Office Hours with Science and/or Math Teacher, Independent of Collaborative Student Work	Elective	Office Hours with Science and/or Math Teacher, Independent of Collaborative Student Work
2:15-2:45pm		Health/PE	Elective	Health/PE	Elective
3:00-3:30pm			Elective		Elective

Students and parents should contact their school for the specific times' teachers will be online conducting lessons.

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The transition to distance learning will not be simple or easy. Teachers will need to think differently about how to communicate, give instruction, and provide feedback; how to design lessons and assignments that are authentic and meaningful; and how to ensure students continue to collaborate and communicate with others.

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Priority standards reinforce key concepts and skills that have already been taught, are foundational for the next year's curriculum, and are appropriate for a distance-learning format.

Standards were selected with input from teachers, administrators, and instructional coaches and specialists.

At the 9-12 level, each content area has provided a list of standards to address during the remainder of the school year. All 9-12 students in ACPS have a Chromebook, which allows for additional opportunities for instruction delivered by classroom teachers. Teachers will review classroom data to determine content for review and priorities for instruction.

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- Zoom Author visit with Jerry Craft. Jerry Craft is a New York Times bestselling author and illustrator. His book, "New Kid," is the winner of the 2020 John Newbery Medal for the most outstanding contribution to children's literature. It is the first graphic novel in the Newbery's nearly 100-year history to receive the award and only the fifth African-American author to land the coveted prize. "New Kid" was also awarded the Coretta

Scott King award for an outstanding work by an African American writer. Craft is the second person to have simultaneously won both awards in the same year.

- May 1-2 - The Everywhere Book Fest is a virtual celebration of authors, books, and readers that brings the book festival experience to everyone! The book festival will open its virtual doors and unveil two free full days of live and pre-recorded sessions with your favorite picture book, middle grade, and young adult authors.

Grading*

In order to accommodate the closure of school buildings from March 13 through June 19 without penalizing any student, ACPS is following the Virginia Department of Education (VDOE) guidance in recommending adjustments to its grading policy and academic calendar for the third and fourth quarters.

The goal of these adjustments to the academic calendar and grading policy is to ensure maximum flexibility and benefit for our students as they have all been impacted by the school closures.

Third Quarter Report Card Grades

- Secondary students will receive a letter grade average for third quarter work originally due on or before March 13 and completed by April 24. In addition to being available through student and parent/guardian PowerSchool, we anticipate mailing third quarter report cards in early May.

Fourth Quarter Report Card Grades

- Secondary students will have the opportunity to earn either a “Pass” (P) or “No Grade” (NG) for their fourth quarter work.
- In line with the VDOE guidance, these two options will allow students the maximum flexibility and opportunity to improve their grade during the fourth quarter by continuing to engage in instruction, without negatively impacting students who receive an NG. A Pass (P) would be the equivalent of receiving a 100 for the fourth quarter. Any student that participates in online learning during the fourth quarter to a satisfactory level, meaning they complete at least 60% of assigned work, would only benefit from this policy. A No Grade (NG) for the fourth quarter would not be factored into the student’s final grade for the year.

It is important to note that all students in good standing would be promoted to the next grade for the 2020-21 school year. Under these proposed changes, the fourth quarter alone would not negatively impact students and their promotion to the next grade. In general, students’ progression from year to year is guided by [Policy IKE: Academic Promotion and Retention](#).

Secondary Guidelines: Grades 6-8

Quarter 3	Quarter 4
<ul style="list-style-type: none"> Graded assignments will be those provided prior to March 13 All work for 3rd quarter is due to teachers by close of business (COB) on April 24 From April 14-24, teachers, SST personnel, and other school staff should: <ul style="list-style-type: none"> Make every effort to contact students from whom they have not heard to inform them of opportunities to improve their grades Only reinforce Quarter 3 content Each school should document efforts and student reports of reasons for non-participation Teacher Work Day for Grading is on April 27 Grades due by COB on April 27 All late work penalties for Quarter 3 should be removed. Students may continue to turn in missed assignments to demonstrate mastery and raise their Quarter 3 grade through April 24. This is for Quarter 3 only. Reassessment opportunities in Quarter 3 should allow for full credit. 	<ul style="list-style-type: none"> Begins on April 28 Professional Day on April 13 Students will be expected to access and engage with new content. Assignments will follow the guidelines provided in the ACPS Staff Expectations for School Closure: Instruction/Curriculum expectations. <ul style="list-style-type: none"> Will be updated to reflect extended closure. Final grades for Quarter 4 will be either a Pass (P) or No Grade (NG). A Pass (P) will be recorded for students who complete at least 60% of assigned work. No Grade will be recorded for students who do not complete at least 60% of assigned work. During Quarter 4, grades of P will factor into final grade calculations as a 100. Grades of NG do not factor into the final grade calculation.

- There will be no final exams during the 2019-20 school year.
- Courses designated as Dual Enrollment (DE) will be graded per the ACPS guidelines above for the ACPS transcript. The college or university grade will be aligned to the latest policy and guidance of that institution. Students will need to confirm with their instructor how the grade will be reflected on the college or university transcript.

Final Grades

- With the removal of the final exams, each of the four quarters will be weighted equitably in the final grade calculation, or 25% each, for students who receive a Pass (P) for quarter four. For students receiving a No Grade (NG) for quarter four, each of the first

three quarters will be weighted equitably in the final grade calculation, or approximately 33% each.

- Due to the unique and challenging circumstances of the 2019-20 school year, particularly in Quarter 4, grades of P during Quarter 4 will factor into the formula as the maximum value possible, 100.

Examples:

Quarter 1 (25%)	Quarter 2 (25%)	Quarter 3 (25%)	Quarter 4 (25%)	Final Grade
94 (A)	82 (B-)	79 (C+)	100 (P)	88.75=89 (B+)

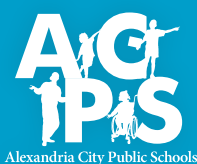
Quarter 1 (~33%)	Quarter 2 (~33%)	Quarter 3 (~33%)	Quarter 4 (0%)	Final Grade
94 (A)	82 (B-)	79 (C+)	NG	85 (B)

Quarter 1 (25%)	Quarter 2 (25%)	Quarter 3 (25%)	Quarter 4 (25%)	Final Grade
50 (F)	50 (F)	65 (D)	100 (P)	66.25=66 (D)

Quarter 1 (~33%)	Quarter 2 (~33%)	Quarter 3 (~33%)	Quarter 4 (0%)	Final Grade
50 (F)	50 (F)	65 (D)	NG	55 (F)

Details about the [academic calendar and grading](#) can be found in the Learning Resources section on the ACPS-at-Home website.

*Pending School Board approval



CONTINUITY OF LEARNING PLAN Students with Disabilities

Meeting the Needs of Students With Disabilities

The special education instruction and support students receive at school are not easily supplemented, replaced, or replicated in a virtual or online format. Understanding the desire of parents and educators for students with disabilities to continue to access the continuity of learning being provided, ACPS is considering all practical steps necessary to support students to the greatest extent possible given this unprecedented situation.

ACPS remains committed to providing students who have Individualized Education Programs (IEPs) with virtual special education support, including consultation, accommodations and modifications, collaboration with teachers, and/or virtual instruction with a special education teacher. Special education teachers will also provide supplemental activities to students that support their IEP goals. Similarly, students who receive accommodations through a 504 plan will continue to be supported by classroom teachers and case managers. Each case manager should collaborate with other teachers, parents, and students to identify needed support and provide supports to the greatest extent possible given the current limitations of the situation.

ACPS will also provide students who have IEPs virtual related services, including teletherapy for Speech Language, Occupational Therapy, Physical Therapy, and Counseling. While it is not possible to provide the amount of services documented in the last agreed upon IEP, ACPS related service providers will work to schedule teletherapy sessions with enough frequency to mitigate the impact of the COVID-19 closure. Activities will be provided to parents and students to practice skills in between teletherapy sessions.

Technology with embedded accessibility features will be used to allow students with disabilities an opportunity to access the continuity of learning activities provided during the extended school closure. Additional accommodations will be utilized to assist students with accessing the available educational opportunities.

While daunting, students with disabilities can access virtual, online, and distance learning. Utilizing care and planning, ACPS staff will work to make the continuity of learning activities meaningful and engaging to the greatest extent possible, given the current unavoidable situation.

Distance and/or Virtual Supports Consultation

- **Special Education Teachers, Case Managers, Related Service Providers provide consultation to general education teachers, students, and parents by:**
 - *Answering* questions via email or telephone contact.
 - *Assisting* with establishing expectations, schedules, and routines.
 - *Communicating* with a parent to make suggestions for setting up an appropriate learning environment (i.e. room acoustics, minimizing distractions, etc.).
 - *Other:* _____

Differentiation of Instruction Accommodations and Modifications

(See below for Additional Suggested Online Accommodations)

- *Utilize* Chromebook accessibility extensions and assistive technology.
- *Support* the nuances of online social interaction; provide clarification of any misunderstanding of meaning and intent.
- *Provide* assignment directions in writing; be specific.
- *Direct* or redirect students' attention to what's most important on the screen or assignment.
- *Adjust* sights and sounds within online formats that may impede the processing of content.
- *Explain* changes in instructional routine.
- *Use* screenshots and/or videos of expected engagement in online learning environments.
- *Adjust* pacing of instruction to address student areas of need related to stamina, patience, and/or ability to interact with others online.
- *Record* content to make it more accessible.
- *Break* content into chunks.
- *Establish* procedures, routines, and/or expectations for engagement in instruction.
- *Provide* self-monitoring resources, such as checklists, rubrics, or planning guides.
- *Provide* visuals to support learning, ensuring that the visuals aren't too "busy" so that they cause confusion.
- *Utilize* assistive technology such as: speech to text, text to speech, slow rate/pace of content, etc.
- *Provide* copies of notes, PowerPoints, videos, etc.
- *Provide* multiple options for students to demonstrate knowledge (i.e., choice for task/assignment completion).
- *Reduce* auditory and visual distractions.

- *Utilize* visuals and concrete examples.
- *Adjust* speech rate and volume of instructor.
- *Provide* opportunities for questions.
- *Utilize* written discussion boards.
- *Ask* students to restate directions.
- *Other:* _____

Collaboration

- ❓ Ongoing *collaboration* between special education teachers, case managers, general education teachers, related service providers, etc.
- *Co-planning* to embed accommodations or modifications into activities.
- *Consultation* between special education and general education teaching team members.
- *Collaboration* with other special education team members, technology specialists, etc.
- *Request* assistance from Central Office Specialists, as needed.
- *Other:* _____

Direct Instruction

- *Offer* regularly scheduled office hours for students with disabilities.
- *Provide* direct and explicit instruction in the use of Chromebooks, accessibility extensions, and/or assistive technology.
- *Provide* explicit instruction in procedures, routines, and/or expectations for engagement in educational activities.
- *Provide* explicit instruction in accessing online resources.
- *Ensure* all participants of any Zoom meeting are directly facing the camera.
- *Other:* _____

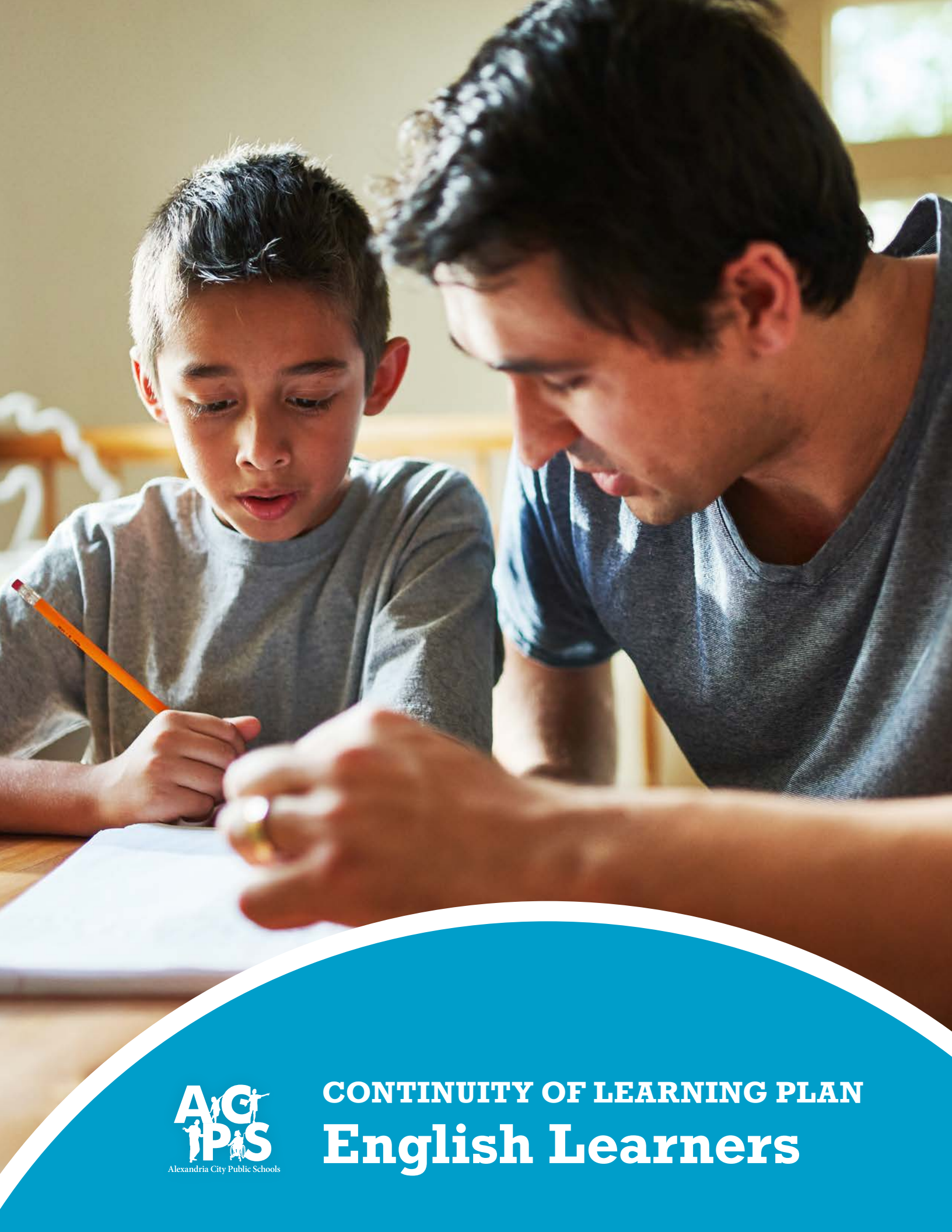
Digital Resources

- ❓ **Students with Disabilities Accessing Standards of Learning:**
https://docs.google.com/spreadsheets/d/1QSNx0or7IHqSb9rH0_f0fjGFdsAqZmyFHWHbUW3Kok/edit#gid=0
- ❓ **Students with Disabilities Accessing Aligned Standards of Learning (Adapted Curriculum):**
<https://docs.google.com/spreadsheets/d/1tSa-UKNn4fCAyOEGa8d114DHtxJYXlvTW2IHx3WzS7A/edit#gid=0>
- ❓ **Early Childhood Special Education:**
<https://docs.google.com/spreadsheets/d/1C17DgYz6JSsQqDJvjqqtv7YLduDI6wgul-cJlHEvXYl/edit#gid=0>

Activities for Continuity of Learning

- Activities for special education teachers to use in supporting students' IEP goals and/or plan virtual lessons:

<https://drive.google.com/drive/u/0/folders/1JaRtEAVu-MaufZtpWzJuljsrvAuiP3cm>



CONTINUITY OF LEARNING PLAN **English Learners**

Meeting the Needs of English Learners

Equity and Access in Distance Learning: Overarching Principles

English learners will receive access to the same challenging, high-quality academic content as all ACPS students. English Learner (EL) students will participate in grade-level instruction and activities as well as engage in English Language Development (ELD) activities to simultaneously learn content and develop English language proficiency. It is important for students to read, write, speak, and listen to English every day.

The Office of English Learner Services will collaborate with the content-area teams to ensure distance learning resources are accessible to all learners, including English learners. Teachers will ensure equity and access through intentionally scaffolded content materials, amplifying language, and literacy. EL teachers will scaffold and support teachers in designing content to be delivered remotely and will consistently communicate with families.

Additionally, ACPS has compiled ELD resources that incorporate a variety of reading, writing, speaking, and listening activities. English Language Development activities for K-2 students have been integrated into the K-2 learning packets. English Language Development resources and activities for grades 3-12 will be posted to the ACPS EL Office Canvas page for EL teachers to access and share with students. This page will be updated frequently. English Learner students and families will receive support from general education teachers, EL teachers, and school-based Parent Liaisons.

Alexandria City Public Schools will:

- Ensure internet connectivity for students;
- Provide devices for students participating in distance learning (grades 3-12) in order to access the learning activities;
- Provide essential information in multiple languages to the extent possible;
- Ensure assignments and tasks are student self-directed to the extent possible, so as to not to require parental/caregiver assistance for students to understand or complete tasks;
- Design course materials and activities in ways that are accessible to all students; and
- Share ELD recommended resources and activities via the ACPS EL Office Canvas page.

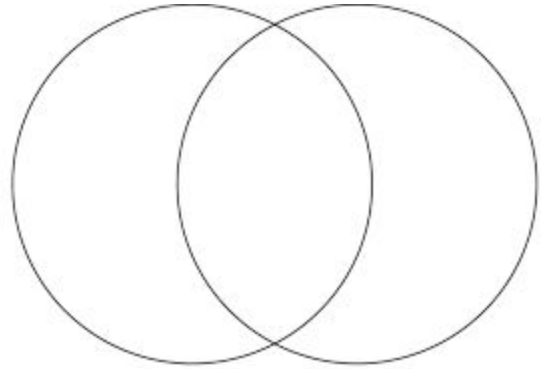
Staff Guidance and Expectations for English Learners

Central Office (EL Curriculum and Instructional Specialists)	<ul style="list-style-type: none">● Support teachers in the implementation of the 2.0 Enhanced Continuity of Education Plan● Collaborate with content area teams to ensure accessibility of all materials● Curate resources to support teacher planning and post to the ACPS EL Office Canvas page● Collaborate with administrators and teachers to support EL students● Communicate on a weekly basis with schools
Teachers	<ul style="list-style-type: none">● Ensure ACPS EL Best Practices are integrated in the design and delivery of lessons and activities● Collaborate with EL teachers in the planning of educational lessons and activities● Use Language Line, as needed, to communicate with students and families in languages other than English. Coordinate with the EL teacher assigned to your students to facilitate communication, if needed
English Learner (EL) Teachers	<ul style="list-style-type: none">● Scaffold content materials to ensure that ACPS EL Best Practices are integrated in the design and delivery of all lessons and activities● Collaborate with general education teachers in the planning of content lessons and activities; participate and provide input in Professional Learning Communities (PLCs) to support instruction for ELs● Collaborate with EL teacher colleagues in your school to determine an assigned caseload of EL students for each EL teacher. Share caseload lists with the general education teachers in your school● Communicate with your assigned caseload of EL students, at a minimum, one time per week. Provide on-going support to EL students in their content work● Share recommended ELD activities with EL students on your caseload, appropriate for each student's language level, to encourage daily activities that enhance reading, writing, listening and speaking skills. (Examples are available in the table below. Additional ELD resources and recommendations will be posted every two weeks to the ACPS EL Office Canvas page.)

Student Guidance and Expectations

English Learner (EL) students will participate in the same grade-level instruction and activities as all students. Additionally, it is recommended that EL students engage in reading, writing, listening and speaking activities in English for a minimum of 45 minutes per day in order to continue to promote English language development. Below are some examples of English language development activities. English learner teachers will provide additional recommendations and support for students.

<p>Grades K-2</p> <p>Please see the K-2 section of this document. The activities here are supplemental to those activities for English Learner students</p> <p>Opportunities for reading, writing, listening and speaking are integrated into the K-2 Learning Activity Packets that are being delivered to families.</p>	
<p>Grades 3-5</p> <p>Please see the 3-5 section of this document. The activities here are supplemental to those activities for English Learner students</p>	
Example On-Line Activities	Example Off-Line Activities
<p><i>BrainPop</i></p> <p>Watch a BrainPop video and take the quiz. Write a summary about what you learned.</p> <p><i>I watched _____ and I learned _____.</i></p>	<p><i>Interview</i></p> <p>Interview a family member or friend (over the phone, if needed) about their likes and dislikes (for example, foods, colors, books, movies, celebrities, etc). Write a paragraph comparing their likes and dislikes with yours. How are you similar and how are you different?</p>




We are similar because we both
have/are/like ____.

Another similarity is that
_____.

We are different because _____.

EPIC Books (<https://www.getepic.com/>)

Select 3 or more books every day to listen to or
to read. Retell one of the stories to a family
member or friend (over the phone, if needed).

How _____ **Story Map** 

Setting	Characters	
<div></div>	<div></div>	
Beginning	Middle	End
<div></div>	<div></div>	<div></div>

First...Next...Then...After...Finally...

Letter Writing

Write a letter to your teacher(s).

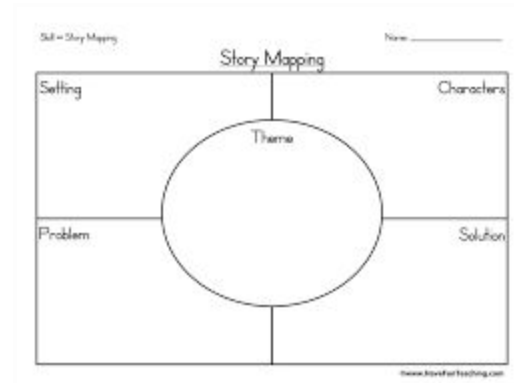
Audible Stories (stories.audible.com)

- Listen to a story and then retell the story to a family member or friend (over the phone, if needed).

First...Next...Then...After...Finally...

Be an Author

Make up your own story with a conflict and a beginning, middle, and end. Then, tell your story to someone else.



First...Next...Then...After...Finally...

Grades 6-8

Please see the 6-8 section of this document. The activities here are supplemental to those activities for English Learner students

Example On-Line Activities

Vocaroo Recording

Go to the website www.vocaroo.com on your Chromebook. Choose a text to read. Reread the text aloud a few times until you are confident to record. Click the record button to record yourself reading the text aloud. Then, share your recording with someone. If you have time, you can record another text.

Example Off-Line Activities

Alternate Endings

Choose any book, TV show or movie.
Write a 1 paragraph summary, and then
write and illustrate an alternate ending.

BrainPop

Timed Repeated Readings

Watch a [BrainPop](#) video and take the quiz.
Write a summary about what you learned.

*I watched _____ and I learned
_____.*

Choose a text. Time yourself as you read the text aloud. Record your time on a piece of paper. Reread the text 2 to 3 more times to see how your speed increases. If you have extra time, choose one to two more passages and follow the same process. Reread the same passages every day this week and time yourself. See how your speed increases!

NEWSELA (<https://newsela.com/>)

Select one article every day to read aloud. Write a summary of what you learned.

Title:

I read about:

Pages:

In the beginning,

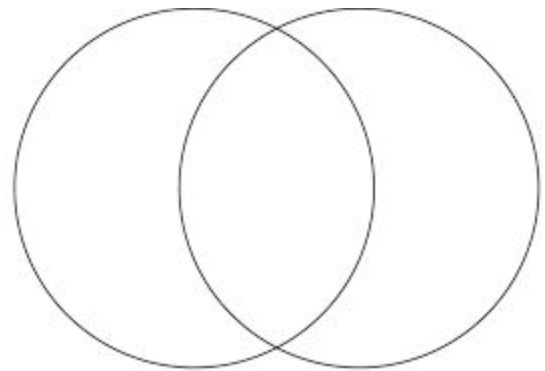
Next,

After this,

Lastly,

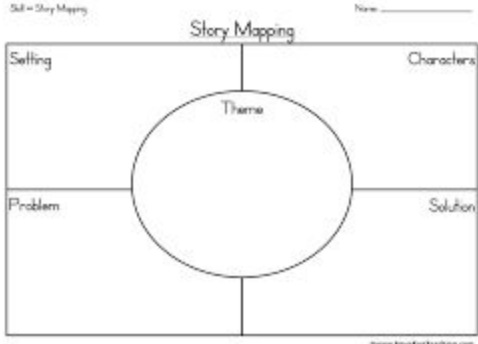
Interview

Interview a family member or friend (over the phone, if needed) about their likes and dislikes (for example, foods, colors, books, movies, celebrities, etc). Write a paragraph comparing their likes and dislikes with yours. How are you similar and how are you different?



We are similar because we both have/are/like ____.

Another similarity is that
_____.

	We are different because _____.
<p>Podcasts</p> <p>Listen to a favorite podcast. Write a summary of what you learned.</p> <p><i>I listened to.... I learned.....</i></p>	<p>Letter Writing</p> <p>Write a letter to your teacher(s).</p>
<p>Audible Stories (stories.audible.com)</p> <ul style="list-style-type: none"> Listen to a story and then retell the story to a family member or friend (over the phone, if needed). <p><i>First...Next...Then...After...Finally...</i></p> <ul style="list-style-type: none"> Listen to/read a story, then make up a sequel or rewrite the ending. 	<p>Be an Author</p> <p>Make up your own story with a conflict and a beginning, middle, and end. Then, tell your story to someone else.</p>  <p><i>First...Next...Then...After...Finally...</i></p>
<p>Grades 9-12</p> <p>Please see the 9-12 section of this document. The activities here are supplemental to those activities for English Learner students</p>	
Example On-Line Activities	Example Off-Line Activities

<p><i>Vocaroo Recording</i></p> <p>Go to the website www.vocaroo.com on your Chromebook. Choose a text to read. Reread the text aloud a few times until you are confident to record. Click the record button to record yourself reading the text aloud. Then, share your recording with someone. If you have time, you can record another text.</p>	<p><i>Timed Repeated Readings</i></p> <p>Choose a text. Time yourself as you read the text aloud. Record your time on a piece of paper. Reread the text two to three more times to see how your speed increases. If you have extra time, choose one to two more passages and follow the same process. Reread the same passages every day this week and time yourself. See how your speed increases!</p>								
<p><i>BrainPop</i></p> <p>Watch a BrainPop video and take the quiz. Write a summary about what you learned.</p> <p><i>I watched _____ and I learned _____.</i></p>	<p><i>Alternate Endings</i></p> <p>Choose any book, TV show or movie. Write a one-paragraph summary, and then write and illustrate an alternate ending.</p>								
<p><i>NEWSELA</i> (https://newsela.com/)</p> <p>Select one article every day to read aloud. Write a summary of what you learned.</p> <table><tr><td>Title:</td><td>I read about:</td></tr><tr><td>Pages:</td><td>In the beginning,</td></tr><tr><td></td><td>Next,</td></tr><tr><td></td><td>After this,</td></tr></table>	Title:	I read about:	Pages:	In the beginning,		Next,		After this,	<p><i>Interview</i></p> <p>Interview a family member or friend (over the phone, if needed) about an important time in their life. Write a summary of what you learned.</p> <p><i>I interviewed.... An important time in their life was...because of....</i></p>
Title:	I read about:								
Pages:	In the beginning,								
	Next,								
	After this,								

	Lastly,	
<p align="center">Podcasts</p> <p>Listen to a favorite podcast. Write a summary of what you learned.</p> <p><i>I listened to.... I learned.....</i></p>	<p align="center">Letter Writing</p> <p>Write a letter to your teacher(s).</p>	
<p align="center">Audible Stories (stories.audible.com)</p> <ul style="list-style-type: none"> • Listen to a story and then retell the story to a family member or friend (over the phone, if needed). <i>First...Next...Then...After...Finally...</i> • Listen to/read a story, then make up a sequel or rewrite the ending. 	<p align="center">Be an Author</p> <p>Make up your own story with a conflict and a beginning, middle, and end. Then, tell your story to someone else.</p> <div style="text-align: center;"> </div> <p align="right"><small>www.kovacherteaching.com</small></p> <p><i>First...Next...Then...After...Finally...</i></p>	

Parents/Caregivers

Alexandria City Public Schools is providing learning packets and activities for students in grades Kindergarten-2, and distance learning education for students in grades 3-12.

The Office of English Learner Services has collaborated with the content-area teams to ensure distance learning resources are accessible to all learners, including English learners. English Learner (EL) students participate in grade-level instruction and activities as well as engage in English Language Development (ELD) activities to simultaneously learn content and develop

English language proficiency. It is important for students to read, write, speak and listen to English every day. ACPS has compiled ELD resources that incorporate a variety of reading, writing, speaking, and listening activities.

English Learners and families will receive support from general education teachers, EL teachers and school-based parent liaisons. Additionally, ACPS provides Parent/Caregiver Information Telephone Lines for families who speak a language other than English. The bilingual parent information lines will serve as a tool to help families access information, including answers to frequently asked questions, and to connect families with staff, school and community resources that support their child's learning and well-being at home.

Alexandria City Public Schools has issued Chromebooks to each student in grades 3-12 to access distance learning education, and is working diligently to ensure families have connectivity to the internet from their homes. Families/Caregivers are able to contact the Parent Information Telephone Lines to speak with someone in English, Spanish, Amharic or Arabic who can address basic questions or connect them with technical support.

Parent Information Phone Lines: Text or Call

Hours of Operation			
Amharic	Monday - Friday	9:00 a.m. - 1:00 p.m.	703-927-6866
Arabic	Monday - Friday	9:00 a.m. - 1:00 p.m.	703-927-7095
English	Monday - Friday	9:00 a.m. - 3:00 p.m.	703-927-7095
Spanish	Monday - Friday	9:00 a.m. - 3:00 p.m.	571-775-9719

Please also note that Language Line information has been provided to all ACPS staff to be used to communicate with families in languages other than English, and essential information and frequently asked questions are also translated and posted on the ACPS website.



CONTINUITY OF LEARNING PLAN **Talented & Gifted**

Meeting the Needs of Talented and Gifted Learners

To ensure continuing education for TAG students, ACPS has assembled the following list of recommended resources to support independent investigations and project-based learning. Each of the following websites provides opportunities for students to explore the following exploratory questions:

- Which of the following websites spark your curiosity and interest?
- What resources and materials are available on this website?
- If you are visiting the locations presented in the website, what questions would you ask a guide?
- How would you express your reactions to the websites in written format?
- How would you visually communicate what you have learned from the website?
- How could you use the website materials and resources to enhance your understanding of the content presented?

Following are our suggested resources for use by TAG students:

- [Mensa For Kids](#)
- [Wide Open School](#)
- [Smithsonian](#)
- o [Tweens and Teens](#)
- o [Choice Boards](#)
- [Scholastic Learn at Home](#)
- [The White House Historical Association](#)
- [Epic Books for Kids](#)
- [Imagineering In a Box](#)
- [Engineering At Home Activities](#)
- [Learn to Code](#)
- [Duolingo](#)
- [NASA Jet Propulsion Lab](#)
- [Maker Stations](#)
- [Pixar in a Box](#)
- [Gifted Guru At home Activities](#)
- [Storyline Online](#)
- [National Archives Special Resources](#)
- [Free Online Courses with Lisa Van Gamert](#)

- [Greg Tang Math Games](#)
- [Beyond Sudoku: Kakuro and Futoshiki](#)
- [Mystery Science free science lessons](#)
- [Live Animal Cams](#)
- [Virtual Museum Tours](#)
- [History for Kids Lessons](#)



CONTINUITY OF LEARNING PLAN

**Staff Expectations and
Professional Learning**



Staff Expectations and Professional Learning

During this period, the goal is to provide professional learning opportunities for staff that support student-centric learning models, innovative instructional practices, and professional growth through the use of technology in an everyone, anytime, anywhere format.

- [Links to Anytime Learning](#)
- [Links to Learning Calendar](#)

Distance learning requires tremendous communication and collaboration in order to ensure outcomes for students. ACPS Staff will continue to provide ongoing support to teachers in the areas of: Communication, Learning, Teaching, and Professional Development. Administrators will continue to ensure clear communication is flowing to staff and to provide instructional guidance to teachers. ACPS teachers will strive to build a sense of community among students and create both teacher- and self-directed learning opportunities.

Communication Tools	
<ul style="list-style-type: none">● Primary tools for communication between teachers and families: Canvas, Clever, Google Classroom, and Zoom.	
Learning Activities	
<ul style="list-style-type: none">● Students should have both off and on-screen learning activities.	<ul style="list-style-type: none">● Pre-K-2 students will have access to print activities.
<ul style="list-style-type: none">● Plan for continued instructional activities for review, extension, and enrichment and ways to communicate to students.	<ul style="list-style-type: none">● Create and provide differentiated as well as scaffolded activities and resources.
<ul style="list-style-type: none">● Provide opportunities for “online office hours” for students and families to ask questions and receive support to continue instructional activities via Zoom and Google classroom.	
Teaching Tips	
<ul style="list-style-type: none">● Actively focus on maintaining attitudes of inclusivity. Now more than	<ul style="list-style-type: none">● Seek ways to build relationships with students and foster a positive online

ever, students should feel valued and welcome regardless of their background or identity.	classroom, consider structures used in morning meetings.
<ul style="list-style-type: none"> ● Create learning opportunities that are as self-directed as possible. This will allow for some flexibility for students and will free teachers up to focus on students in need and giving feedback on assignments. 	<ul style="list-style-type: none"> ● Consider the age of the child when determining the type and length of synchronous and asynchronous activities.
<ul style="list-style-type: none"> ● Remember that all of a student's teachers will be providing learning opportunities for them. Additionally, the fact that students are at home may impact their ability to do the learning. Seek feedback from students to ensure they are not getting overwhelmed with too much work. 	<ul style="list-style-type: none"> ● Encourage students to be proactive in reaching out to teachers when they have questions or assignments are unclear.
<ul style="list-style-type: none"> ● Counselors and advisors are always available to support students with academic, social, or emotional needs 	
Teacher Expectations	
<ul style="list-style-type: none"> ● Collaborate with PLCs to plan both synchronous and asynchronous activities. 	<ul style="list-style-type: none"> ● Provide opportunities for "online communication" for students and families to ask questions and receive support to continue instructional activities.
<ul style="list-style-type: none"> ● Give feedback to students electronically (if applicable). 	<ul style="list-style-type: none"> ● Reach out or work with other staff to reach out to students/families who are not engaging in learning.
<ul style="list-style-type: none"> ● Respond to parent or student communication promptly as defined by your administrator. 	<ul style="list-style-type: none"> ● Continue to share instructional materials through online options, as appropriate.

- Take into consideration the needs of your students while also keeping a healthy work/life balance.

Professional Learning to Support Teachers

Leading Virtual Meetings

- [Zoom Meeting Tutorials](#) - Videos and tools from Zoom to help you lead virtual meetings.

Collaboration and PLCs

- [Solution Tree Global Library](#) - A comprehensive library of videos, books, and resources for leading PLCs both in person and virtually (the login for global PD is your principal's email and the password is: ACPSGlobalPD2020).
- As a reminder, some suggested uses for engagement in the PD Library are:
 - Use video to open meetings and to use as a foundation for discussion;
 - Flipped classroom-utilizing sharing/commenting component;
 - Have PLC members find videos/reproducibles to lead a discussion;
 - Pair reproducibles with the work being done; and
 - Create your own mini-course based on topics you are focusing on.
- [AllThingsPLC](#) - A collection of research and resources on PLC implementation and effectiveness.

Content-Specific Professional Learning

- [Elementary Teachers](#)
- [Secondary Teachers](#)

Virtual Learning

- [ACPS Virtual Library](#) - A collection of hundreds of online professional books ranging from school leadership to positive behavior systems.
- [Edutopia](#) - A collection of articles on teaching strategies from designing your classroom to management and digital integration.

Timeline for Continuity of Education

Date	Learning
Prior to March 30, 2020	<ul style="list-style-type: none"> Teachers and instructional staff prepare lessons for continuity of education reviewing previously taught materials. Materials for students and families are available at https://www.acps.k12.va.us/schoolclosurelearning and on the individual school website.
March 30 - April 3, 2020	<ul style="list-style-type: none"> Teachers are providing digital and non-digital learning opportunities for students addressing content that was previously taught to review and provide practice for these skills and knowledge during this time.
April 4 – 13, 2020 <i>Spring Break</i>	<ul style="list-style-type: none"> ACPS staff and families are on spring break during this time.
April 13, 2020	<ul style="list-style-type: none"> April 13th will be a professional development and planning day for <u>ALL</u> teachers to prepare to deliver new instruction for the remainder of the school year.
April 14, 2020	<ul style="list-style-type: none"> Instruction begins for Elementary on April 14, 2020.
Beginning, April 14, 2020	<ul style="list-style-type: none"> Beginning Tuesday, April 14, 2020, adjustments to our distance learning instructional model will include new content based upon prioritized standards (sent April 1, 2020). Beginning April 14, 2020, grades 2-12 teachers will provide synchronous and asynchronous learning opportunities. PreK-2 students will receive print instructional materials and kits to support learning at home. Additionally, PreK-2 teachers will provide offline and online engaging learning opportunities.
April 28, 2020	<ul style="list-style-type: none"> Instruction begins for Secondary on April 28, 2020.