

**Arlington Public Schools  
2020-2021 Instructional Plan  
Per Virginia’s Phased Reopening Plan**

Arlington Public Schools (APS) will begin the school year via full distance learning. We expect to take a phased approach to resuming hybrid in-person instruction, based on continuous monitoring of health data in September and October. We will begin to transition English Learners (EL), students with disabilities and Pre-K-2<sup>nd</sup> graders to in-person instruction in early October, at the mid-point in the first quarter of the school year, depending on health data and in consultation with health officials. Our goal to have hybrid in-person instruction in place for all families that have selected that model by the beginning of the second quarter in November, depending on health data and in consultation with health officials.

- **Operational Infrastructure to Support Learning**
  - **Plan for school schedules**
    - The [elementary schedule](#) is available on APS’ “Distance Learning” webpage, which is part of our communications and outreach to families.
    - The [middle school schedule](#) is available on the Distance Learning page.
    - The [high school schedule](#) is available on the Distance Learning page.
  - **Transportation** – [See attached Power Point presentation](#) for information about planning for transportation of students when APS transitions to the hybrid model.
  - **Technology**
    - All PreK – Grade 12 students will have a device by the start of the school year
    - New teachers will receive computers prior to Boot Camp (week of Aug 10)
    - All clerical employees are being issued laptops
    - Bus drivers, Food Services, Extended Day and Maintenance staff will receive iPads
    - System-wide use of Microsoft Teams meetings to deliver synchronous instruction and for meetings
    - Upgrades to Office 365 and Microsoft Teams including 7x7 grid (49 faces) for laptops, improvements for teacher management of the Teams meeting lobby
    - Telephony services
    - Internet access via the Comcast Internet Essentials program, a partnership with Arlington County to provide free internet access to eligible APS families
      - Extending offer to include APS Adult Education Program students
      - Access codes mailed to 1,636 households, covering 3,237 students
      - All families received information flyer in the mail in early August. Schools will be contact point for requesting codes
      - Partnering with County for additional technical support for families
      - MiFi Program will continue as needed
  - **Communication**

- Two Virtual Town Halls held the week of July 13th
    - 5,600+ viewers in Family Town Hall, 1,400+ questions
    - 1,400+ participants in All-Staff Town Hall, 650+ questions
  - Return-to-School Task Force composed of representatives of advisory committees, parents, staff, students, and Executive Leadership Team members, continues to meet weekly
  - Weekly updates on Tuesdays via School Talk messaging to families and Staff Central (staff intranet)
  - Regular Monitoring Report at School Board meetings (see attached Power Point presentations)
  - [APS Distance Learning webpage](#) and Social Media #ReopeningAPS
  - Videos in Spanish and English
  - Updates via WhatsApp and Bilingual Family Liaisons
  - Employee FAQ, Staff Central dedicated page for reopening
- **New Instruction for All Students**
    - Plan for providing new instruction to all students including the learning needs of all students equitably, with attention to vulnerable and special populations
      - **Students with Disabilities**
        - IEP and 504 teams will meet to adjust services and supports to align with the virtual instructional model, starting in August.
        - Special education eligibility assessments and re-evaluations will be conducted in a virtual format starting in the fall.
        - The student support process (which includes the Arlington Tiered System of Supports – ATSS) - will continue virtually.
        - Identification of students who require make-up services will be done by assessing students and determining areas of regression.
        - Mondays will be used for Special Education teachers and general education teachers to plan together for robust differentiated instruction. Assistants will be encouraged to join.
        - Individualized, specially designed instruction will be provided that aligns with students’ IEP services and goals.  
Small group instruction will be provided within the general education virtual classroom.
        - Teletherapy and coaching models will be used to deliver related services (Counseling, Speech, Occupational Therapy, Physical Therapy).
        - Consultative sessions with parents and caregivers will be provided by related service providers and special educators.
        - Ongoing progress monitoring will be completed to identify successes and opportunities to intensify support, if needed.
        - Instructional Assistants will provide additional support for students to address executive functioning skills, social-emotional support, and academic assistance.
    - **English Learners (EL)**

- EL students will receive interactive, synchronous instruction four days per week, which will focus on English language development (based on WIDA Standards) and content attainment (based on Virginia Standards of Learning).
  - Students will receive new instructional content, and student work will be graded.
  - Opportunities to practice using English in the four language domains (reading, writing, speaking, listening) during synchronous and asynchronous instruction.
  - EL teachers will collaborate and co-teach with grade-level teachers.
  - Opportunities for synchronous pull-out instruction for ELs, based on language development needs.
  - Opportunities for ELs to participate in instruction with their grade level peers.
  - Daily synchronous learning should provide sufficient instructional time to meet the requirements of the DOJ Settlement Agreement.
  
- **Gifted Students**
  - Identified gifted students will be grouped (clustered) together with other students who are also identified gifted in the same content area. In high school, students may self-select for AP or IB courses.
  - Teachers of Gifted cluster classes are responsible for the planning and delivery of gifted services, with support from the Resource Teacher for the Gifted (RTG) at each school.
  - RTGs will provide ongoing support and coaching of cluster teachers and will continue to:
    - Work with all teachers to develop digital portfolios (via Seesaw or Canvas) to show growth over time and beyond standards, highlight talent development, and communicate with parents.
    - Collaborate with special education case carriers and teachers to provide planning and support for twice exceptional (2e) learners supporting the instructional expectations for special education.
    - Collaborate with EL teachers to support students who are advanced/gifted and need extension activities supporting the instructional expectations for EL's.
    - Lead targeted professional learning for teachers using the Gifted Services Professional Learning Cycle.
  
- **Early Childhood**
  - Community building with a focus on connection with peers and the teaching staff with social-emotional learning built on key skills such as self-regulation, impulse control and concentration into the framework.
  - A routine and consistent structure for synchronous learning. The morning will begin with a Morning Meeting at a consistent time each day. The day will also have built in breaks for students to take movement/gross motor breaks, snack and lunch.
  - Literacy and math mini lessons as well as small group instruction in order to provide formative information about student learning and subsequent

instruction. We recognize our kindergarteners will come to us with various levels of preparedness for kindergarten.

- Content time to address social studies and science in a fun and engaging manner virtually.
- Specials will be provided during the day giving students a balanced day during their virtual experience.
- Specific lessons at the beginning of the school year designed to teach young learners about how to use the IPAD during Teams and Seesaw as well as proper etiquette while engaging online (muting mics, taking turns, etc.) with their classmates.

○ **Preparing teachers through professional development**

- Pre-Service Week 1 (Aug. 24-28)
  - Professional learning related to strategic priorities (equity, culturally responsive practices, trusted adult, trauma-sensitive schools, etc.) & job-related skills
  - Content area preparation - revised curriculum guidelines to address 4th quarter essential standards
  - School-based priorities
- Pre-Service Week 2 (Aug. 31-Sep. 3)
  - Preparation to provide students, as well as parents, teachers, and administrators a consistent experience across distance learning experiences
  - Help teachers learn the existing APS tools such as Microsoft Teams and Canvas and other distance learning tools
  - Build skill sets related to the best online instructional practices

○ **Robust family engagement**

Community surveys of staff, students and families

- Gather feedback on distance learning and reopening plans
  - June 3-10: Student and Staff Survey
  - June 8-15: Family Survey (English, Spanish, Amharic, Arabic and Mongolian)
- Survey families regarding hybrid or distance learning model selection (July 6-July 20).
- Engage page established to which parents and community can share feedback and ask questions
  - Input submitted through [Engage@apsva.us](mailto:Engage@apsva.us) is shared directly with Work Groups based on topic

○ **Communication with stakeholders**

- Weekly meeting with Task Force members
- Weekly community updates on planning
- Board meeting Monitoring Reports through the fall
- Posting information for staff on Staff Central (intranet)
- Weekly updates on Tuesdays via School Talk messaging to families

- **Identification of Instructional Gaps and Student Needs**
  - **Plan for identification of learning needs through formative assessment**
    - Ongoing assessments will drive instruction.
    - Teachers will utilize a variety of common formative assessments (e.g. exit slips, quick checks, journal entries, conferences) to monitor student understanding and mastery of skills.
    - Digital assessment tools (i.e. Canvas Quizzes) will be used to gather data to evaluate ongoing learning.
    - Collaborative Learning Teams (CLT's) will analyze student data and use it to develop responsive instructional plans to support students' learning.
  - **Supports for student success and well-being**
    - **Tier 1**
      - Comprehensive school counseling
      - Explicit instruction in Morning Meetings and TAs
      - Second Step
      - Sources of Strength
      - Mindfulness lessons and exercises
      - Teachers reinforce and practice SEL lessons daily in Morning Meetings or TAs and send home links or other materials provided by counselors to families
    - **Tiers 2-3**
      - Individual short-term and solution-focused counseling
      - Individual check-ins
      - Counseling as a Related Service (CARS)
      - Group Counseling (RTI or targeted group counseling on issues such as grief and loss)
      - Acculturation, trauma, and reunification support
      - Other skill development and program interventions (such as Superflex, Unstuck and On-Target, Check In-Check Out, Zones of Regulation, etc.)
  - **Revisions to curriculum, pacing, and instructional delivery**
    - Elementary students will receive a minimum of 2.5 hours of synchronous instruction per day (Tuesday-Friday). All other learning will occur asynchronously.
    - Secondary students will receive a minimum of 3 hours of synchronous instruction per day (Tuesday-Friday). All other learning will occur asynchronously.
    - Fourth quarter essential standards that were not addressed in March-June are embedded in revised curriculum guides and will be introduced organically throughout the school year.

- **Remote Learning**
  - All students will continue being introduced to new content via distance learning should further closures be necessary.
  
- **Child Care for School Aged Children**
  - Plan assessing the demand for and supply of such childcare for school aged children who are participating in virtual learning under hybrid or fully remote reopening; and work done directly or in partnership to support childcare for school aged children.
  
  - **Childcare for APS Staff**
    - We will provide childcare for APS staff who are required to physically report to work in the distance virtual model, at cost, utilizing existing Extended Day staff.
    - Childcare will be provided in very small groups at designated school facilities only for children ages 4 to 11, due to licensing requirements.
    - Cost for childcare services will be based on demand and staffing requirements.
    - Based on teacher and staff surveys, 1,249 children are projected to need childcare; however, some of these children are either below age 4 or above age 11.
      - These responses were provided when we were going to start the school year in the hybrid model; demand for childcare in the full virtual model may be significantly less (less than 100)
    - Safety measures and social distancing will be maintained; health screenings will be conducted prior to entering school buildings and face coverings will be required, unless there are medical exemptions.
    - Childcare will be provided during full-time distance learning; locations and service delivery may be adjusted based on space availability once in-person instruction resumes.
  
  - **Childcare for Families**
    - Arlington County is working to:
      - Identify existing childcare availability for families.
      - Encourage closed childcare centers to reopen and look at expanding existing childcare.
      - Help potential providers navigate the licensing and land use processes.
      - Licensing requirements, childcare staffing, and space availability are some of the biggest obstacles to childcare.
  
    - APS is also working with the County and community partners to explore other childcare options. Possibilities include:
      - Facilities provided through local non-profits like the YMCA
      - Private childcare centers
      - Working with non-profits to facilitate childcare at other locations
      - Consideration of other options for low-income families (e.g., subsidies, etc.)