

2020-2021 Instructional Plan for Augusta County Public Schools

I. Operational Infrastructure to Support Learning

A. School Schedules

- All schools will provide a blended learning approach incorporating both face-to-face instruction and at-home learning.
- Students will attend school on alternate days to reduce the number of students in the school each day in order to meet social distancing guidelines.
 - Group A will attend on Tuesdays and Thursdays.
 - Group B will attend on Wednesdays and Fridays.
 - The Tuesday/Thursday or Wednesday/Friday schedule will allow two opportunities during the week for students to download content onto their Chromebooks since internet access is not available in parts of the school division.
 - Students with educational service time may be scheduled to attend school more than two days per week to honor the required service time.
 - Teachers will use Mondays to communicate with students/parents, collaborate, plan, and participate in professional learning.
- School will begin for students on August 18, 2020, and first semester will end on December 17, 2020.

B. Transportation

- Drivers will promote social-distancing on school buses by:
 - Providing assigned seats for students
 - Seating family members together in the same seat/section of the bus
 - Recommending face coverings for driver and requiring face coverings for students
- Bus routes will be recreated to meet the needs of A/B scheduling and social distancing.
- Drivers will make double routes when needed to transport all students according to VDH guidelines.
- Parents will be encouraged to transport students to and from school if feasible to alleviate the need for multiple bus runs. Schools will be open from 7:15 AM until 4:30 PM to facilitate parent provided transportation.
- Special transportation by car will also be reviewed to ensure meeting VDH guidelines.
- Recommendation of required face coverings for drivers and requiring face coverings for students on school transportation.

C. Technology

- The division will request information from each family regarding home access to wifi.
- Students without reliable wifi access will be accommodated through hotspots, Chromebooks, offline access, memory sticks, or hard copies of instructional materials.
- Schools have posted maps indicating areas of wifi access accessible in their parking lots.
- In collaboration with the Augusta County Broadband Committee, the school division will make every effort to communicate additional community wifi access points.

D. Processes/Systems

- The Phase II COVID-19 Mitigation Health Plan will be posted on the ACPS web page.
- Health check protocol will be developed and conducted for all students and adults as they enter schools and offices each day.
- A school cleaning protocol has been developed, personnel will be trained, and the protocol will be instituted in all schools.
- Students will wear face coverings while on a bus. All drivers will follow bus protocols to mitigate the spread of the virus.
- All schools will develop procedures specific to their students, schedules, and physical plants to adhere to all guidelines.

E. Communication

- A communication strategy that includes:
 - Orientation and training for staff and students specific to new COVID-19 mitigation strategies
 - Plan for communicating with staff, parents, and students of new policies and practices
 - Emails, phone calls, website postings
 - Plan for communicating an outbreak or positive cases detected at the school
 - Positive cases or outbreaks will be immediately reported by administrators and coaches/sponsors to our School Community Health Coordinator who will immediately contact the local health department for guidance and direction. CDC guidelines will also be referenced.

F. Barriers to including these key elements:

1. Barriers include:
 - a. Availability of funding, Internet access, bus drivers, teachers in critical areas, childcare
 - b. Staffing shortages related to COVID-19 concerns.

- c. Potential shortages limiting access to cleaning and PPE resource availability
- d. Social and emotional needs of staff and students

II. New Instruction for All Students

A. All elementary, middle, and high school courses will be housed/created/utilized in an online Learning Management System (LMS).

1. Elementary:

- a) Canvas will be utilized as the primary LMS allowing teachers and students to access content contained in K-5 Virtual Virginia learning modules.
- b) Resources for At-Home Learning will be included in the division's elementary pacing curriculum guides allowing for differentiation to reach all learners.

2. Middle/High school: Google Classroom or Canvas

- a) If the course exists in Virtual VA, then the teacher should use Canvas.
- b) Google Classroom or Canvas may be used for all other courses.

B. Online modules/courses will provide the framework for blending both in-school and at-home learning and provide consistency for students who choose full-time distance learning.

1. Focus on teaching the essential knowledge and skills of new content

- a) Identify concepts that are best taught virtually or in-person as well as those needing the most teacher support, then plan delivery accordingly
- b) Plan for quality over quantity
- c) Provide equitable access for all learners (subgroups as well as those without online access at home)

2. Teachers will use available resources as the framework for their courses aligned to the VA Standards of Learning

- a) Virtual VA (K-12) and ASP/WHRO (Grades 9-12 ELA & SS) modules will be used for core content.
- b) Teachers may customize instructional resources, including the creation of their own instructional videos, provided in Virtual VA based on guidance from their content supervisor. When differentiating the course resources, teachers must maintain pacing, rigor, and the instructional components of the module.
- c) Middle school and high school teachers will participate in training modules focused on Virtual VA/online modules and instruction.
- d) Elementary teachers will participate in training modules focused on the Blended Learning Instructional model to include pedagogy,

Virtual Virginia content, and Canvas as a LMS.

3. In classes where Virtual Virginia curriculum is not available, teachers will create online modules, pacing guides, and resources aligned to content standards under the direction of their administrator and curriculum supervisor.

C. Learning needs of all students will be equitably addressed to include:

1. All students
 - a) Common pacing, curriculum, and platform (VVA/Canvas) for all students K-12 for all 18 ACPS schools
 - b) All K-12 students offered a choice between blended or virtual learning
2. Students with disabilities
 - a) Common pacing, curriculum, and platform (VVA/Canvas) for all students K-12 for all 18 ACPS schools
 - b) Students invited to attend 2-4 days per week depending on service time and instructional need
 - c) Tele-services offered for those unable to attend in person
3. Economically disadvantaged and other gap groups
 - a) Common pacing, curriculum, and platform (VVA/Canvas) for all students K-12 for all 18 ACPS schools
 - b) Chromebooks for in-school, at-home, and distance learning
 - c) Hotspots available if wifi service is available at the home address
 - d) Downloading of materials on Chromebooks if no access to wifi
 - e) Meals supplied for off days for students per School Nutrition guidelines
 - f) Intervention and remedial support as needed
4. English learners
 - a) Common pacing, curriculum, and platform (VVA/Canvas) for all students K-12 for all 18 ACPS schools
 - b) Students invited to attend 2-4 days per week depending on service time and instructional need
 - c) Chromebooks purchased for those without internet access to assist with access to curriculum
 - d) Tele-services provided for those not receiving in-person instruction
5. Young learners
 - a) All PK and K will be invited to attend 4 days per week
 - b) Two most rural schools will offer PK-3 (NRES) or PK-5 (CRES) four days per week
6. Gifted

- a) Differentiated opportunities for deeper learning and exploration will be provided through in-person, blended learning, and distance learning as feasible.
- 7. Students disconnected with school during the closure
 - a) Virtual learners will be assigned to a teacher's caseload for instructional, contact/relationship building, and social and emotional support.
 - b) Parents, instrumental in the distance learning process, will be provided with guidance to support their students' access to instruction.
 - c) Responsive Classroom strategies (PK-8) and Social/Emotional strategies will be implemented to develop inclusive classroom/learning communities.
- D. Preparing Teachers through professional development
 - 1. Pre-Service Learning
 - a) Teachers will complete training modules through Virtual VA
 - b) Teachers will complete division-developed training modules which address best practices for blended learning, how to use Canvas, and implementation of the Virtual VA curriculum resources.
 - c) Individual schools will train teachers on practices and procedures related to the ACPS Phase II and Phase III Health and Safety Plan.
 - 2. Ongoing Professional Learning
 - a) Division-wide professional learning will support the continued development of online instructional modules aligned with new pacing guides created for blended/distance learning.
 - b) Implementation of Responsive Classroom (PK-8) and Social and Emotional Learning (9-12)
 - c) Voice & Choice Menu of Professional Learning Sessions will support differentiated needs of teachers.
 - d) New Teachers will be mentored through the new JMU Teacher Induction program through our partnership with JMU.
 - 3. Robust family engagement
 - a) The division will communicate with parents through podcasts, website resources, and parent emails and phone calls.
 - b) The division created a "Return to Learning" website specifically for the purpose of providing ease of access to information and resources to support families and provide answers to frequently asked questions.

- c) The division has developed an email address which invites parents to submit questions for inclusion on an FAQ list (askACPS@augusta.k12.va.us)
- d) Schools will use their existing methods of communication to engage and inform all parents.
- e) Activities normally conducted for parent engagement will implement new delivery strategies to maintain all health and safety guidelines.
 - (1) Small group sessions for elementary orientation/meet your teacher events
 - (2) Recordings of presentations, concerts, student work, and competitions can be made available for parents as well as extended family and the community at large.
- f) All elementary schools will participate in One Book One School to promote community and family engagement.

E. Communication with stakeholders

- 1. Division level: Website, twitter, Facebook, podcasts, phone calls
- 2. askACPS@augusta.k12.va.us for Frequently Asked Questions/Answers
- 3. School-based communication through phone calls, emails, newsletters, and websites

F. Barriers to including these key elements

- 1. Availability of funding, Internet access, bus drivers, teachers in critical areas, childcare
- 2. Staffing shortages related to COVID-19 concerns.
- 3. Potential shortages limiting access to cleaning and PPE resource availability
- 4. Social and emotional needs of staff and students

III. Identification of Instructional Gaps and Student Needs

A. Identification of learning needs through formative assessment

- 1. Continued use of math and reading progress monitoring at the elementary level
- 2. Pre/Post assessments at all grade levels

B. Supports for student success and well-being

- 1. PK-8: Responsive Classroom strategies
- 2. 9-12: Social and Emotional Strategies

C. Revisions to curriculum, pacing, and instructional delivery

- 1. Tracking logs have been referenced to adjust pacing guides for elementary.
- 2. Middle and high schools have designed pacing guides specific to the 2020-2021 school year.
- 3. Virtual VA curriculum will be the framework for courses when available.

4. Canvas platform will be used for instructional delivery of core classes (VVA).
5. Google classroom and Canvas will be used for non-VVA courses.

D. Barriers to including these key elements

1. Availability of funding, Internet access, and teachers in critical areas
2. Staffing shortages related to COVID-19 concerns.
3. Potential shortages limiting access to cleaning and PPE resource availability
4. Social and emotional needs of staff and students

IV. Contingency plan for ensuring continuity of new instruction should further closures be necessary.

A. All elementary, middle, and high school courses should be housed/created/utilized in an online Learning Management System (LMS).

1. Elementary: Canvas, Seesaw, and Google Classroom are available.
 - a) Canvas will allow teachers and students to access K-5 Virtual Virginia learning modules.
 - b) Resources for At-Home Learning will be included in the division's elementary pacing curriculum guides.
2. Middle/High school: Google Classroom or Canvas
 - a) If the course exists in Virtual VA, then the teacher should use Canvas.
 - b) Google Classroom or Canvas may be used for all other courses.
3. Online modules/courses will provide the framework for blending both in-school and at-home learning and provide consistency for students who choose full-time distance learning or in the event that remote learning for all students is invoked.

B. Barriers to including these key elements

1. Availability of funding, Internet access, teachers in critical areas, childcare
2. Staffing shortages related to COVID-19 concerns.
3. Social and emotional needs of staff and students