



Amelia County Public Schools

Dr. Lori Harper, Superintendent

COVID-19 INSTRUCTIONAL PLAN

2020-2021



ACKNOWLEDGEMENTS

ACPS Return to School Task Force

The following individuals served on the ACPS Return to School Task Force during the Summer of 2020. We appreciate their time and expertise to assist us with reopening our school division. In addition to our task force members, guidance was utilized from the ACPS COVID-19 Mitigation Health Plan and the VDOE Recover-Redesign-Restart 2020 publication.

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Marjorie Kryston- T
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Connie Gentry- P
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Wayne Hawkins- T
Lettie Jackson-James— T, P
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Margaret Jones- T
Jonathan Krause- T
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Key

A- Administrator
T- Teacher
C— Counselor
S— Student Support
P— Parent



MISSION and VISION



Our Vision

All learners will be exemplary citizens, forward thinking, spurred to innovate, and future ready

Our Mission

To inspire life-long learners, provide varied educational experiences, foster continuous growth by creating new and empowering connections, and develop 21st century skills for all students, teachers, and employees.



OBJECTIVE



Amelia County Public Schools will provide new instruction to every student during the 2020-2021 school year, regardless of the reopening phase of the Commonwealth of Virginia or Amelia County. All students will receive instruction through either a hybrid or fully remote instructional model in which assignments are graded and families and staff members work collaboratively as education partners.



PHASE 3 INSTRUCTIONAL GUIDELINES



The following instructional guidelines have been established by Amelia County Public Schools for utilization while the Commonwealth of Virginia is in Phase 3 of COVID-19 reopening



Operational Infrastructure to Support Learning

Plan for School Schedules, Transportation, Technology, Processes, Systems, and Communications



SCHOOL SCHEDULES

ACPS students will return to school with a schedule that is different from years past.

- ACHS and ACMS students will report to school in-person two (2) days per week. Group A will report on Monday and Tuesday. Group B will report in-person on Thursday and Friday. Wednesday is reserved for remote/virtual learning for all students, deep clean/sanitization, and teacher remote planning.
 - ACES students will report to school in-person four (4) days per week; Monday, Tuesday, Thursday and Friday. Wednesday is reserved for remote/virtual learning for all students, deep clean/sanitization, and teacher remote planning.
 - ACHS: Bell schedule will be modified to allow for students to arrive and report to their homeroom. Students will return midday to their homeroom for lunches, social-emotional curriculum, and advisory period led by homeroom teachers. This midday period will also allow for flex time for students to meet with teachers for extra help, enrichment, or clubs.
 - ACES bell schedule will be modified to allow for additional time for student transitions and on-going daily cleaning and student hand-washing throughout the day.
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- **ACHS Master Schedule:** <https://docs.google.com/spreadsheets/d/1ksaSOjcetjDKWY6c8nuZTvXTUa7FTTnhxn7Tji1pquM/edit?usp=sharing>
 - **ACMS Master Schedule:** <https://docs.google.com/document/d/1LiG4tf1WunUzVTE2eBjs8Gxb41uD8Sm1eIdnUI3CjDk/edit?ts=5f0f6f27>
 - **ACES Master Schedule:** <https://docs.google.com/spreadsheets/d/15lkaRoji0duqCZ2DpC8PwIFGCgmbXyS9ZvSqekjivQo/edit?ts=5f10bd09#gid=0>



Operational Infrastructure to Support Learning

Plan for School Schedules, Transportation, Technology, Processes, Systems, and Communications



TRANSPORTATION

Amelia County Public Schools families who utilize school division transportation services on a daily basis will expect:

- School buses will transport approximately 1/3 less students than in years past.
- Students will sit in an assigned seat location, one to a seat.
- Students will be required to wear a cloth mask or face covering while being transported on the school bus.
- Each student's temperature will be checked each morning by the school bus driver, using a touchless thermometer, before being allowed to board the bus.
- Buses will be sanitized after each morning and afternoon bus route and deep-cleaned every Wednesday.
- Any bus that has transported a student found to be COVID19 positive will be taken off the route and deep cleaned, utilizing a substitute bus during the interim period.



Operational Infrastructure to Support Learning

Plan for School Schedules, Transportation, Technology, Processes, Systems, and Communications



TECHNOLOGY

- All students (PreK-12) will be issued a Chromebook device and a flash drive to support blended and fully remote instruction.
- All Chromebook devices will be loaded with technology applications needed for remote learning.
- Hot spots will be issued to students to help access internet on an as-needed basis.
- Internet access has been provided in public settings throughout Amelia County, including the county fire stations and the Amelia County High School parking lot.
- Virtual Virginia will be provided for teachers to utilize for remote/virtual instruction.
- Google Meet will be available for teachers and students to hold virtual class meetings.
- Professional development videos will be made available for parents to assist students with utilizing their Chromebook device, particularly for PreK–5th graders.



Operational Infrastructure to Support Learning

Plan for School Schedules, Transportation, Technology, Processes, Systems and Communications



PROCESSES & SYSTEMS

- Temperature and daily health screening procedures will be administered to all students and staff.
- Chartwells will facilitate a grab and go breakfast and lunch delivery, which will allow students to eat in their classrooms and forego large, mixed gatherings of students in the cafeteria.
- Each classroom will be organized so that seating arrangements will maintain a 3 to 6 foot social distance requirement.
- Additional signs and menu-boards to be posted in all school division buildings to remind students, staff, and the public of social distancing in all areas.
- Daily deep-cleaning of all school classrooms and hourly disinfecting of high traffic areas will occur in each school.
- All teachers will reinforce proper hygiene and hand-washing procedures with students on a daily basis.
- Masks and/or face shields will be provided to students and staff members in need.
- Staff members will wear masks, shields, or face coverings when instructing students within a 3 to 6 foot distance when social distancing is not possible.
- Students will be recommended to wear a mask or face covering when receiving instruction within a 3 to 6 foot distance when social distancing is not possible.
- All ACPS employees will receive training on COVID-19 procedures and how to properly utilize PPE and medical supplies.
- All schools will use FERPA compliant notifications to inform staff and families of students who have been in contact with any student or staff member found to be positive for COVID-19.
- Visitors to school buildings will be significantly limited to essential reasons related to teaching and learning with all visitors receiving a health and temperature screening prior to entering.
- Elementary students will remain with their assigned classroom group to the greatest extent possible and secondary classrooms will undergo additional sanitization procedures when switching classes, as extra mitigation strategies.
- Parents will be asked to sign an assumption of risk form for students participating in in-person instruction and an extracurricular waiver for participation in those activities.



Operational Infrastructure to Support Learning

Plan for School Schedules, Transportation, Technology, Processes, Systems, and Communications



COMMUNICATION

- ACPS will continue to communicate with all stakeholders including students, parents, families, staff, and community members through a variety of means.
- School Messenger will be used to send division-wide and school-specific messages to families as a means of communicating with them via phone call and email.
- ACPS will utilize social media (Facebook, Twitter, Instagram) to provide ongoing updates to parents on a daily and/or weekly basis.
- ACPS will maintain an up-to-date school division website to inform the school community of pertinent and timely information: <http://www.amelia.k12.va.us/>.
- All school principals will continue messaging families via a weekly Sunday evening message.
- Teachers will keep documentation of parent/family contacts and will be responsible for check-ins with families to provide additional points of contact for attendance, behavior, and academic concerns.
- Parents/Guardians will be asked to update their emergency contact information (including cell phone and email) during the school division's virtual Open House.
- Families are encouraged to share concerns, ask questions, and provide feedback to ACPS through email, phone calls, surveys, and social media platforms.
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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



EQUITABLE INSTRUCTIONAL DELIVERY

Students, parents, and community stakeholders can expect that ACPS will provide instructional delivery in an equitable manner.

- All Pre-K-12 students will be issued a Chromebook device and a flash drive to support both fully remote/virtual, hybrid, and in-person instruction.
- Instruction will be provided to students without internet capability via flash drives and/or downloadable files.
- Parents who select the fully remote/virtual option for their student will receive a preloaded flash drive with instructional materials for each week.
- Teachers will differentiate their instruction and use flipped classroom models to provide blended instructional delivery.
- Teachers will develop individualized goals for students that are reflected in lesson plans submitted weekly.
- Teachers will utilize the Virtual Virginia platform and Google Classroom to provide remote/virtual instruction.
- All teachers will receive extensive professional development on Google Classroom, Google platform, and Virtual Virginia. A consistent lesson format will be created for virtual/remote instruction.
- Both regular and special education teachers will communicate with students to ensure equitable access to curriculum.
- Services for those students with an IEP will be individualized by caseload managers.
- Schools will continue to utilize the school division's phone call forwarding system to allow students and parents to reach teachers by phone.
- Teachers will utilize a contact log to ensure that we are communicating with our students and parents on a consistent basis.
- For lower elementary students, some paper/worksheet assignments will be distributed to encourage letter/word formation, handwriting and development of fine motor skills.
- ACES teachers will continue their use of Sanford Harmony curriculum to address social-emotional goals.



New Instruction for all Students

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STUDENTS WITH DISABILITIES

- Case managers will contact families of students with disabilities and amend IEPs for each individual student's needs.
- Special education services and accommodations will be met through direct instruction and virtual instruction (via Google Meet) in compliance with IEPs.
- IEPs will be amended for appropriate service times, given either fully remote/virtual, hybrid, or in-person instruction.
- Ipads with swivel cameras will be provided for certain students receiving remote/online or hybrid instruction.
- In-person, small group instruction will continue with spacing to accommodate social distancing guidelines.
- Differentiated instruction will be developed in the lesson planning process based on 2020-2021 NWEA MAP, PALS and other assessments and monitored through observation and grade level meetings.

ECONOMICALLY DISADVANTAGED STUDENTS

- Every PreK-12 student will receive a Chromebook and a flash drive to support remote/virtual and hybrid instruction.
- Students will be provided technology and social-emotional support via counselors, homeroom teacher, special education teachers, and administration.
- Students will be closely monitored each week for academic performance, behavior, and attendance.
- For students without internet access, flash drives will be pre-loaded with learning materials and content will be downloaded at the school onto Chromebook devices.
- ACPS will continue to utilize the call forwarding system to allow students and parents to reach teachers by phone.
- Teachers will utilize a contact log to ensure that they are communicating with their students on a consistent basis.
- Differentiated instruction will be developed in the lesson planning process based on 2020-2021 NWEA MAP, PALS and other assessments and monitored through observation and grade level meetings.



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ENGLISH LANGUAGE

- Students will be provided technology and social-emotional support via counselors, teachers, and administration.
- Students will be closely monitored each week for academic performance, behavior, and attendance.
- Students will receive instructional packets via a flash drive and students with internet access will receive English instruction utilizing the Google Classroom platform.
- Instruction and assessments will be differentiated by student based on the Spring 2020 WIDA ACCESS assessment. Differentiated instruction will also be developed in the lesson planning process based on 2020-2021 NWEA MAP, PALS and other assessments and monitored through observation and grade level meetings.
- In-person, small group instruction will continue with spacing to accommodate social distancing guidelines.

STUDENTS DISCONNECTED WITH SCHOOL

- Students who did not participate in instruction (turn in learning modules) at the end of the 2020 spring semester will be cross-referenced with students who choose exclusive remote learning and will be provided support through school counselors and homeroom teachers.
- All teachers will begin their instruction with basic pre-assessments to gauge where their students are at the start of the school year.
- Students will be paired with an adult mentor in each school to help build a positive connection with adults.
- Differentiated instruction will be developed in the lesson planning process based on 2020-2021 NWEA MAP, PALS and other assessments and monitored through observation and grade level meetings.



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STUDENTS IN A GAP GROUP

- Students identified in gap groups will be provided technology and social-emotional support via counselors, homeroom teachers, special education teachers, and administration as evidenced by weekly monitoring of academic performance, behavior, and attendance.
- Teachers will utilize a contact log to ensure that they are communicating with their students on a consistent basis.
- After the administration of NWEA MAP, PALS, and SGA assessments, differentiated instruction will be developed in the lesson planning process and monitored through observation and grade level meetings.
- Teachers will continue to differentiate instruction for those who were identified during the 2019-2020 school year and provide small-group instruction as needed. Differentiated instruction will be developed in the lesson planning process based on Fall 2020 NWEA MAP, PALS and other assessments and monitored through observation and grade level meetings.

PRE-K, KINDERGARTEN & YOUNG LEARNERS

- All Pre-Kindergarten, Kindergarten, and 1st Grade students will receive a Chromebook device to receive remote/virtual instruction.
- Pre-Kindergarten students will be provided new instruction equitably through following the 2020-2021 Pre-Kindergarten scope and sequence.
- All learning for incoming Pre-K students is considered new and will follow the Virginia State Building Blocks for Early Learning and use the Big Day for Pre-K state approved curriculum with teacher supplemented materials.
- Differentiation of instruction will be provided to vulnerable and special needs populations based on individual need.
- Parents will receive professional development through videos on how to log into the device and access Google Classroom and other instructional applications.



New Instruction for all Students

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GIFTED LEARNERS

- Elementary identified gifted students will be given opportunities for more advanced instruction in academic areas. Examples may include above grade level math work/assignments, novel studies, and project based learning opportunities.
- Identified gifted students may work above grade level on instructional websites such as www.ixl.com, www.educationgalaxy.com, and www.readtheory.org. Individualized instruction will be given to gifted students as necessary, to best meet the needs of those identified students.
- Middle School identified gifted students will be provided with advanced level math instruction as well as enrichment and project-based learning opportunities in all subjects.
- High School identified gifted students will be given additional distance-based opportunities to enhance their knowledge in core areas.
- Advanced Placement, Dual Enrollment, Honors, and Pre-AP students especially will be given problem-based as well as project-based opportunities to further their understanding of the subject.
- Instruction may be delivered in self-paced, blended and online instructional platforms, emphasizing student choice and the 5Cs.
- Instructional platforms that may possibly be utilized with high school identified gifted students include: Virtual Virginia/Canvas, Fiveable, AP Classroom, Khan Academy, Padlet, Google Classroom, and Google Meet, which will enrich and accelerate their knowledge base for analyzing and critical thinking.
- After-school gifted program opportunities for elementary and middle school students will be provided, if permissible, following all social distancing requirements and mitigation measures.



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TEACHER PROFESSIONAL DEVELOPMENT

- The Division ITRT and team of technology teacher leaders (those who have completed Level One Google Certification), provided a week of virtual professional development offerings in May 2020 to help prepare teachers for blended, online instruction and required use of Google Classroom.
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- All ACPS teachers were asked to complete the initial Virtual Virginia onboarding class, which prepared them for accessing content and using the virtual platform.
- ACPS Teachers continue to enroll in VDOE's Blended Learning course, and Virtual Virginia courses to prepare for teaching content through Canvas (LMS– Learning Management System).
- Additional teacher training and support will be on-going, via online professional development offerings such as VaSCL, Edweb, OK2ASK, and from the ACPS Division ITRT and ACPS Google Certified Teacher Training Team.
- The Division ITRT, K-12 Literacy Coach and the K-12 Math Coach will provide ongoing professional development for teachers. School administration will work with these individuals to identify specific individualized professional development needs through formal and informal processes. A consistent lesson format will be created for virtual/remote instruction.
- Professional development to guide elementary and middle school teachers in use of NWEA MAP and PALS data to guide instruction will be provided.
- School counselors will offer quarterly professional development to staff to share information or bring in guest speakers on various topics such as SEL (social-emotional learning).
- All ACPS teachers will be provided with a copy of the book Distance Learning Playbook, Grades K-12 as a professional development resource to support planning for remote/virtual instruction.



New Instruction for all Students

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ROBUST FAMILY ENGAGEMENT

Amelia County Public Schools asks all parents and families to become our education partners and strengthen our communication and collaboration.

- ACPS will kick-off the 2020-2021 school year with a “virtual” Open House event, where teachers provide students and families with a pre-recorded video “welcome back” message to school.
- Each ACPS teacher will share contact information with families of students and will provide social-emotional check-ins with students to see if any support is needed. Counselors will establish a more personalized communication process by checking in with students and/or families to provide support as needed.
- Parent outreach nights will be supported virtually and through creation of videos (i.e. livestream via Facebook or other social media).
- Elementary counselors will provide counseling lessons via Google Meet to continue to meet any student’s social-emotional learning (SEL) needs.
- Each school will maintain a COVID-19 website where parents can have a “one stop shop” to find all pertinent information (i.e. links to grade level lessons, SEL curriculum, instructional updates).
- Schools will partner with the PTA for virtual Family Nights. School counselors will offer quarterly workshops to parents to share information or bring in guest speakers on various topics.



New Instruction for all Students

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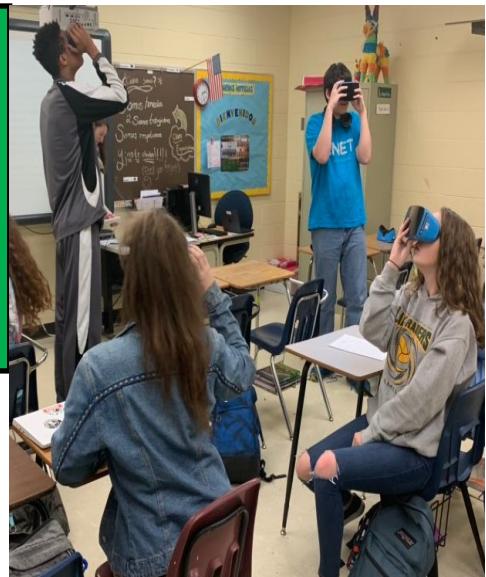
COMMUNICATION WITH STAKEHOLDERS

- ACPS will continue to communicate with all stakeholders including students, parents, families, staff, and community members through a variety of means.
- School Messenger will be used to send division-wide and school-specific messages to families as a means of communicating with them via phone call and email.
- ACPS will utilize Facebook and Twitter to provide ongoing updates to parents on a daily and/or weekly basis.
- ACPS will maintain an up-to-date school division website to inform the school community of pertinent and timely information: <http://www.amelia.k12.va.us/>.
- All school principals will continue messaging families via a weekly Sunday message.
- Teachers at all schools will keep documentation of parent/family contacts and will be responsible for weekly check-ins with families to provide additional points of contact for attendance, behavior, and academic concerns.
- Parents/Guardians will be asked to update their emergency contact information (including cell phone and email) during the school division's "virtual" Open House.
- Families are encouraged to share concerns, ask questions, and provide feedback to ACPS through email, phone calls, surveys, and social media platforms.



Identification of Instructional Gaps and Student Needs

Plan for identification of learning needs through formative assessment, supports for student success and well-being, revisions to curriculum, pacing, and instructional delivery



USE OF FORMATIVE ASSESSMENT

- Content teams will reflect monthly on pacing, any needed revisions to the curriculum, and best instructional practices moving to content mastery.
- Teachers will utilize a variety of means of checking for understanding such as exit tickets, thumbs up/thumbs down, Kahoot, Quizlet, Virtual Virginia, and/or a short self-grading assessments through Google Classroom.
- Data will be gathered over time in order to guide instruction and students will be given checkpoints (daily, weekly) - in order to know when and what words needs to be submitted.
- Feedback to students will be frequent and communication will be on-going to inform students regarding their academic progress.
- Differentiated instruction will be developed in the lesson planning process and monitored through observation and grade level meetings.
- Other formative and summative assessments will be used to determine tier level support requirements. NWEA MAP data for grades K-8 will be used to identify students' strengths and weaknesses in reading and math. Individualized student instruction will be based on this data. Students in grades K-3 will be assessed via PALS to inform teachers with information regarding students' knowledge of developmental reading skills and foundations.



Identification of Instructional Gaps and Student Needs

Plan for identification of learning needs through formative assessment, supports for student success and well-being, revisions to curriculum, pacing, and instructional delivery



REVISIONS TO CURRICULUM, PACING and INSTRUCTIONAL DELIVERY

- All students received Learning Modules in late March 2020 to complete as a means to review previously taught content and introduce new content during the 4th marking period. Learning Modules were submitted at the end of the 2019-2020 school year for assessment by teachers to determine which students would be recommended for summer school and remediation during the 2020-2021 school year.
- Secondary department chairs and elementary team leaders led their departments/teams in pacing guide revisions for the 2020-2021 school year to ensure vertical alignment of instruction, especially content and skills not taught during the 2019-2020 school year. Grade levels highlighted the SOLs that were taught through Learning Modules during the 2019-2020 school year. Vertical articulation will occur at all levels to ensure continuity of pacing.
- Teachers will participate in PLC meetings during which student assessment data, pacing, and lesson planning will be discussed.
- Instruction may be delivered in self-paced, blended and online instructional platforms, emphasizing student choice and the 5Cs. The delivery systems include Virtual Virginia, Google Classroom, Discovery Education classroom Classflow and Nearpod. Other Google applications, particularly Google Meet, will enhance teacher to student communication, as well as applications available on the cell phone.



Identification of Instructional Gaps and Student Needs

Plan for identification of learning needs through formative assessment, supports for student success and well-being, revisions to curriculum, pacing, and instructional delivery



SUPPORTS FOR STUDENT SUCCESS and WELL-BEING

- ACPS will utilize Amelia County Crossroads to request training on how to assess ACEs and identify signs of abuse and neglect, particularly during remote/virtual learning.
- School Counseling websites will be updated with resources links for students and parents.
- Homeroom teachers will administer a social-emotional learning (SEL) screener to students and school counselors will follow up with student supports as needed.
- School administration, counselors, and teachers will work to form relationships with parents.
- ACPS will continue to work with our community partners to provide weekend meal bags, school supplies, clothing/resources and other essential items.
- ACPS school social worker/ behavioral specialist and school counselors will continue to work as conduits to connect our families with community resources.
- All schools will implement Virginia Tiered System of Supports (VTSS), along with continued focuses on Sanford Harmony curriculum and the ROAR program at the elementary level and Positive Behavior Intervention Supports (PBIS) at the secondary level.
- School counselors have created a new website and will continue to send out newsletters to families with links to resources. We will renew our focus on monthly student celebrations to include academics, behavior and attendance.



Remote Learning

*Contingency Plan for Ensuring Continuity of New Instruction
Continues Should Further Closures be Necessary*



- All Pre-K-12 students will be issued a Chromebook device and a flash drive to support both fully remote/virtual, instruction should further school closures be necessary.
- Instruction will be provided for students without internet capability via pre-loaded flash drives and/or downloadable files.
- All teachers will utilize the Virtual Virginia platform and Google Classroom to provide remote/virtual instruction.
- Learning modules may continue online using instructional delivery systems, such as Virtual Virginia (Canvas), Google Classroom, Discovery Education classroom, SeeSaw and Classflow. Other Google applications, particularly Google Meet, will enhance teacher and student communication.
- All teachers will receive extensive professional development on Google Classroom, Virtual Virginia and other applications.
- All teachers will communicate with students and parents to ensure equitable access to curriculum.
- Services and instructional supports for students with disabilities will be individualized by special education caseload managers.
- Teachers will develop individualized goals for students that are reflected in lesson plans submitted weekly.
- Schools will continue to utilize the school division's phone call forwarding system to allow students and parents to reach each teacher by phone.
- Teachers will utilize a contact log to ensure that we are communicating with our students and parents on a consistent basis.
- For lower elementary students, some paper/worksheet assignments will be distributed to encourage letter/word formation, handwriting and development of fine motor skills.



PHASE 2 INSTRUCTIONAL GUIDELINES



The following instructional guidelines have been established by Amelia County Public Schools for utilization while the Commonwealth of Virginia is in Phase 2 of COVID-19 reopening



Operational Infrastructure to Support Learning

Plan for School Schedules, Transportation, Technology, Processes, Systems, and Communications



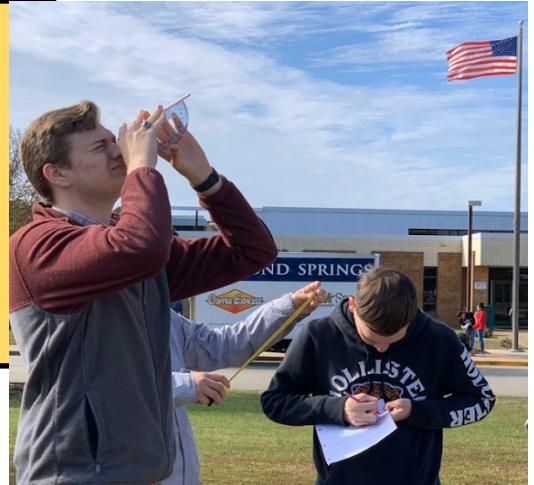
SCHOOL SCHEDULES

- ACHS and ACMS students will receive instruction in a fully remote/online setting. Instruction will be provided by ACHS and ACMS teachers via Virtual Virginia and Google Classroom with opportunities for scheduled face-to-face meetings via Google Meet. Students without internet access will utilize a pre-loaded flash drive to receive assignments and video instruction.
- ACES Pre-Kindergarten students will attend school either in a fully remote/online setting at home or in a hybrid setting with four (4) days per week in-person and one day (1) day per week remote/virtual learning at home.
- ACES Kindergarten, 1st Grade, 2nd Grade, and 3rd Grade students will attend school in-person two (2) days per week. Group A will report on Monday and Tuesday. Group B will report on Thursday and Friday. Students in 4th Grade through 12th Grade would receive instruction in a fully remote/online setting at home. Wednesday will be reserved for remote/virtual learning for all students, deep clean/sanitization, and teacher remote planning.
- ACPS self-contained students with disabilities and other students per their IEP goals will have the option to receive instruction either in a fully remote/virtual setting at home or in a hybrid setting with four (4) days per week in-person and one day (1) day per week remote/virtual learning at home.
- ACPS non-self contained students with disabilities and English language learners will have the option to receive instruction in-person two (2) to four (4) days per week, depending on individual student needs. The remaining days would consist of remote/virtual learning at home.



Operational Infrastructure to Support Learning

Plan for School Schedules, Transportation, Technology, Processes, Systems, and Communications



TRANSPORTATION

- Students will sit in an assigned seat location, one to seat; siblings and students who live in the same household may share a seat.
- Students will be required to wear a cloth mask or face covering while being transported on the school bus.
- Each student's temperature will be checked each morning by the school bus driver, using a touchless thermometer, before being allowed to board the bus.
- Buses will be sanitized after each morning and afternoon bus route and deep-cleaned every Wednesday.
- Any bus that has transported a student found to be COVID19 positive will be taken off the route and deep cleaned, utilizing a substitute bus during the interim period.



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TECHNOLOGY

- All students (PreK-12) will be issued a Chromebook device and a flash drive to support blended and fully remote/virtual instruction.
- All Chromebook devices will be loaded with technology applications needed for remote/virtual learning.
- Hot spots will be issued to students to help access internet on an as-needed basis.
- Internet access has been provided in public settings throughout Amelia County, including the county fire stations and the Amelia County High School parking lot.
- Virtual Virginia will be provided for teachers to utilize for remote/virtual instruction.
- Google Meet will be available for teachers and students to hold virtual class meetings.
- Professional development videos will be made available for parents to assist students with utilizing their Chromebook device, particularly for PreK–5th graders.



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PROCESSES & SYSTEMS

- Temperature and daily health screening procedures will be administered to all students and staff.
- Chartwells will facilitate a grab and go breakfast and lunch delivery, which will allow students to eat in their classrooms and forego large, mixed gatherings of students in the cafeteria.
- Each classroom will be organized so that seating arrangements will maintain a 6 foot social distance requirement.
- Additional signs and menu-boards to be posted in all school division buildings to remind students, staff, and the public of social distancing in all areas.
- Daily deep-cleaning of all school classrooms and hourly disinfecting of high traffic areas will occur in each school.
- All teachers will reinforce proper hygiene and hand-washing procedures with students on a daily basis.
- Masks and/or face shields will be provided to students and staff members in need.
- Staff members will wear masks, shields, or face coverings when instructing students within a 6 foot distance when social distancing is not possible.
- Students will be recommended to wear a mask or face covering when receiving instruction within a 6 foot distance when social distancing is not possible.
- All ACPS employees will receive training on COVID-19 procedures and how to properly utilize PPE and medical supplies.
- All schools will use FERPA compliant notifications to inform staff and families of students who have been in contact with any student or staff member found to be positive for COVID-19.
- Visitors to school buildings will be significantly limited to essential reasons related to teaching and learning with all visitors receiving a health and temperature screening prior to entering.
- Elementary students will remain with their assigned classroom group to the greatest extent possible and secondary classrooms will undergo additional sanitization procedures when switching classes, as extra mitigation strategies.
- Parents will be asked to sign an assumption of risk form for students participating in in-person instruction and an extracurricular waiver for participation in those activities.



Operational Infrastructure to Support Learning

*Plan for School Schedules, Transportation, Technology, Processes,
Systems, and Communications*



COMMUNICATION

- ACPS will continue to communicate with all stakeholders including students, parents, families, staff, and community members through a variety of means.
- School Messenger will be used to send division-wide and school-specific messages to families as a means of communicating with them via phone call and email.
- ACPS will utilize social media (Facebook, Twitter, Instagram) to provide ongoing updates to parents on a daily and/or weekly basis.
- ACPS will maintain an up-to-date school division website to inform the school community of pertinent and timely information: <http://www.amelia.k12.va.us/>.
- All school principals will continue messaging families via a weekly Sunday evening message.
- Teachers will keep documentation of parent/family contacts and will be responsible for check-ins with families to provide additional points of contact for attendance, behavior, and academic concerns.
- Parents/Guardians will be asked to update their emergency contact information (including cell phone and email) during the school division's virtual Open House.
- Families are encouraged to share concerns, ask questions, and provide feedback to ACPS through email, phone calls, surveys, and social media platforms.



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



EQUITABLE INSTRUCTIONAL DELIVERY

Students, parents, and community stakeholders can expect that ACPS will provide instructional delivery in an equitable manner.

- All Pre-K-12 students will be issued a Chromebook device and a flash drive to support both fully remote/virtual, hybrid, and in-person instruction.
- Instruction will be provided to students without internet capability via flash drives and/or downloadable files.
- Teachers will develop individualized goals for students that are reflected in lesson plans submitted weekly.
- Teachers will utilize the Virtual Virginia platform and Google Classroom to provide remote/virtual instruction.
- All teachers will receive extensive professional development on Google Classroom, Google platform, and Virtual Virginia. A consistent lesson format will be created for virtual/remote instruction.
- Both regular and special education teachers will communicate with students to ensure equitable access to curriculum.
- Services for those students with an IEP will be individualized by caseload managers.
- Schools will continue to utilize the school division's phone call forwarding system to allow students and parents to reach teachers by phone.
- Teachers will utilize a contact log to ensure that we are communicating with our students and parents on a consistent basis.
- For lower elementary students, some paper/worksheet assignments will be distributed to encourage letter/word formation, handwriting and development of fine motor skills.
- ACES teachers will continue their use of Sanford Harmony curriculum to address social-emotional goals.



New Instruction for all Students

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STUDENTS WITH DISABILITIES

- Case managers will contact families of students with disabilities and amend IEPs for each individual student's needs. Students with disabilities may receive instruction in-person either two (2) or four (4) days per week, depending on IEP goals and individual student needs.
- Special education services and accommodations will be met through direct instruction and remote/virtual instruction (via Google Meet) in compliance with IEPs.
- IEPs will be amended for appropriate service times, given either fully remote/virtual, hybrid, or in-person instruction.
- Ipads with swivel cameras will be provided for certain students receiving remote/online or hybrid instruction.
- In-person, small group instruction will continue with a minimum of a 6 foot social distance to accommodate social distancing guidelines.

ECONOMICALLY DISADVANTAGED STUDENTS

- Every PreK-12 student will receive a Chromebook and certain students without internet access will receive pre-loaded flash drives
- Students will be provided technology and social-emotional support via counselors, homeroom teacher, special education teachers, and administration
- Students will be closely monitored each week for academic performance, behavior, and attendance.
- For students without internet access, flash drives will be made available by the division for teachers to load learning materials.
- ACMS will continue to utilize our call forwarding system to allow students and parents to reach teachers by phone.
- Teachers will utilize a contact log to ensure that they are communicating with our learners on a consistent basis.
- Differentiated instruction will be developed in the lesson planning process based on NWEA MAP, PALS and other assessments and monitored through observation and grade level meetings.



New Instruction for all Students

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ENGLISH LANGUAGE LEARNERS

- Students will be provided technology and social-emotional support via counselors, teachers, and administration.
- Students will be closely monitored each week for academic performance, behavior, and attendance.
- English language learners will have the option to receive instruction in-person two (2) to four (4) days per week, depending on individual student needs. The remaining days would consist of remote/virtual learning at home.
- Students will receive instructional packets via a flash drive and students with internet access will receive English instruction utilizing the Google Classroom platform.
- Instruction and assessments will be differentiated by student based on the Spring 2020 WIDA ACCESS assessment. Differentiated instruction will also be developed in the lesson planning process based on 2020-2021 NWEA MAP, PALS and other assessments and monitored through observation and grade level meetings.

STUDENTS DISCONNECTED WITH SCHOOL

- Students who did not participate in instruction (turn in learning modules) at the end of the 2020 spring semester will be cross-referenced with students who choose exclusive remote learning and will be provided support through school counselors and homeroom teachers.
- All teachers will begin their instruction with basic pre-assessments to gauge where their students are at the start of the school year.
- Students will be paired with an adult mentor in each school to help build a positive connection with adults.
- Differentiated instruction will be developed in the lesson planning process based on 2020-2021 NWEA MAP, PALS and other assessments and monitored through observation and grade level meetings.



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STUDENTS IN A GAP GROUP

- Students identified in gap groups will be provided technology and social-emotional support via counselors, homeroom teachers, special education teachers, and administration as evidenced by weekly monitoring of academic performance, behavior, and attendance.
- Teachers will utilize a contact log to ensure that they are communicating with their students on a consistent basis.
- After the administration of NWEA MAP, PALS, and SGA assessments, differentiated instruction will be developed in the lesson planning process and monitored through observation and grade level meetings.
- Teachers will continue to differentiate instruction for those who were identified during the 2019-2020 school year and provide small-group instruction as needed. Differentiated instruction will be developed in the lesson planning process based on Fall 2020 NWEA MAP, PALS and other assessments and monitored through observation and grade level meetings.

PRE-K, KINDERGARTEN & YOUNG LEARNERS

- All Pre-Kindergarten, Kindergarten, and 1st Grade students will receive a Chromebook device and a flash drive for remote/virtual instruction.
- Pre-Kindergarten students will attend school either in a fully remote/online setting at home or in a hybrid setting with four (4) days per week in-person and one day (1) day per week remote/virtual learning at home. Kindergarten and 1st Grade students will attend school in-person two (2) days per week. Group A will report on Monday and Tuesday. Group B will report on Thursday and Friday. Wednesday will be reserved for remote/virtual learning for all students, deep clean/sanitization, and teacher remote planning.
- Pre-Kindergarten students will be provided new instruction equitably through following the 2020-2021 Pre-Kindergarten scope and sequence.
- All learning for incoming Pre-K students is considered new and will follow the Virginia State Building Blocks for Early Learning and use the Big Day for Pre-K state approved curriculum with teacher supplemented materials.
- Differentiation of instruction will be provided to vulnerable and special needs populations based on individual need.
- Parents will receive professional development through videos on how to log into Chromebook device and access Google Classroom and other instructional applications.
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GIFTED LEARNERS

- Elementary identified gifted students will be given opportunities for more advanced instruction in academic areas. Examples may include above grade level math work/assignments, novel studies, and project based learning opportunities.
- Identified gifted students may work above grade level on instructional websites such as www.ixl.com, www.educationgalaxy.com, and www.readtheory.org. Individualized instruction will be given to gifted students as necessary, to best meet the needs of those identified students.
- Middle School identified gifted students will be provided with advanced level math instruction as well as enrichment and project-based learning opportunities in all subjects.
- High School identified gifted students will be given additional distance-based opportunities to enhance their knowledge in core areas.
- Advanced Placement, Dual Enrollment, Honors, and Pre-AP students especially will be given problem-based as well as project-based opportunities to further their understanding of the subject.
- Instruction may be delivered in self-paced, blended and online instructional platforms, emphasizing student choice and the 5Cs.
- Instructional platforms that may possibly be utilized with high school identified gifted students include: Virtual Virginia/Canvas, Fiveable, AP Classroom, Khan Academy, Padlet, Google Classroom, and Google Meet, which will enrich and accelerate their knowledge base for analyzing and critical thinking.



New Instruction for all Students

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TEACHER PROFESSIONAL DEVELOPMENT

- The Division ITRT and team of technology teacher leaders (those who have completed Level One Google Certification), provided a week of virtual professional development offerings in May 2020 to help prepare teachers for blended, online instruction and required use of Google Classroom.
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- All ACPS teachers were asked to complete the initial Virtual Virginia onboarding class, which prepared them for accessing content and using the virtual platform.
- ACPS Teachers continue to enroll in VDOE's Blended Learning course, and Virtual Virginia courses to prepare for teaching content through Canvas (LMS– Learning Management System).
- Additional teacher training and support will be on-going, via online professional development offerings such as VaSCL, Edweb, OK2ASK, and from the ACPS Division ITRT and ACPS Google Certified Teacher Training Team.
- The Division ITRT, K-12 Literacy Coach and the K-12 Math Coach will provide ongoing professional development for teachers. School administration will work with these individuals to identify specific individualized professional development needs through formal and informal processes. A consistent lesson format will be created for virtual/remote instruction.
- Professional development to guide elementary and middle school teachers in use of NWEA MAP and PALS data to guide instruction will be provided.
- School counselors will offer quarterly professional development to staff to share information or bring in guest speakers on various topics such as SEL (social-emotional learning).
- All ACPS teachers will be provided with a copy of the book Distance Learning Playbook, Grades K-12 as a professional development resource to support planning for remote/virtual instruction.



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ROBUST FAMILY ENGAGEMENT

Amelia County Public Schools asks all parents and families to become our education partners and strengthen our communication and collaboration.

- ACPS will kick-off the 2020-2021 school year with a “virtual” Open House event, where teachers provide students and families with a pre-recorded video “welcome back” message to school.
- Each ACPS teacher will share contact information with families of students and will provide social-emotional check-ins with students to see if any support is needed. Counselors will establish a more personalized communication process by checking in with students and/or families to provide support as needed.
- Parent outreach nights will be supported virtually and through creation of videos (i.e. livestream via Facebook or other social media).
- Elementary counselors will provide counseling lessons via Google Meet to continue to meet any student’s social-emotional learning (SEL) needs.
- Each school will maintain a COVID-19 website where parents can have a “one stop shop” to find all pertinent information (i.e. links to grade level lessons, SEL curriculum, instructional updates).
- Schools will partner with the PTA for virtual Family Nights. School counselors will offer quarterly workshops to parents to share information or bring in guest speakers on various topics.



New Instruction for all Students

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COMMUNICATION WITH STAKEHOLDERS

- ACPS will continue to communicate with all stakeholders including students, parents, families, staff, and community members through a variety of means.
- School Messenger will be used to send division-wide and school-specific messages to families as a means of communicating with them via phone call and email.
- ACPS will utilize social media (Facebook and Twitter) to provide ongoing updates to parents on a daily and/or weekly basis.
- ACPS will maintain an up-to-date school division website to inform the school community of pertinent and timely information: <http://www.amelia.k12.va.us/>.
- All school principals will continue messaging families via a weekly Sunday message.
- Teachers at all schools will keep documentation of parent/family contacts and will be responsible for weekly check-ins with families to provide additional points of contact for attendance, behavior, and academic concerns.
- Parents/Guardians will be asked to update their emergency contact information (including cell phone and email) during the school division's "virtual" Open House.
- Families are encouraged to share concerns, ask questions, and provide feedback to ACPS through email, phone calls, surveys, and social media platforms.



Identification of Instructional Gaps and Student Needs

Plan for identification of learning needs through formative assessment, supports for student success and well-being, revisions to curriculum, pacing, and instructional delivery



USE OF FORMATIVE ASSESSMENT

- Content teams will reflect monthly on pacing, any needed revisions to the curriculum, and best instructional practices moving to content mastery.
- Teachers will utilize a variety of means of checking for understanding such as exit tickets, thumbs up/thumbs down, Kahoot, Quizlet, Virtual Virginia, and/or a short self-grading assessments through Google Classroom.
- Data will be gathered over time in order to guide instruction and students will be given checkpoints (daily, weekly) - in order to know when and what words needs to be submitted.
- Feedback to students will be frequent and communication will be on-going to inform students regarding their academic progress.
- Differentiated instruction will be developed in the lesson planning process and monitored through observation and grade level meetings.
- Other formative and summative assessments will be used to determine tier level support requirements. NWEA MAP data for grades K-8 will be used to identify students' strengths and weaknesses in reading and math. Individualized student instruction will be based on this data. Students in grades K-3 will be assessed via PALS to inform teachers with information regarding students' knowledge of developmental reading skills and foundations.



Identification of Instructional Gaps and Student Needs

Plan for identification of learning needs through formative assessment, supports for student success and well-being, revisions to curriculum, pacing, and instructional delivery



REVISIONS TO CURRICULUM, PACING and INSTRUCTIONAL DELIVERY

- All students received Learning Modules in late March 2020 to complete as a means to review previously taught content and introduce new content during the 4th marking period. Learning Modules were submitted at the end of the 2019-2020 school year for assessment by teachers to determine which students would be recommended for summer school and remediation during the 2020-2021 school year.
- Secondary department chairs and elementary team leaders led their departments/teams in pacing guide revisions for the 2020-2021 school year to ensure vertical alignment of instruction, especially content and skills not taught during the 2019-2020 school year. Grade levels highlighted the SOLs that were taught through Learning Modules during the 2019-2020 school year. Vertical articulation will occur at all levels to ensure continuity of pacing.
- Teachers will participate in PLC meetings during which student assessment data, pacing, and lesson planning will be discussed.
- Instruction may be delivered in self-paced, blended and online instructional platforms, emphasizing student choice and the 5Cs. The delivery systems include Virtual Virginia, Google Classroom, Discovery Education classroom Classflow and Nearpod. Other Google applications, particularly Google Meet, will enhance teacher to student communication, as well as applications available on the cell phone.



Identification of Instructional Gaps and Student Needs

Plan for identification of learning needs through formative assessment, supports for student success and well-being, revisions to curriculum, pacing, and instructional delivery



SUPPORTS FOR STUDENT SUCCESS and WELL-BEING

- ACPS will utilize Amelia County Crossroads to request training on how to assess ACEs and identify signs of abuse and neglect, particularly during remote/virtual learning.
- School Counseling websites will be updated with resources links for students and parents.
- Homeroom teachers will administer a social-emotional learning (SEL) screener to students and school counselors will follow up with student supports as needed.
- School administration, counselors, and teachers will work to form relationships with parents.
- ACPS will continue to work with our community partners to provide weekend meal bags, school supplies, clothing/resources and other essential items.
- ACPS school social worker/ behavioral specialist and school counselors will continue to work as conduits to connect our families with community resources.
- All schools will implement Virginia Tiered System of Supports (VTSS), along with continued focuses on Sanford Harmony curriculum and the ROAR program at the elementary level and Positive Behavior Intervention Supports (PBIS) at the secondary level.
- School counselors have created a new website and will continue to send out newsletters to families with links to resources. We will renew our focus on monthly student celebrations to include academics, behavior and attendance.



Remote Learning

*Contingency Plan for Ensuring Continuity of New Instruction
Continues Should Further Closures be Necessary*



- All Pre-K-12 students will be issued a Chromebook device and a flash drive to support both fully remote/virtual, instruction should further school closures be necessary.
- Instruction will be provided for students without internet capability via pre-loaded flash drives and/or downloadable files.
- All teachers will utilize the Virtual Virginia platform and Google Classroom to provide remote/virtual instruction.
- Learning modules may continue online using instructional delivery systems, such as Virtual Virginia (Canvas), Google Classroom, Discovery Education classroom, SeeSaw and Classflow. Other Google applications, particularly Google Meet, will enhance teacher and student communication.
- All teachers will receive extensive professional development on Google Classroom, Virtual Virginia and other applications.
- All teachers will communicate with students and parents to ensure equitable access to curriculum.
- Services and instructional supports for students with disabilities will be individualized by special education caseload managers.
- Teachers will develop individualized goals for students that are reflected in lesson plans submitted weekly.
- Schools will continue to utilize the school division's phone call forwarding system to allow students and parents to reach each teacher by phone.
- Teachers will utilize a contact log to ensure that we are communicating with our students and parents on a consistent basis.
- For lower elementary students, some paper/worksheet assignments will be distributed to encourage letter/word formation, handwriting and development of fine motor skills.



PHASE 1 INSTRUCTIONAL GUIDELINES



The following instructional guidelines have been established by Amelia County Public Schools for utilization while the Commonwealth of Virginia is in Phase 1 of COVID-19 reopening



Operational Infrastructure to Support Learning

Plan for School Schedules, Transportation, Technology, Processes, Systems, and Communications

SCHOOL SCHEDULES



- All ACPS students will receive instruction via fully remote/virtual with the exception of certain students with disabilities in both extended school year services and school year special education services, including private placements, with strict social distancing.
- Students with disabilities will only attend such programs if the Individualized Education Program (IEP) team agrees it is appropriate and the parent consents.
- Remote/virtual instruction may be appropriate for students with disabilities who may be challenged with adherence to the strict social distancing and safety guidelines as determined by the IEP team and the parents' consent.
- The number of persons in a classroom will not exceed 10, and physical distancing of at least 6 feet will be maintained.
- With approval by the Division Superintendent, accommodations may be offered for students to access the school building for critical instructional needs, such as accessing a secure assessment, if all health, safety and physical distancing measures are adhered to.

TRANSPORTATION

- Students will maintain a 6 foot distance when being transported to and from school, with a maximum capacity of 10 persons per bus.
- Students will be required to wear a cloth mask or face covering while being transported on the school bus.
- Each student's temperature will be checked each morning by the school bus driver, using a touch-less thermometer, before being allowed to board the bus.
- Buses will be sanitized after each morning and afternoon bus route.
- Any bus that has transported a student found to be COVID19 positive will be taken off the route and deep cleaned, utilizing a substitute bus during the interim period.



Operational Infrastructure to Support Learning

Plan for School Schedules, Transportation, Technology, Processes, Systems, and Communications



TECHNOLOGY

- All students (PreK-12) will be issued a Chromebook device and a flash drive to support fully remote/virtual instruction.
- All Chromebook devices will be loaded with technology applications needed for remote learning.
- Hot spots will be issued to students to help access internet on an as-needed basis.
- Internet access has been provided in public settings throughout Amelia County, including the county fire stations and the Amelia County High School parking lot.
- Virtual Virginia will be provided for teachers to utilize for remote /virtual instruction.
- Google Meet will be available for teachers and students to hold virtual class meetings.
- Professional development videos will be made available for parents to assist students with utilizing their Chromebook device, particularly for PreK–5th graders.



Operational Infrastructure to Support Learning

Plan for School Schedules, Transportation, Technology, Processes, Systems and Communications



PROCESSES & SYSTEMS

- Temperature and daily health screening procedures will be administered to all students and staff.
- Chartwells will facilitate a grab and go breakfast and lunch delivery, which will allow students to eat in their classrooms and forego large, mixed gatherings of students in the cafeteria.
- Each classroom will be organized so that seating arrangements will maintain a 6 foot social distance requirement.
- Additional signs and menu-boards to be posted in all school division buildings to remind students, staff, and the public of social distancing in all areas.
- Daily deep-cleaning of all school classrooms and hourly disinfecting of high traffic areas will occur in each school.
- All teachers will reinforce proper hygiene and hand-washing procedures with students on a daily basis.
- Masks and/or face shields will be provided to students and staff members in need.
- Staff members will wear masks, shields, or face coverings when instructing students within a 6 foot distance when social distancing is not possible.
- Students will be recommended to wear a mask or face covering when receiving instruction within a 6 foot distance when social distancing is not possible.
- All ACPS employees will receive training on COVID-19 procedures and how to properly utilize PPE and medical supplies.
- All schools will use FERPA compliant notifications to inform staff and families of students who have been in contact with any student or staff member found to be positive for COVID-19.
- Visitors to school buildings will be significantly limited to essential reasons related to teaching and learning with all visitors receiving a health and temperature screening prior to entering.
- Elementary students will remain with their assigned classroom group to the greatest extent possible and secondary classrooms will undergo additional sanitization procedures when switching classes, as extra mitigation strategies.
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- Families are encouraged to share concerns, ask questions, and provide feedback to ACPS through email, phone calls, surveys, and social media platforms.



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EQUITABLE INSTRUCTIONAL DELIVERY

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- Teachers will utilize the Virtual Virginia platform and Google Classroom to provide remote/virtual instruction.
- All teachers will receive extensive professional development on Google Classroom, Google platform, and Virtual Virginia. A consistent lesson format will be created for virtual/remote instruction.
- Both regular and special education teachers will communicate with students to ensure equitable access to curriculum.
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- Special education services and accommodations will be met through direct instruction and virtual instruction (via Google Meet) in compliance with IEPs.
- IEPs will be amended for appropriate service times, given either fully remote/virtual or in-person instruction.
- Ipads with swivel cameras will be provided for certain students receiving remote/virtual instruction.
- A minimum of a 6 foot social distance at all times should be maintained to the greatest extent possible.

ECONOMICALLY DISADVANTAGED STUDENTS

- Every PreK-12 student will receive a Chromebook and a flash drive to pre-load instructional content.
- Students will be provided technology and social-emotional support via counselors, homeroom teacher, special education teachers, and administration.
- Students will be closely monitored each week for academic performance, behavior, and attendance.
- For students without internet access, flash drives will be made available by the division for teachers to load learning materials.
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- All Pre-Kindergarten, Kindergarten, and 1st Grade students will receive a Chromebook device and a flash drive to receive remote/virtual instruction. Pre-Kindergarten students will be provided new instruction equitably through following the 2020-2021 Pre-Kindergarten scope and sequence.
- All learning for incoming Pre-Kindergarten students is considered new and will follow the Virginia State Building Blocks for Early Learning and use the Big Day for Pre-K state approved curriculum with teacher supplemented materials.
- Differentiation of instruction will be provided to vulnerable and special needs populations based on individual need.
- Parents will receive professional development through videos on how to log into the device and access Google Classroom and other instructional applications.



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<https://sites.google.com/ameliaschools.com/onlinetraining/home>
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- All ACPS teachers were asked to complete the initial Virtual Virginia onboarding class, which prepared them for accessing content and using the virtual platform.
- ACPS Teachers continue to enroll in VDOE's Blended Learning course, and Virtual Virginia courses to prepare for teaching content through Canvas (LMS– Learning Management System).
- Additional teacher training and support will be on-going, via online professional development offerings such as VaSCL, Edweb, OK2ASK, and from the ACPS Division ITRT and ACPS Google Certified Teacher Training Team.
- The Division ITRT, K-12 Literacy Coach and the K-12 Math Coach will provide ongoing professional development for teachers. School administration will work with these individuals to identify specific individualized professional development needs through formal and informal processes. A consistent lesson format will be created for virtual/remote instruction.
- Professional development to guide elementary and middle school teachers in use of NWEA MAP and PALS data to guide instruction will be provided.
- School counselors will offer quarterly professional development to staff to share information or bring in guest speakers on various topics such as SEL (social-emotional learning).
- All ACPS teachers will be provided with a copy of the book Distance Learning Playbook, Grades K-12 as a professional development resource to support planning for remote/virtual instruction.



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



ROBUST FAMILY ENGAGEMENT

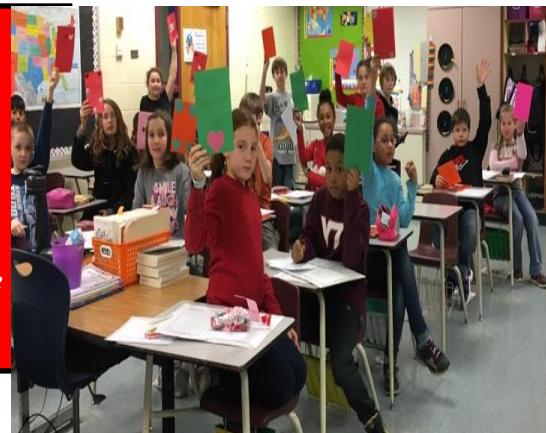
Amelia County Public Schools asks all parents and families to become our education partners and strengthen our communication and collaboration.

- ACPS will kick-off the 2020-2021 school year with a “virtual” Open House event, where teachers provide students and families with a pre-recorded video “welcome back” message to school.
- Each ACPS teacher will share contact information with families of students and will provide social-emotional check-ins with students to see if any support is needed. Counselors will establish a more personalized communication process by checking in with students and/or families to provide support as needed.
- Parent outreach nights will be supported virtually and through creation of videos (i.e. livestream via Facebook or other social media).
- Elementary counselors will provide counseling lessons via Google Meet to continue to meet any student’s social-emotional learning (SEL) needs.
- Each school will maintain a COVID-19 website where parents can have a “one stop shop” to find all pertinent information (i.e. links to grade level lessons, SEL curriculum, instructional updates).
- Schools will partner with the PTA for virtual Family Nights. School counselors will offer quarterly workshops to parents to share information or bring in guest speakers on various topics.



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



COMMUNICATION WITH STAKEHOLDERS

- ACPS will continue to communicate with all stakeholders including students, parents, families, staff, and community members through a variety of means.
- School Messenger will be used to send division-wide and school-specific messages to families as a means of communicating with them via phone call and email.
- ACPS will utilize social media (Facebook, Twitter, Instagram) to provide ongoing updates to parents on a daily and/or weekly basis.
- ACPS will maintain an up-to-date school division website to inform the school community of pertinent and timely information: <http://www.amelia.k12.va.us/>.
- All school principals will continue messaging families via a weekly Sunday evening message.
- Teachers at all schools will keep documentation of parent/family contacts and will be responsible for check-ins with families to provide additional points of contact for attendance, behavior, and academic concerns.
- Parents/Guardians will be asked to update their emergency contact information (including cell phone and email) during the school division's "virtual" Open House.
- Families are encouraged to share concerns, ask questions, and provide feedback to ACPS through email, phone calls, surveys, and social media platforms.



Identification of Instructional Gaps and Student Needs

Plan for identification of learning needs through formative assessment, supports for student success and well-being, revisions to curriculum, pacing, and instructional delivery



USE OF FORMATIVE ASSESSMENT

- Content teams will reflect monthly on pacing, any needed revisions to the curriculum, and best instructional practices moving to content mastery.
- Teachers will utilize a variety of means of checking for understanding such as exit tickets, thumbs up/thumbs down, Kahoot, Quizlet, Virtual Virginia, and/or a short self-grading assessments through Google Classroom.
- Data will be gathered over time in order to guide instruction and students will be given checkpoints (daily, weekly) - in order to know when and what words needs to be submitted.
- Feedback to students will be frequent and communication will be on-going to inform students regarding their academic progress.
- Differentiated instruction will be developed in the lesson planning process and monitored through observation and grade level meetings.
- Other formative and summative assessments will be used to determine tier level support requirements. NWEA MAP data for grades K-8 will be used to identify students' strengths and weaknesses in reading and math. Individualized student instruction will be based on this data. Students in grades K-3 will be assessed via PALS to inform teachers with information regarding students' knowledge of developmental reading skills and foundations.



Identification of Instructional Gaps and Student Needs

Plan for identification of learning needs through formative assessment, supports for student success and well-being, revisions to curriculum, pacing, and instructional delivery



REVISIONS TO CURRICULUM, PACING and INSTRUCTIONAL DELIVERY

- All students received Learning Modules in late March 2020 to complete as a means to review previously taught content and introduce new content during the 4th marking period. Learning Modules were submitted at the end of the 2019-2020 school year for assessment by teachers to determine which students would be recommended for summer school and remediation during the 2020-2021 school year.
- Secondary department chairs and elementary team leaders led their departments/teams in pacing guide revisions for the 2020-2021 school year to ensure vertical alignment of instruction, especially content and skills not taught during the 2019-2020 school year. Grade levels highlighted the SOLs that were taught through Learning Modules during the 2019-2020 school year. Vertical articulation will occur at all levels to ensure continuity of pacing.
- Teachers will participate in PLC meetings during which student assessment data, pacing, and lesson planning will be discussed.
- Instruction may be delivered in self-paced, blended and online instructional platforms, emphasizing student choice and the 5Cs. The delivery systems include Virtual Virginia, Google Classroom, Discovery Education classroom Classflow and Nearpod. Other Google applications, particularly Google Meet, will enhance teacher to student communication, as well applications available on the cell phone.



Identification of Instructional Gaps and Student Needs

Plan for identification of learning needs through formative assessment, supports for student success and well-being, revisions to curriculum, pacing, and instructional delivery



SUPPORTS FOR STUDENT SUCCESS and WELL-BEING

- ACPS will utilize Amelia County Crossroads to request training on how to assess ACEs and identify signs of abuse and neglect, particularly during remote/virtual learning.
- School Counseling websites will be updated with resources links for students and parents.
- Homeroom teachers will administer a social-emotional learning (SEL) screener to students and school counselors will follow up with student supports as needed.
- School administration, counselors, and teachers will work to form relationships with parents.
- ACPS will continue to work with our community partners to provide weekend meal bags, school supplies, clothing/resources and other essential items.
- ACPS school social worker/ behavioral specialist and school counselors will continue to work as conduits to connect our families with community resources.
- All schools will implement Virginia Tiered System of Supports (VTSS), along with continued focuses on Sanford Harmony curriculum and the ROAR program at the elementary level and Positive Behavior Intervention Supports (PBIS) at the secondary level.
- School counselors have created a new website and will continue to send out newsletters to families with links to resources. We will renew our focus on monthly student celebrations to include academics, behavior and attendance.



Remote Learning

*Contingency Plan for Ensuring Continuity of New Instruction
Continues Should Further Closures be Necessary*



- All Pre-K-12 students will be issued a Chromebook device and a flash drive to support both fully remote/virtual, instruction should further school closures be necessary.
- Instruction will be provided to students without internet capability via pre-loaded flash drives and/or downloadable files.
- All teachers will utilize the Virtual Virginia platform and Google Classroom to provide remote/virtual instruction.
- Learning modules may continue online using instructional delivery systems, such as Virtual Virginia (Canvas), Google Classroom, Discovery Education classroom, SeeSaw and Classflow. Other Google applications, particularly Google Meet, will enhance teacher to student communication.
- All teachers will receive extensive professional development on Google Classroom, Virtual Virginia and other applications.
- All teachers will communicate with students and parents to ensure equitable access to curriculum.
- Services and instructional supports for students with disabilities will be individualized by special education caseload managers.
- Teachers will develop individualized goals for students that are reflected in lesson plans submitted weekly.
- Schools will continue to utilize the school division's phone call forwarding system to allow students and parents to reach each teacher by phone.
- Teachers will utilize a contact log to ensure that we are communicating with our students and parents on a consistent basis.
- For lower elementary students, some paper/worksheet assignments will be distributed to encourage letter/word formation, handwriting and development of fine motor skills.

