

Executive Summary

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

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

analysis of the following key protocols: cleaning and sanitation, use of personal protective equipment (PPE), security precautions, student health services, nutrition, and food service supports, transportation logistics, and facilities management and operations.

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

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

