

(Re-Submitted 07-30-2020)
**Amherst County Public Schools
2020-2021 Instructional Plan
Under Virginia’s Phased Reopening Plan**

As noted at the onset of this pandemic, the priority of Amherst County Public Schools is to ensure the physical and social emotional well-being of all students, while providing the most effective and supportive instruction possible. We have an unprecedented opportunity to improve how we care for and educate each student. It is our goal to offer multiple avenues of instruction to all students in order to close the gap in the content and skills that were lost during the COVID-19 closure. This will mean a different way of providing instruction. Delivery models that are a hybrid or face-to-face instruction with distance learning requirements will be the foundation for our academic programs. A revamped curriculum, student growth diagnostics, and targeted support will provide teachers with the necessary tools for meeting all student’s individual needs.

We understand and acknowledge that a new framework for learning will impact every stakeholder. This means for most parents/guardians the need for adjusting to a new routine and schedule, having to determine an instructional delivery model that is appropriate and effective for your student, or reaching out for additional support to help your student to achieve success. And that success may be different too. For some students just the act of connecting again with friends will be a success, or others may find success in learning new strategies that will help them organize their work, and for many being able to share their fears will be a victory especially as they learn how to overcome those fears. Whatever the adjustment, Amherst County Public Schools is invested in making sure that we eliminate any barrier that stands in the way of supporting Every Child, Every Day.

This document presents considerations, planning and implementation strategies for the re-opening of and the re-entry into schools. The goal with each of the topics addressed is to assist in the articulation of a vision that can be easily communicated to members of the school community. Identification of solutions that make the transitions to and from face-to-face instruction with remote learning for those times necessary as seamless as possible.

Section 1:

A copy of the guidance document from the Virginia Department of Education regarding the required submission of a plan to provide new instruction to all students under the phased reopening plan for Virginia is provided.

**Guidance for Virginia Schools
Submitting 2020-2021 Instructional Plans
Under Virginia’s Phased Reopening Plan**

Providing New Instruction to All Students

All school divisions must provide new instruction to all students in the 2020-2021 school year, regardless of the operational status of a division’s buildings or the reopening phase the state or locality is in.

Submitting Plans to the Virginia Department of Education

Pursuant to the *Virginia Phase Guidance for Schools*, each school division must develop a plan for providing new instruction for the 2020-2021 school year, submit it to the Virginia Department of Education and post it on the school division's website for public viewing. The posted plan should be submitted to the Virginia Department of Education for review 15 business days before the first day of the academic year. Plans should be submitted [online here](#).

School division plans should include these necessary components:

- **Operational Infrastructure to Support Learning** - plan for school schedules, transportation, technology, processes, systems, communication, etc.
- **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 (including but not limited to students with disabilities, economically disadvantaged, English learners, those students disconnected with school during the spring closure, students already identified as being part of a gap group, young learners, gifted students, etc.); preparing teachers through professional development; robust family engagement; and communication with stakeholders.
- **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.
- **Remote Learning** - contingency plan for ensuring continuity of new instruction should further closures be necessary

Please note, divisions are also required to submit COVID-19 mitigation health plans before reopening. Per an order of the Virginia Public Health Commissioner, each private school and public school division must develop a plan for implementing COVID-19 mitigation strategies before reopening in accordance with the Virginia Phase Guidance for Schools.

Plans must be submitted to the VDOE before offering in-person instruction in Phase II or Phase III. Guidance for these plans is available on the VDOE website, and [the submission form is online here for Phase II](#).

Section 2:

According to the requirements from the guidance document the following plan is posted on the Amherst County Public Schools website at the URL Address of: <http://www.amherst.k12.va.us/>

Section 3:

Operational Infrastructure to Support Learning - plan for school schedules, transportation, technology, processes, systems, communication, etc.

Amherst Plan Components:

The following section identifies areas that outline how ACPS can use this time to implement a design that is student-centered, equitable in delivery, and focused on innovative practices that contribute to a student's academic growth.

1. A revision of the school calendar: In order to provide additional support for teacher preparation and social emotional support for students the school calendar was revised to allow for a two week delay to the start of the 2020-2021 school year.

Action	Planning	Preparations	Implementation and Contingencies
School Calendar Revision Phase III Return	State Superintendent and Governor released the Recover, Redesign, & Restart Plan for the Commonwealth. Review Team	Presentation to the School Board by the Division Superintendent on the State Guidance and Recommendations for Phase III opening. Determination of waivers from VDOE.	Amherst County School Board took action and approved a new start date; at the earliest for August 26, 2020. <i>Contingency: Start date TBD once Phase III is implemented statewide.</i> ACPS request waiver from VDOE on the 180 days/990 clock hour requirements stipulated within the Standards of Accreditation and the Code of Virginia.

AMHERST COUNTY PUBLIC SCHOOLS
2020-2021 School Calendar
ACPS annual calendar begins July 1, 2020 and will end June 30, 2021.

Calendar Code	Description
FD	First Day of School - Countdown upon sign-in starting 1 hour prior to opening
H	Holiday
NH	Non-Instructional - Home Learning
ST	Site Based Staff Develop. Activities/Teacher Planning Day - Schools Closed for Students
T	Teacher Planning Day - Schools Closed for Students
TT	Teacher Planning Days/Schools Closed for Students/Incentive Payable - Make-up Date - Students Attend
DPO	On-Site/Remote Professional Development/Teacher Planning Day - Schools Closed for Students
SP	State of VA School Closing Period
OH	Open House - 1 day prior to all schools
I	Instruction Report Distribution
R	Region Open Enrollment
F	Professional Registration Day
FB	First Break - School Closed for All Staff and Students (180) Closed for All Students and 108.11 Hours Employees (18022)
TRC	Transition Day - One Week, Kindergarten, 1st grade and 2nd grade students attend

Month	Teaching Days	FD (hrs)
Aug	4	7
Sept	21	0
Oct	20	0
Nov	15	2
Dec	14	0
Jan	13	1
Feb	19	1
Mar	22	1
Apr	19	1
May	23	0
June	0	1
None	0	0
SD	0	0
HCSD	0	0
TD	0	0
Total	179	30

2. A plan for revised school schedules: The restructuring of school time supports creative scheduling that safely brings back students when it is required that they physically be spread out in the school buildings. In order to provide as many face-to-face instructional hours for all students, a plan was developed for all elementary students Pre-K through 5th grade to attend school four days a week with one day being an At Home Learning Day. Secondary students will

rotate on an A Day/B Day schedule to include two days a week in person and three days a week as At Home Learning Days.

Action	Planning	Preparations	Implementation and Contingencies
School Schedules	<p>Research different schedules that take into consideration health mitigation guidance from state and federal agencies.</p> <p>Review current schedules related to an A/B concept and their compatibility with student/teacher ratio guidance.</p> <p>Gather input from ACPS stakeholders.</p>	<p>Meet with the Academic Subcommittee Structure of School to develop an overview of what school will look like if social distancing guidelines remain in place through Phase III.</p> <p>Develop three options for elementary and secondary schedules that meet the required ACPS health mitigation plan submitted to VDOE.</p> <p>Provide professional development and training for all teachers on the appropriate use of instructional time provided in the master schedule (i.e. block vs period)</p>	<p>Elementary students will attend school Monday- Thursdays with Friday being an at home learning day.</p> <p>All secondary students will attend school two days per week; on either a Monday/Wednesday or Tuesday/Thursday rotation with Friday being an at home learning day.</p> <p>Implementation of reduced student load for scheduling both face-to-face instruction, small group instruction with a virtual component and remote learning that is made up of online, student packets, preloaded flash drives or computers.</p>

Elementary Schedule				
All Students Monday - Thursday At School				
All students on Friday At Home				
Group A 8:00 AM - 2:00 PM				
	8:00 - 11:00 AM	11:00 - 11:30 AM	11:30 - 2:00 PM	2:00 PM
	Hybrid Learning/Tech Assistance/Tutoring/PE /Recess/Elec	Lunch in Hybrid Loc.	Homeroom - Teacher led instruction	Departure
Group A - 1/2 Pre-K thru 5th				
Group B 9:00 AM - 3:00 PM				
	9:00 - 11:30 PM	11:30 - 12:00 PM	12:00 - 3:00 PM	3:00 PM
	Homeroom - Teacher led instruction	Lunch in Hybrid Loc.	Hybrid Learning/Tech Assistance/Tutoring/PE/ Recess/Elec	Departure
Group B - 1/2 Pre-K thru 5th				
Group A :	8:00 am to 2:00 pm		Group B :	9:00 am - 3:00 pm
Hybrid ->	8 - 11 am		HR ->	9:00 - 11:30 am
Lunch ->	11 - 11:30 am		Lunch ->	11:30 - 12:00 pm
HR ->	11:30 - 2:00 pm		Hybrid ->	12:00 - 3:00 pm

Secondary Schedule					
	Face to Face Learning: Building			Distance Learning: At Home	
Monday	Student A 			Student B 	
Tuesday	Student B 			Student A 	
Wednesday	Student A 			Student B 	
Thursday	Student B 			Student A 	
Friday	vulnerable students needing: remediation, enrichment, CTE requirements, etc.			vulnerable students needing: remediation, enrichment, CTE requirements, etc.	
Student Group	Monday	Tuesday	Wednesday	Thursday	Friday
Student Group A	 In School Face-to-Face Learning	 At Home Distance Learning	 In School Face-to-Face Learning	 At Home Distance Learning	vulnerable students needing: remediation, enrichment, CTE requirements, etc.
Student Group B	 At Home Distance Learning	 In School Face-to-Face Learning	 At Home Distance Learning	 In School Face-to-Face Learning	vulnerable students needing: remediation, enrichment, CTE requirements, etc.

3. A plan for transportation of students: Students have been routed in an effort to transport as many students as possible for face-to-face instruction. Elementary students will be divided into two runs dividing the student body for each elementary school to report at different times in order to help with flow of traffic, instructional time, and distribution of meals. Secondary students have also been divided into two groups A and B and will be transported to the school building every other day; two days per week. The fifth day (Friday) will be used as an additional learning day for our most vulnerable students who need additional support.

Action	Planning	Preparations	Implementation and Contingencies
Revise Transportation Protocols and Procedures	<p>Research transportation recommendations and requirements from state and federal agencies.</p> <p>Review current practices related to transportation for compatibility with available guidance.</p> <p>Review need for variance from proposed state requirements.</p> <p>Review current staffing and determine the need for additional staff recruitment or retention strategies.</p> <p>Gather input from ACPS families.</p>	<p>Develop health mitigation protocols and procedures for transportation staff and student riders.</p> <p>Develop training recommendations related to proposed protocols.</p> <p>Consider need for differentiated protocols and procedures for special transportation units.</p> <p>Develop communication plan for the dissemination of protocols.</p> <p>Review the needed equipment and supplies to maintain the recommended protocols and secure supply chain access.</p>	<p>Buses will transport 25 students per route; one student per seat with the requirement that all students wear face masks in order to receive transportation to and from the school building.</p> <p>Disseminate protocols to appropriate stakeholders for implementation.</p> <p>Communicate expectations to students and families.</p> <p>Initiate training, as needed for students, families and staff.</p> <p>Monitor necessary equipment and supplies for replenishment, as necessary.</p>

4. A plan for technology: In order to provide all students and staff with the needed access to technology devices and reliable internet access ACPS has implemented a 1-to-1 initiative and

partnered with an organization from Texas; Lit Communities who works with school divisions to bring reliable high speed connectivity to rural areas such as Amherst County. Areas addressed in response to technology needs during this Phase III Plan also include; maintenance of devices, integration of remote learning platforms such as Virtual Virginia and Google Classroom, training for teachers, students and parents on each of the remote learning platforms.

Action	Planning	Preparations	Implementation and Contingencies
Expand Community Network Access	<p>Review and evaluate existing connectivity within the community.</p> <p>Review and evaluate existing school-based network connectivity.</p> <p>Review and evaluate available technology deployable to immediately address network access deficits.</p> <p>Identify local, state and national partners to address community connectivity.</p>	<p>Survey Amherst County families to determine connectivity reliability, type and usage.</p> <p>Collaboration with Lit Communities - an agency devoted to bringing reliable, high speed connectivity to rural communities.</p>	<p>Facilitate Lit Communities development of county infrastructure in coordination with local leadership.</p> <p>Deploy additional stationary and mobile network hotspots.</p>
Collection, Distribution and Maintenance of Devices	<p>Review and evaluate currently distributed devices.</p> <p>Determine need for additional devices to support a one-to-one instructional support model.</p> <p>Review and evaluate in-school devices and lab spaces.</p>	<p>Catalog existing devices and prepare for collection and distribution.</p> <p>Review maintenance and care protocols for devices to ensure viability with increased remote student learning.</p> <p>Develop plan of utilization for in-school devices and existing lab spaces for student use.</p>	<p>Distribute devices as needed to ACPS students.</p> <p>Implement maintenance and care protocols for school-based and student-held devices.</p> <p>Implement utilization plan for in-school devices and technology lab spaces.</p>
Integration of Remote Learning Platforms	<p>Identify existing digital learning platforms and proposed remote learning platform adoptions.</p> <p>Review current information systems to prepare for integration of identified remote learning platforms.</p>	<p>Integrate identified remote learning platforms into existing information systems and structures to ensure compatibility and efficiency of data flow.</p> <p>Develop division guidelines for staff use of remote learning platforms.</p>	<p>Monitor data integration from remote learning platforms.</p> <p>Implement division guidelines for staff use of remote learning platforms.</p>
Training of ACPS Stakeholders	<p>Review proposed protocols, platform adoptions and identified technology needs.</p> <p>Evaluate current stakeholder capacity for technology utilization.</p>	<p>Identify essential training topics and develop format for student, staff and community training.</p> <p>Develop proposed training schedule for roll-out.</p>	<p>Initiate training in identified topics for ACPS students, families and staff.</p>

Chromebooks Initial Returns Procedures

1. All personnel handling returned Chromebooks should wear a mask and gloves.
2. Chromebooks and chargers will be returned to a designated area in the school.
3. School personnel will disinfect chromebooks and chargers with a damp cloth of soap and water. Let dry.
4. The librarian and/or other school personnel will scan in returned devices and charger and make notes of any damaged devices or missing chargers in the DESTINY program.
5. Later, maintenance will disinfect chromebooks and chargers using foggers (Fogging of devices will take place as needed, or at least once each nine weeks).
6. Chromebooks will be returned to their designated area in the school.
7. School personnel will make contact with parent/guardian to locate any missing devices or chargers.

Chromebooks Usage and Maintenance

1. School personnel and/or students will need to wash hands or use hand sanitizer.
2. Where students interact with one device during the instructional day, the device will be cleaned at the end of the day with a damp cloth of soap and water.
3. Where the device is used by multiple users, the device will be cleaned before transitioning to a new user with a damp cloth of soap and water and cleaned again at the end of the day.

Chromebooks Check Out and Return Procedures

1. The Librarian will use the DESTINY program to check our devices and chargers to students. Upon check out, the following will be noted: that the device is operational and has the appropriate charges, any damages, student's information, and parent contact.
2. Upon returning to school, chromebooks and chargers will be cleaned with a damp cloth of soap and water by school personnel and/or students wearing gloves and/or masks.
3. The librarian and other school personnel will scan in returned devices and charger and make notes of any damaged devices or missing chargers in the DESTINY program.

5. A plan for the implementation of processes, systems and communication regarding the operational supports for students and staff: ACPS Roadmap to Return Committee created a checklist for understanding and assisting with the implementation of six specific areas addressed in the plan (1) Social Emotional Learning, (2) Academics, (3) Human Resources, (4) Operations, (5) Technology, and (6) Finance. The checklist will be utilized by school administrators and leadership teams in an effort to fulfill the plan for students to return.

Action	Planning	Preparations	Implementation and Contingencies
Establish Health Mitigation Protocols	<p>Research health mitigation guidance from state and federal agencies.</p> <p>Review current practices related to school health and wellness for compatibility with available guidance.</p> <p>Gather input from ACPS families.</p> <p>Develop the required health mitigation plan for submission to VDOE.</p>	<p>Develop health mitigation protocols and procedures for:</p> <ul style="list-style-type: none"> ● Entry Screening ● Sanitation ● Medical Staff and Lay Responders ● Visitors ● High Risk Individuals ● Classroom Organization and Composition ● Movement within the school building ● Athletics and Extracurricular ● Child Care <p>Review protocols and procedures and determine needed changes and preparations to be made by</p>	<p>Present revised policies to Amherst County School Board for review and approval.</p> <p>Disseminate protocols to appropriate stakeholders for implementation.</p> <p>Communicate expectations to students and families.</p> <p>Initiate training, as needed for students, families and staff.</p> <p>Monitor necessary equipment and supplies for replenishment, as necessary.</p> <p>Medical Staff and Lay Responders will follow the protocols established in the</p>

		<p>school.</p> <p>Review applicable policies for revision (attendance, etc.) and presentation to the board for consideration.</p> <p>Develop communication plan for the dissemination of protocols.</p> <p>Develop training recommendations related to proposed protocols.</p> <p>Review the needed equipment and supplies to maintain the recommended protocols and secure supply chain access.</p> <p>Submit the health mitigation plan to VDOE.</p>	<p>School Health Services Recovery Plan Resource document.</p>
<p>Provide Employees Supports and Resources for Wellness Including Mental Health</p>	<p>Review and catalogue available wellness and mental health supports for staff.</p> <p>Evaluate additional resources in the community.</p>	<p>Assemble a data bank of wellness and mental health staff supports.</p> <p>Develop a communication plan for dissemination of available resources.</p> <p>Develop recommendations for training content and schedule for administration and all staff.</p> <p>Review and revise protocols for school administrators related to mental health and wellness referrals.</p>	<p>Disseminate available resources to all staff.</p> <p>Initiate training for administration and all staff related to wellness and mental health.</p> <p>Monitor feedback from administrators and all staff related to the provided training and referral process.</p>
<p>Review Policies and Practices for Staff Safety and Health</p>	<p>Review available guidance related to staffing and human resources considerations.</p> <p>Review existing ACPS' policy related to staff responsibilities and expectations.</p>	<p>Develop recommendations for policy revision including leave and high risk employee populations.</p> <p>Develop recommendations for revised practices related to employee screening.</p> <p>Review and revise practices for substitute recruitment and retention.</p>	<p>Present revised policies to Amherst County School Board for review and approval.</p> <p>Implement and monitor revised screening practices.</p> <p>Implement and monitor revised substitute recruitment and retention processes.</p>
<p>Communicate and Implement Student Support</p>	<p>Identify primary goals of safe environment</p> <p>Identify division and staff resources available for responsive services: Amherst Cares Harvest Outreach Horizon Behavioral Health CSA/FAPT Local Church Involvement YMCA Day Care providers</p>	<p>Incorporate sufficient time into the academic schedule for SEL lessons, community and connection building activities.</p> <p>Collaborate with partner agencies to discuss current resources available.</p> <p>Train teachers and staff on appropriate use of spaces.</p> <p>Re-examine current staff roles and responsibilities in</p>	<p>Employ a safe and secure classroom environment that include but not limited to:</p> <ul style="list-style-type: none"> ● Sensory conscious spaces ● Virtual calming rooms ● Activities to allow emotional exploration <p>Create an SEL referral for school counselor, admin or SEL Team.</p>

	Create a SEL First Aid School Team for support to both students and staff.	order to effectively utilize current resources (school counselors and other mental health specialists)	Monitor student growth and frequency of intervention.
Communicate and Implement Staff Support	<p>Measure current self-care/support/fatigue/burnout</p> <p>Consider organizational & individual interventions</p> <p>Consider how and when to implement self-care strategies and approaches that prevent stress from occurring.</p>	<p>Collaborate with HR to compile current available resources for staff support.</p> <p>Develop protocols that provide for teleworking staff (those whom are at a higher risk)</p> <p>Reconstruct school social committee to school wellness committee.</p> <p>Offer <u>Mental Health First Aid Training</u> for all staff.</p>	<p>Implement a tiered system of staff support</p> <p>Create opportunities for self-care throughout the day (in addition to "planning period" for staff mental health breaks.)</p> <p>Continue SEL development with intentional meetings, routines, clear staff-expectation and professional development.</p> <p>Provide Return to Work Guidance document.</p>

Section 4:

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 (including but not limited to students with disabilities, economically disadvantaged, English learners, those students disconnected with school during the spring closure, students already identified as being part of a gap group, young learners, gifted students, etc.); preparing teachers through professional development; robust family engagement; and communication with stakeholders.

Amherst Plan Components:

Amherst County Public Schools is committed to equity and success for all students. In order to adhere to this commitment in the context of the ACPS *Road Map to Return*, a process was adopted to place equity considerations at the center of discussions, determinations and proposed actions. Rest assured that Amherst County Public Schools will provide new instruction and aligned curriculum to all students specifically to our students with disabilities, economically disadvantaged and English Language learners in an effort to close the learning gap. IEP Teams, IST Teams and PLC committees may determine additional supports for any student based on an individual need. Some students and families may be more vulnerable to the negative impact of school closures and substantial effort must be made to not only recognize the varying needs of the Amherst County Public Schools community, but a systemic and diligent plan must be in place to address the short and long term impact of the coronavirus pandemic.

Action	Planning	Preparations	Implementation and Contingencies
New Instruction and the Instructional Delivery Model-	Review existing instructional delivery models used in ACPS and determine if they are aligned to meet the needs of students who are on a	Meet with the Academic Subcommittee for Instructional Delivery and select options for a solid method that provides three	All schools will utilize a Hybrid Instructional Model that allows for transition between both direct face-to-face instruction with the teacher,

	<p>different schedule rotations.</p> <p>Review the Recover, Redesign & Restart Plan and models provided to schools as options during Phase III.</p> <p>Review all Guidance documents from VDOE and USDOE regarding students identified with disabilities and meeting their needs.</p> <p>Determine the needs of students identified as disadvantaged and the support that can be provided by the division, school and teachers.</p>	<p>different options based on the need for social distancing.</p> <p>-Option 1: Face-to-Face Direction Instruction</p> <p>-Option 2: Remote Instruction</p> <p>-Option 3: Hybrid Instruction</p> <p>Provide intentional and appropriate teacher training for the selected instructional delivery method chosen that moves teachers from traditional to remote/distance learning models.</p> <p>Determine whether or not technology is available to supplement face-to-face instruction.</p> <p>Expand the knowledge of teachers in the utilization of Professional Learning Communities (PLCs) in order to gain the greatest impact from the instructional delivery model chosen.</p>	<p>as well as remote learning that can be a combination of instruction provided virtually, student packets, preloaded flash drives/computers, etc.</p> <p>Teacher training will be established in phases with the first phase implemented during the initial start of contracted days. Training in remote learning aspects will be provided by the division instructional staff.</p> <p>The division team will establish roles in how to support remote learning activities detailing the responsibilities for students, teachers, and families.</p> <p>Ensure that all regulations and protocols/timelines are followed regarding students with disabilities, those disadvantaged, homeless, or in need of social emotional support.</p> <p>Students who have been identified as needing Tier III support or in the category of an At-Risk subgroup will receive additional Face-to-Face instruction on Friday's per the newly approved school schedules.</p>
<p>Develop and Implement a Comprehensive Professional Development Plan</p>	<p>Review recommendations from Road Map to Return subgroups to determine professional development topics.</p> <p>Review available guidance related to health mitigation, instructional, and social emotional practices and procedures.</p>	<p>Compile professional development topics and develop a schedule for implementation.</p> <p>Develop a system for staff to utilize in providing feedback and reflections on completed training.</p> <p>Develop a virtual repository of completed training for ongoing use and reference.</p>	<p>Initiate training in identified topic areas to applicable staff.</p> <p>Populate and maintain a professional development virtual repository.</p> <p>With the additional two weeks provided by the ACPS School Board in delaying the start of school; a professional development three week plan has been created and will be delivered during the weeks of August 3-21st for all employees within the school division.</p>

Section 5:

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.

Amherst Plan Components:

Amherst County Public Schools completed a review of the written, taught and tested curriculum in all content areas offered. The division staff created COVID Crosswalks, and will train teachers on the

implementation of the new Crosswalk Guides. This will assist teachers in implementing a system to identify deficiencies and learning needs for each student as they return to schools. Educators will utilize the MAP assessment program in the areas of reading and math, which have shown the greatest learning loss. Creation of social emotional learning lessons will be implemented during a new Advisory/Morning Meeting Time for all students. The way instruction is delivered will have a greater impact on student progress than a particular curriculum, textbook or program. One-on-one or small group direct instruction will be utilized in an effort to close the instructional gaps for Tier III students using research/evidence based instructional strategies that will show the greatest impact on student learning.

Action	Planning	Preparations	Implementation and Contingencies
<p>Curriculum and Pacing Revisions</p>	<p>Review the existing ACPS Curriculum, Pacing Guides to determine missed content from the 2019-2020 school year that should be added into the 2020-2021 school year.</p> <p>Review the ACPS literacy and math diets in order to ensure time allotments align with the instructional schedule and hybrid delivery model chosen.</p>	<p>Meet with the Academic Subcommittee for Instructional Delivery to determine alignment concerns with all content area Curriculum and Pacing Guides, as well as the literacy and math diets for the division.</p> <p>Division staff to create COVID Crosswalk documents for each content area and grade level to bridge old and new instruction.</p>	<p>Division staff to train all teachers on the implementation of COVID Crosswalk documents for each content area and grade level.</p> <p>Teachers will implement the COVID Crosswalks, as well as the VDOE Adapted Progression Charts to ensure continuity between missed content from the 2019-2020 school year to the 2020-2021 school year.</p>
<p>Determination of Students Skills and Abilities</p>	<p>Review existing formative and summative assessment tools/strategies to measure student ability and learning models/strategies.</p> <p>Review existing district assessment calendars to determine the frequency of needs-based assessment strategies.</p> <p>Review existing procedures for social and emotional learning that support student well-being and support.</p> <p>Review of existing pacing guides, instructional plans and curriculum maps.</p> <p>Review current grading policies at the elementary and secondary levels.</p>	<p>Meet with the Academic Subcommittee for Instructional Delivery and select options for a solid method that provides three different options based on the need for social distancing.</p> <p>-Option 1: Face-to-Face Direction Instruction -Option 2: Remote Instruction -Options 3: Hybrid Instruction.</p> <p>Meet with the Academic Subcommittee to determine consistent grading procedures for all three options to ensure equitable practices and opportunities for students.</p> <p>Provide intentional and appropriate teacher training for the selected instructional delivery method chosen that moves teachers from traditional to remote/distance learning models.</p> <p>Determine whether or not technology is available to supplement face-to-face instruction.</p> <p>Determine the necessity of current assessment tools at</p>	<p>Elementary students will receive both face-to-face and hybrid learning opportunities based upon the schedule to ensure instructional support through individual, small group and whole group instruction.</p> <p>Both Formative and Summative Assessments will be used to evaluate student progress, skills and abilities to include the following (MAP testing, PALS, VKRP, etc).</p> <p>Elementary Formative Assessments will occur during the designated hybrid learning model times to ensure that utilization of face-to-face instruction is consistent.</p> <p>All secondary students Formative Assessments will occur during the designated hybrid learning model times to ensure that utilization of face-to-face instruction is consistent.</p>

		<p>both the school and division level.</p> <p>Provide intentional professional development training for staff to determine effective diagnosing and responding techniques to appropriately disaggregate the student data.</p> <p>Provide professional development regarding the frequency, consistency and purpose of summative assessments.</p> <p>Provide professional development for staff on MAP testing to base instructional techniques and practices on skills and abilities.</p> <p>Expand the knowledge of teachers in the utilization of Professional Learning Communities (PLCs) in order to gain the greatest impact from the instructional delivery model chosen.</p> <p>Expand on the knowledge of diagnosing and responding to a consistent Social Emotional program.</p>	
<p>Protocols for Responding to Students Needs</p>	<p>Review existing support programs, needs and availability.</p> <p>Review existing instructional delivery models for remediation and intervention strategies based upon student needs.</p> <p>Reviewing existing promotion/retention models.</p> <p>Review current diagnostic analysis and application (PLC's) to instructional planning and delivery for effective, skill-based instructional strategies based upon the needs of the student learner.</p> <p>Determine anecdotal notes (such as VTSS 2x10 model) to determine initial social emotional needs of all students.</p>	<p>Meet with the Academic Subcommittee for Instructional Delivery and select options for a solid method that provides three different options based on the need for social distancing.</p> <p>-Option 1: Face-to-Face Direction Instruction</p> <p>-Option 2: Remote Instruction</p> <p>-Options 3: Hybrid Instruction</p> <p>Provide intentional and appropriate teacher training for the selected instructional delivery method chosen that moves teachers from traditional to remote/distance learning models.</p> <p>Determine whether or not technology is available to supplement face-to-face instruction.</p> <p>Expand the knowledge of teachers in the utilization of Professional Learning Communities (PLCs) in order to gain the greatest impact</p>	<p>Human Resources and the Instructional staff developed the necessary Professional Development in the following areas: Social Emotional Learning, MAP testing, PLC structure, Instructional planning and delivery, Virtual Virginia.</p> <p>Division-level instructional team developed curriculum maps, pacing guides, etc. to align with the state standards and ensure that new material from the previous grade level is integrated into the 2020-2021 curriculum toward student growth and learning due to COVID-19.</p> <p>Provide additional remediation/intervention support at the secondary levels every week for a four week period to allow for re-evaluation of student progress based upon student needs.</p>

		<p>from the instructional delivery model chosen.</p> <p>Expand on the knowledge of diagnosing and responding to a consistent Social Emotional program.</p> <p>Create an extension (modified version) of the VTSS 2x10 document to include responses of all students based on instructional materials and delivery.</p>	<p>Provide additional remediation/support at the elementary level during the hybrid learning designated time for one -on-one and small group support.</p> <p>All elementary and secondary staff, teachers, counselors and administrators will participate in the VTSS 2x10 daily log and review of notes to ensure that the social and emotional needs of the students are met. Additional supports are offered throughout the school year to ensure students social and emotional well-being for an equitable learning opportunity.</p> <p>Staff will report high-needs based upon collected data as needed and submit the collected data to be discussed in PLC's.</p> <p>Students who continue to show high-needs will be provided additional opportunities with the counselor to ensure student needs are being met in order for learning to occur.</p>
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Section 6:

Remote Learning - contingency plan for ensuring continuity of new instruction should further closures be necessary

Amherst Plan Components:

Amherst County Public Schools will create and implement procedures for all students to participate in the Amherst Remote Academy (ARA). Students will be provided training in the online platforms of Virtual Virginia and Google Classroom. All core content areas will utilize the content and structure provided by Virtual Virginia, while elective/resource teachers will utilize Google Classroom and upload their own content to the classroom. Students will work both independently and collaboratively in these two platforms in an effort to keep them engaged in a system that may be utilized if the state reverts back to a Phase I or Phase II order.

If school buildings are closed based on a decision by the Governor, new instruction will continue utilizing the Amherst Remote Academy model. This contingency plan is for all students and includes the distribution of Chromebooks. If a student does not have reliable high speed internet, they are provided flash drives with the downloaded curriculum, or printed packets for them to use. Access to hotspots for students in need is being investigated to determine cost and renewal plans from year one to year two. Free wireless access is available at the front entrance parking lot of each school building for the community to utilize.

Section 7:

Closing - The Amherst County Public School Board, Superintendent, Administrators, Teachers, and Support Staff understand that students and families have been faced with a new set of challenges. Providing equitable resources and support that promote confidence and security in returning to school, is a central part of the implementation process.

All members of the school community have been impacted and will need different supports when transitioning back to school. Along with support for well-being, school staff will need a range of information and professional development to prepare them for an evolving educational structure. It is the goal of ACPS to continue to nurture the relationships that have been built with all stakeholders, while consistently providing a safe, effective and equitable learning environment for our students, families and employees.