



APTS

Alternative Paths
Training School

Education • Consulting • Programs

ALTERNATIVE PATHS TRAINING SCHOOL COVID RESPONSE LEARNING PLAN

ALEXANDRIA, MANASSAS AND STAFFORD CAMPUSES

Updated School Year 2020 - 2021

Updated December 2020

This document is intended to be used as an outline of instructional, behavioral, staffing offerings with fluidity and will be adjusted with the current changing pandemic.

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**ALTERNATIVE PATHS TRAINING SCHOOLS' COVID RESPONSE LEARNING PLAN:
ALEXANDRIA, MANASSAS AND STAFFORD CAMPUSES
2020 - 2021**

PURPOSE OF THE APTS COVID RESPONSE LEARNING PLAN

The Alternative Paths Training School (APTS) COVID Response Learning Plan has been developed to communicate to stakeholders our approach to providing continuity in students' learning, behavior support, and social-emotional support.

APTS is committed to providing support using multiple means of communication and work assignments during the transitional period as we return to a more traditional academic model. Our dedicated staff will provide a variety of instructional methods to assist and support APTS' development of new curriculum while continuing to develop students' critical and creative thinking skills, appropriate interactions, and academic and behavioral growth. This instruction will be provided using virtual instruction and supports or, in person instruction, dependent upon the student's and family's needs as determined by their IEP teams. Based on mandates and/or recommendations by the federal, state, and local government, these services will remain fluid to meet students' needs while maintaining health and safety requirements outlined by the CDC.

We recognize that all APTS stakeholders have been affected by the challenges of the current pandemic; therefore, we will continue to plan, discuss, and assess the students' schedules to ensure health and wellness while providing curriculum to meet their individual needs and supports. APTS remains true to its mission as we ..." provide students with the knowledge and practical skills essential for their successful integration into the community."

The decision to reopen the physical buildings has been very challenging for APTS' Leadership. Since our top priority is now, and has always been, the health and safety of our students and staff, APTS sought much guidance and input from local public health officials as it was critical in our planning. Given the needs of our students, the grave consideration of public health risks, and the individual schools' capacities, APTS has assessed, with careful planning, to effectively mitigate the spread of the coronavirus (COVID-19). Our developed plans have been reviewed by the local health agencies and the state.

CONSIDERATIONS

- Health and safety of students and staff
- Guidance from the CDC, VDOE, and VDH regarding mitigation strategies are addressed within the APTS Reopening Plan
- The physical, mental, and social-emotional health of our students
- In person instruction is most effective for most students
- Virtual instruction must provide equitable services that progress the curriculum and instruction must meet the needs of the students

- In person and remote instruction must be structured and include mandatory participation, assignments, feedback, and grading

INSTRUCTION

Educational

- New curriculum will be provided throughout the school year using all models of instruction
- All families will be offered the option to choose 100% remote learning or 100% in person, APTS will not be offering a hybrid model of physical and virtual instruction.
- Students will receive individualized supports reflecting their learning needs to accommodate them
- Given the more recent directives/guidelines from the State, student accountability through their participation is required, and will be graded.
- Any changes to learning options, service modifications, accommodations, and/or support will require an IEP addendum. Changes in the instructional presentation style and location (physical/virtual) will also require an IEP meeting.
- Instructional guidance, behavioral supports, and remediation will be available throughout the school day between 7:30 am and 3:30 pm, both during, and outside of direct instructional times
- Face coverings and handwashing will be enforced/emphasized; social or physical distancing will be maintained for increased safety
- APTS' model will provide students with five days of instruction that will include daily direct instruction or remote learning including asynchronous student learning, extension activities, and resources for student enrichment
- Lessons and assignments will be individualized to accommodate student academic and developmental levels.
- Staff will communicate expectations to students and families about the instructional plans for the week, including learning objectives, required activities, assignments, links to resources, and assessments, along with any associated due dates.
- IEP goals will be addressed in assignments, as appropriate to meet areas of need.
- Feedback will be provided by teachers (oral and written) via submitted work, emails, phone calls, and video sessions.
- Lessons will focus on promoting independence for students.
- Teachers will work with the student's educational team (teachers, educational supervisors, behavioral specialist, program facilitators, team leaders, POD managers) to support and respond to parent and student questions and needs.
- Physical Education teachers will provide lessons and instructions to students via direct instruction using Google Meets as well as online resources.
 - PE teachers will also provide activities that can be accessed at home.
 - PE teachers will be available via email and provide feedback and support as requested.
- Related services will be provided to students as identified through their IEP.

- Related services will use Google Meet to provide virtual learning experiences weekly (scheduled times are dependent on academic, developmental, and behavior levels).
- Office hours will be available during school hours to communicate with families, answer questions, and provide strategies and supports.
- Specific emails and phone numbers, of specific supervisors, will be provided for the student’s specific campus, classroom, and team members.

Behavioral

- A Behavior Specialist will be assigned to each student, virtually and in person and will be responsible for:
 - Developing, training on, and monitoring the effectiveness of each student’s behavior intervention plan
 - Reporting on student behavioral progress at least quarterly
- In collaboration with the classroom teacher, the behavior team may assist students in learning health and hygiene promoting behaviors such as increased tolerance for face masks, PPE, and social distancing.
- Specific emails and phone numbers, of specific supervisors, will be provided for the student’s specific campus, classroom, and team members.
- For students accessing virtual instruction:
 - Office hours will be maintained during school hours to communicate with families, answer questions, and provide behavioral strategies and supports
 - The behavior team will initiate weekly communication with families via phone calls, emails, and/or Google Meet to discuss any behavior concerns at home to create protocols and interventions to be used by the caregiver to decrease unsafe behaviors that are observed; and offer modified work with collaboration with the teacher.
 - The Regional Behavior Directors will share work cell phone number and emails with families in the event they need behavioral support outside of “regular” school hours.
 - The behavior team will create modified behavior protocols to aid in behavioral support and stability within the home environment.
 - Behavioral team will work with families on individual needs as well as provide universal behavioral strategies and supports.
 - Lessons may also work toward increasing task completion/attention to task in a virtual learning model.

Classroom Staff

- Program Facilitators, Team Leaders, and POD Managers will support the educational and behavioral instruction of the students.
- Classroom staff will use proactive strategies to assist students working through assignments and be available for family questions and supports.
- Office Hours – all APTS staff will be available between school hours, to communicate with families, answer questions, and provide strategies and supports.

- Specific times can be set up via email or during virtual instruction, with classroom staff to provide academic supports, positive engagement, social interactions, and reinforcement times.

Families

- Remain connected with staff support personnel (e.g., teachers, behavior, counselor, school directors).
- For students receiving virtual instruction, we suggest that you create a comfortable and consistent location for students to work on assignments and participate.
- Assist students in connecting to virtual learning sessions at designated scheduled times on Google Meet.
- Encourage family participation for students working in the Aligned Standards of Learning and/or Standards of Learning curriculum with daily work and virtual learning sessions via Google Meet.
- Read daily to your child and ask questions about the story/book.
- Provide breaks during the day for students to get up and move and exercise.
- Provide feedback to APTS staff as to the effectiveness and efficiency of instruction and need for supports.

Students

- Keep a daily routine to work on assignments.
- Keep completed work organized by creating a daily schedule and “to do” list.
- Participate in virtual learning sessions via Google Meet.
- Discuss challenges with staff (e.g., academic, social-emotional).

METHODS OF INSTRUCTIONAL DELIVERY AND COMMUNICATION

Students that continue with remote learning:

- Will be assigned to a teacher of record; students may have multiple teachers depending on the appropriateness and collaboration between instructional content or topics
- Will access direct instruction through virtual sessions within two two-hour blocks; 9 am to 11 am and 1 pm to 3 pm, five days a week.
- Virtual session schedules will include online meetings with teachers and staff, peers, independent proficiency with a specific tasks or topic, and academic remediation when appropriate.
- Attendance is mandatory and APTS attendance policies will be strictly enforced/emphasized:
 - Parents will be contacted when students do not attend virtual instruction sessions
 - 3 consecutive unexcused absences will be reported to county LEAs
 - 15 consecutive unexcused absences will be considered a drop unless otherwise determined by the LEA or, an IEP team
- New instruction: all students will participate in new instruction that is aligned to state standards as well as addressing goals outlined in the student’s IEP.

- Recovery Strategies: All grade levels will use formative assessments and teacher-made assessments to gather information about student skills and knowledge acquisition.
- APTS staff will continue to collect and maintain progress data which will be presented quarterly via student report cards and IEP quarterly reports.
- Classroom teachers will create and maintain courses through appropriate programs
- Direct instruction will consist of group and individual instruction and include:
 - Class meetings
 - Lessons and presentations
 - Discussions
 - Hands-on activities and tasks
 - Posted assignments
 - Student content assessments
 - Provide instructional and task specific feedback
 - Direct remediation
 - Planned reviews
- Instructional time will consist of both synchronous and asynchronous instruction
- Work packets will continue to be mailed home via email or post.
 - Work packets will be developed by classroom teachers to address students' learning needs, while providing opportunities for growth and enrichment.
 - Asynchronous work is expected to be completed and turned in.
 - Asynchronous instruction should take two to three hours per day
- Feedback will be solicited from families to ascertain any observed and documented learning patterns, growth or lack thereof; information supporting any progress made through academic instruction or behavioral support will be used to guide future instruction.
- Emails and academic work will be sent home weekly; any requests for specific supports or questions may be sent daily.
- APTS will utilize Google Meets for virtual learning; Google Classrooms have been established to provide instructional materials as well as enrichment activities.
- Edgenuity will be utilized by students registered in online courses.
- A variety of academic resources and preferential opportunities will continue to enhance virtual lessons, academic materials, behavioral supports, and options for student specific reinforcement will be provided to the families.
- Beginning in January, APTS will follow their 2020 – 2021 academic schedule with the return of two professional development half days per month.
 - Students remaining virtual will have a synchronous Google Meet from 9 am until 11 am while continuing to complete asynchronous instruction on those days.

Students attending school in person:

- Students will begin in person instruction using a daily schedule beginning at 8:10 am and ending a 3:15 pm
- Student's schedules will be developed to align academic instruction and appropriate peer grouping

- Student census will be reviewed and adjusted to maintain appropriate staff and student ratios, and to promote continued health and safety.
- In the event of a mandated school closing, all students will receive virtual instruction, with the new guidelines and mandatory participation
- New instruction: all students will participate in new instruction that is aligned with state standards as well as addressing goals outlined within the student’s IEP.
- Recovery Strategies: All grade levels will use formative assessments and teacher-made assessments to gather information about student skills and knowledge acquisition.
- APTS Staff will continue to collect and maintain progress data which will be presented quarterly via student report cards and IEP quarterly reports.
- Classroom teachers will create and maintain courses through appropriate programs
- Related services will be scheduled to meet students’ specific IEP services.
 - Related services will be provided both in the school as well as to those students remaining on virtual instruction
 - To maintain health and safety as well as confidentiality, services may continue to be provided via the tele-services both within the physical classroom and home environment
- Beginning in January, APTS will follow their 2020 – 2021 academic schedule with the return of two professional development half days per month.

ASSESSING STUDENTS’ KNOWLEDGE AND SKILLS

- Students’ knowledge and skills will be assessed using the following methods:
 - Completed work emailed to the classroom teacher.
 - A picture taken of completed work and emailed to teacher.
 - Visual completion of an academic task or verbal response while on virtual learning
 - Teacher will use formative assessment during virtual learning sessions.
 - Edgenuity progress reports will be collected.
 - Online assessment resources (e.g., quizlet, NearPod) will be used.

WHERE TO GO FOR SUPPORT

Campus specific emergency numbers and email addresses for the student’s specific instructional teams will be provided.

Courses, assignments, learning resources	Teachers, Educational Supervisors, Educational Director, PE Teachers, Program Facilitators, Team Leaders, POD Managers
Behavior	Behavioral Specialists, Behavior Director, Data Analyst, Program Director
Social-emotional	Counselor, Teacher, Classroom Staff
Health and wellness	Nurse

Distance learning, IEP-related, other questions	Campus School Directors Team
APTS-related	Central Office Directors' Team

TEACHER LESSON PLANS FOR VIRTUAL LEARNING SESSIONS AND WEEKLY ASSIGNMENTS

Classroom teachers will be available via email during school hours and will provide feedback either via email or scheduling a Google Meet to discuss.

VIRTUAL LEARNING LESSON PLAN EXAMPLE AND DIRECTIONS

Directions: Under each student’s times, identify the Subject, key Topic, and a brief sentence/statement of the Activity to be presented during virtual lessons. Teachers will also review work completed since the last session and build in structured preferred activities appropriate for the length of the session. Scheduled times for virtual sessions are dependent on a student’s academic level, developmental level, behavior status, and length of time a student can work online (scheduled times may be adjusted).

- S = Subject of focus T = Topic A = Activity

9:00 – 11:00 & 1:00 – 3:00

- Teacher and APTS staff will begin the day with check in, attendance, announcements, and reviews.
- Classroom specific and small group instructions will be provided via Google Classroom and Google Meet.
- Staff will use group and individual instruction as well as breakout sessions to address the academic, social skill development, and behavioral needs of the students.
- Students will be paired with appropriate academic and social groupings.
- Classrooms will rejoin for larger group discussions, instruction, activities and break back into small group on one on one instruction based on the appropriateness of the assignments/activities and levels of supports needed.

11:00 – 1:00

- Structured activities
- Electives
- Remediation
- Enrichment activities will be scheduled for students based on their academic and identified needs
- Activities will be provided in larger classrooms, small groups, one-on-one or as independent work.

WEEKLY LESSON PLAN TEMPLATE AND DIRECTIONS

Lesson plans will provide daily instruction as well as activities that students can do at home, based on their academic and developmental level. A lesson template for each student will be completed and maintained to document goals and objectives of instruction both direct as well as for ancillary materials. Attachments and/or directions for activities will be included with the activities. APTS Behavioral and Academic teams will work together with requesting families to support the creation of daily or weekly schedules for students remaining virtual. Structuring will provide flexible to provide academics as well as reinforcements based off the student's needs.

Student Scheduling

- 4 hours of direct virtual (9 – 11 and 1 -3) or in-person learning opportunities will be provided daily for students through individual, group, or both depending on their needs and abilities.
- Academic lessons and work will be based off student's current courses and provide instruction both through virtual or in-person lessons and independent work.
- Additional activities and subjects will be provided as both instruction; based off current courses as well as for educational enhancement and engagement: Art/Crafts, Vocational, Movement, Vocational, Life Skills, individualize goals and objectives.
- A variety in subjects will be provided throughout the week in all learning formats and will address maintaining as well as increasing skills.
- Activities will be designed to address IEP goal as well as be highly engaging and focus on academic and behavioral retention.

WEEKLY LESSON PLAN TEMPLATE – SOL Student

TEACHER:					WEEK:					STUDENT NAME:				
SOLs Addressed This Week: <i>** = IEP Goals Addressed This Week</i>														
MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
English			English			English			English			English		
History			History			History			History			History		
Math			Math			Math			Math			Math		
Science			Science			Science			Science			Science		
Other			Other			Other			Other			Other		

WEEKLY LESSON PLAN TEMPLATE – VAAP/VOCATIONAL Student

TEACHER:					WEEK:					STUDENT NAME:				
ASOLs Addressed This Week: <i>** = IEP Goals Addressed This Week</i>														
MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
English			English			English			English			English		
Math			Math			Math			Math			Math		
Other			Other			Other			Other			Other		
Other			Other			Other			Other			Other		
Other			Other			Other			Other			Other		

POTENTIAL SCHOOL CLOSURE CONTINGENCY PLAN

In the event of a school closure due to changes in phase status or restrictions as directed by the Governor of the Virginia or the state and local Department of Health, APTS may move to a 100% remote learning environment. A time period may be necessary to effectively transition students from the in-person model to a return to virtual model. Training and resources will be available to parents and students. IEP addendums may be requested to reflect the change in location of services.