



Starting the School Year

SECONDARY PARENT GUIDE TO
DISTANCE LEARNING



Arlington
Public
Schools

OVERVIEW FROM THE SUPERINTENDENT

DEAR APS FAMILIES,

Due to the pandemic, Arlington Public Schools will begin the 2020-21 school year in full-time distance learning, which begins on Tuesday, September 8. We look forward to welcoming all students back to school and will continue to monitor COVID-19 developments to determine when it is safe to begin phasing in hybrid, in-person instruction. We will continue to keep you informed of any changes in operations through our website, email and other regular communications from the school division and your individual schools.

This guide is to help you navigate distance learning and to support your student(s) as we begin the new school year remotely. You will find information about instruction, social-emotional learning, student expectations, attendance, technical support, and more. We are committed to providing all students a quality educational experience, regardless of the instructional model they are in. We will work to ensure all students have the academic and social-emotional resources and support they need to learn and grow.

APS leaders will continue to monitor health conditions and work collaboratively with state and county health officials to review our plans and make adjustments as necessary.

Thank you for your patience and partnership during this unprecedented time.

Sincerely,



Dr. Francisco Durán
Superintendent
Arlington Public Schools

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INSTRUCTIONAL PLAN OVERVIEW

Students in all grade levels will engage in both synchronous (live–online) and asynchronous (independent–online or offscreen) learning 4 days per week, Tuesday through Friday. Students will participate in the courses they selected in February, 2020.

On Mondays, students will participate in asynchronous learning while teachers engage in collaborative planning and small group interventions with some students conducted synchronously, as necessary.

HIGH SCHOOL

Given the specific academic needs of high school students, they will be scheduled to teachers for each of their courses just as they have been in previous years. When transitions begin for some students to in-person instruction, based on their preference, all high school students will continue with the same teacher regardless of the model they choose. This means that a student who transitions to in-person instruction may receive live instruction from a teacher who is not physically present in the classroom for certain courses. Those classes will be supervised by another staff member while instruction is provided remotely.

If it is not possible to enroll in a course that would be taught by an APS teacher, students will be offered an opportunity to enroll in a course taught by an online provider, such as Virtual Virginia.

HIGH SCHOOL SAMPLE SCHEDULE

Families should receive student-specific schedules from their individual schools during the last week of August.

MONDAYS	TUESDAY – FRIDAY (synchronous and asynchronous, all grades 5 hours, 35 minutes per day)
<ul style="list-style-type: none"> • Advisory: Students in the comprehensive high schools will participate in a synchronous advisory period led by school staff. • Teacher Planning • Collaborative Team (CLT), grade-level or other student meetings • Teacher/Counselor Office Hours • Directed small group and one-one interventions • Students will be engaged in asynchronous learning (approximately 30 min. per course) • Asynchronous SEL lesson 	1st or 2nd period (89 min total; 50 min synchronous)
	Transition time (5min)
	3rd period (50 min total; 30 min synchronous)
	4th or 5th period (95 min total; 50 min synchronous)
	Lunch (60 min)
	Transition time (5 min)
	6th or 7th period (95 min total; 50 min synchronous)

MIDDLE SCHOOL

SAMPLE SCHEDULE

Families should receive student-specific schedules from their individual schools during the last week of August.

MONDAYS	TUESDAY-FRIDAY (synchronous and asynchronous, all grades 5 hours, 43 minutes per day)
<ul style="list-style-type: none"> • Teacher Planning • Collaborative Team (CLT), grade-level or other student meetings • Teacher/Counselor Office Hours • Directed small group and one-one interventions • Students will be engaged in asynchronous learning (approximately 30 min. per course) • Asynchronous SEL lesson 	1st or 2nd period (89 min total; 50 min synchronous)
	Transition time (5 minutes)
	3rd or 4th period (87 min total; 50 min synchronous)
	5th period (45 mins; 30 min synchronous) Teacher Advisory (TA) (35 min total)
	Lunch (50 min)
	Transition time (4 minutes)
	6th or 7th period (87 min total; 50 min synchronous)

THE FIRST MONTH – TIPS FOR GETTING STARTED

AUG 31-SEP 4: THE WEEK BEFORE SCHOOL

Distance learning is new for students and families, and the new schedule and format will take some getting used to. Here are a few steps you can take to help prepare your student for distance learning.

AT HOME

- Create a learning space for your student, if possible, with minimal distractions. An optimal setting is a quiet location where your student can spread out their device and other learning materials on a table or desk.
- Consider having your student use headphones during online class, especially if you have multiple siblings and other distractions.
- Begin creating a routine:
 - Get up early enough to have breakfast and get dressed, before class starts.
 - Think ahead to lunchtimes; if you will be using APS meal services, identify your nearest school meal location and have a plan to pick up meals Mondays, Wednesdays and Fridays.
 - Elementary & middle school students have 50 minutes for lunch each day
 - High school students have 60 minutes for lunch each day
 - Make a plan for after school--physical activity, rest time, hobbies, etc.
 - Plan to check in with your child each afternoon:
 - What did you learn today?
 - What challenges did you face today, and how can we make tomorrow better?
 - Try to eat healthy dinners to support brain health.
 - Get to bed at a regular time to get enough sleep.

GETTING READY FOR CLASS

Your student's teacher will be contacting you directly before school begins, to welcome you to the class, confirm contact information, and to provide first-day instructions for Teams, Canvas, etc. If you have not heard from your teacher or your school, please call the main office.

Many schools are having virtual open house and back-to-school events during this week; please check your school's website or call the main office to get the schedule.

- Review your student's schedule, including start and end times, lunch and class periods. It might be helpful to print it out and post it near your student's learning space.
- If you don't know what time school starts or what your schedule will be, contact your school this week.
 - [Regular start & end times](https://apsva.us/school-year-2020-21/school-start-end-times/) are posted on the APS website (apsva.us/school-year-2020-21/school-start-end-times/).
 - You can also check your student's schedule by logging into StudentVUE.
- Be on the lookout for information from your child's school regarding picking up devices and learning materials.

- Make sure your student has their APS device (iPad or Macbook Air) and can start it up and log on.
 - If you have not received your APS device or have trouble logging on, contact your school.
- Practice logging in with your student to the apps they will need
 - All the apps you need should already be on your device.
 - Middle school: Seesaw, Canvas, Google Classroom, Microsoft Teams
 - High school: Canvas, Microsoft Teams
- Know your APS student ID number and password; this information will allow you to access various applications.
- Test the microphone and camera on your device, and if you have headphones, make sure they work.

FIRST DAY OF SCHOOL: SEP 8

- Fully charge your device the night before.
- Wake your child up early and make sure they are dressed and have had breakfast.
- Class will begin at your school's regular start time--check the schedule you received from your student's teacher.
- Help your student log onto their device and log into Microsoft Teams at least 5 minutes before class starts.
- If you have connectivity problems, see the [Technology section](#) for tips and resources.
 - In order to ensure your student is not marked absent, please contact the school before 11 a.m.
- Plan to be available, as much as possible, on this first day to assist your student with transitions between classes, physical movement breaks, etc. This will get easier with practice!

FIRST MONTH

The first few weeks of school are designed to allow teachers and students time to build new routines and establish a strong community as a foundation for learning. Students will acclimate at different paces depending on their unique circumstances and comfort levels with technology. Teachers will provide students with time to adjust and ask questions regarding virtual classroom expectations, while gradually incorporating new content as part of the core curriculum.

Our initial priority will be building community, addressing students' social-emotional needs, and making sure they are prepared to learn. We anticipate there may be some challenges in the first few weeks, but teachers and staff are committed to supporting all students in every way possible.

We ask for your support and patience during the first few weeks of school, as teachers and students adjust to the rhythm and routines of distance learning.

SYNCHRONOUS VS. ASYNCHRONOUS INSTRUCTION TIME

SYNCHRONOUS

Students in grades 6-12 will receive a minimum of 3 hours of synchronous instruction per day. All other learning will occur asynchronously.

- **Synchronous** learning is interactive, two-way, online instruction that happens in real time with an educator in the virtual classroom.
- **Microsoft Teams** is the approved APS platform for video-conferencing and will be used for synchronous instruction. Teachers, students, and parents will be able to interact virtually through Teams.

Synchronous instruction will begin at the start of the block in the published bell schedule. There will be a variety of instructional formats within the class period. The synchronous time will include live teacher-student interactions, whether in whole or small groups.

When students are not present for synchronous instruction, teachers will treat this absence as they would have in the face-to-face classroom. Teachers will have procedures in place where students can locate their missed work to make up for learning (i.e. direct students to Canvas for resources). Students are encouraged to attend office hours to receive support with instruction they may have missed.

RECORDING LESSONS

Teachers will record portions of their whole group synchronous instruction (e.g. introduction of new content or a mini-lesson) and make the video link available to students via a password protected platform (i.e. Canvas). The recording of the lessons can take place as long as there is no personally identifiable information (PII) or student records disclosed. Teachers will make these recordings available to students to refer to when they are absent or need to review the information.

Families are able to opt-out of having their child recorded during instruction when completing the Annual Online Verification Process (AOVP). If families do not opt-out during the AOVP timeframe, they are able to notify their child's school in writing at any time that they would like to opt-out their child from being recorded during instructional recordings.

Parents should note that video recordings of instruction are only for educational use by students and may not be shared with others.

ASYNCHRONOUS

- Asynchronous learning occurs in many forms. Materials, tasks, and assignments are made accessible to students and may include video recorded lessons. Interactions with other students and the teacher may occur through various formats (e.g. discussion boards, assignments), but will not be live.
- In asynchronous learning, students may engage in assignments that are completed on their device or independent of their device.
- In asynchronous learning, teachers are supporting instruction, remediation, and extension activities. This support may consist of giving feedback, providing clarifications, and emailing with students.

- Asynchronous learning is meant to be flexible and self-paced to fit within student schedules while still maintaining expectations for completion.

Asynchronous learning activities will take approximately 30–45 minutes/class for students to complete. Assignments will be in a variety of formats to allow students to step away from their device as much as possible. Students will not be required to print materials.

HOMEWORK

Additional assignments/homework will not be required outside of the activities assigned for the asynchronous instructional blocks, with the exception of AP, DE, and IB classes. AP, DE, and IB courses may require additional work outside of the asynchronous class time so students are able to access the full curriculum of the college level courses.

STUDENT EXPECTATIONS

All students are expected to behave and demonstrate responsibility, respect for others, and self-discipline on a daily basis, while in the virtual classroom, when participating in school-sponsored events, and before and after school hours.

Students are expected to:

- Make every effort to attend classes, engage in online activities, and be an active participant in their own education
- Complete assignments during the assigned time frame on their own, or with help from parents as appropriate
- Complete remote assessments (testing) as directed by teachers
- Communicate with their teachers around any conflict that may arise in regard to the completion of their work (illness, work, or care of siblings).
- Take care of their APS issued device and interact online in accordance with APS policies and guidance.

As they engage in learning online, students should:

- Actively attend and participate freely in class
- Come to class dressed appropriately and with an appropriate background (blur or another background choice) showing on Microsoft Teams
- Work under their teacher's guidance regarding the use of their camera during Microsoft Teams meetings (live online instruction); staff will allow students and/or parents/guardians the flexibility of having cameras on or off.
- Mute their microphone when they are not speaking
- Use the "raise hand" feature in Microsoft Teams if they have a question during class
- Minimize distractions to themselves and to other students (no TV on in the background, minimal interaction with family members, etc.)
- Use appropriate language throughout all virtual interactions. Offensive or inappropriate language is not to be used in any form of communication (e.g., emails, discussion boards, group projects, submitted assignments).
- Treat each other, and their teacher(s), with courtesy and respect. Students have the right to express themselves in a safe online environment as if it were an in-person class.
- Notify the teachers and/or school administrator immediately if they receive inappropriate online interactions.
- [Add a photo or bitmoji](#) of themselves to their Canvas and Microsoft Teams profile.

Student conduct during distance learning should comply with all APS policies, and is subject to normal APS disciplinary procedures. Please see the Behavior and Disciplinary Responsibilities section of the [APS Handbook \(apsva.us/wp-content/uploads/2020/08/Handbook2020-21-distance.pdf\)](https://apsva.us/wp-content/uploads/2020/08/Handbook2020-21-distance.pdf).

ELECTIVES (HEALTH AND PE, THE ARTS, AND CTE)

HEALTH AND PHYSICAL EDUCATION (PE)

Students will:

- Learn new content using both synchronous and asynchronous models
- Participate in relationship building activities
- Perform/demonstrate physical skill development
- Perform fitness activities toward their personal fitness goals at their level of engagement
- Understand and develop health skills to make healthy decisions
- Acquire and practice effective communication, stress management, social emotional learning and relationship building strategies

ART, GENERAL MUSIC, AND INSTRUMENTAL MUSIC

- Students will learn new content using both synchronous and asynchronous models
- Students will use platforms, such as Canvas, to access content and resources for lessons, with an emphasis on visual arts concepts and lessons, musical literacy readiness, and note and rhythm reading.
- Flipgrid will give students the opportunity to interact with one another via video to create social and emotional connections with their classmates and teachers, transitioning between asynchronous and synchronous learning models.
- Each instrumental student will be provided with an interactive online method book, providing students the ability to record video and audio assignments, with or without accompaniment, and receive both instant feedback as well as individualized feedback from their teachers.
- Instruments will be distributed at the school sites.

While students may be learning at a distance, our shared passion and curiosity for music and art in APS will keep us united as a community.

CAREER AND TECHNICAL EDUCATION (CTE)

All Career and Technical Education (CTE) courses will be offered at the comprehensive high schools and other programs and at the Career Center per the 2020-21 program of studies. During full distance learning, students enrolled in full-time programs at the Career Center (Academic Academy, Arlington Tech, English Learner Institute, and PEP) and at the comprehensive high schools and other programs will be able to take the CTE courses offered by teachers based at the Career Center via distance learning.

All Career and Technical Education (CTE) Students will engage in new content across all CTE Clusters using both synchronous and asynchronous models.

- Students will engage in learning activities aligned with required CTE competencies.
- Formative assessments will occur daily to help guide instruction.
- Students will engage in content specific lab work.
- Workplace readiness skills will occur in the virtual learning model.

- CTE specific tool kits including consumables and required tools will be provided.
- Virtual tools will be used in some courses to enhance the distance learning experience.
- Some credentialing opportunities will be provided during this school year both via distant learning and at approved testing sites.

The CTE Office and teachers are committed to provide a quality and engaging distant learning opportunity to all APS students.

SOCIAL-EMOTIONAL LEARNING (SEL) AND SUPPORT

We know that many students will likely have experienced some trauma during the pandemic, and many are also experiencing stress and adverse childhood experiences. To create the transition to new academic learning in this unprecedented school year, we must begin by allowing sufficient time to address and process physical and mental health needs of students. Social-emotional learning (SEL) is an essential foundation for learning and will be incorporated into weekly schedules for all students throughout the school year.

SEL instruction in Grades 6-12 is 30 minutes/weekly.

High School: All synchronous virtual advisories on Mondays will include review of and reflection on the pre-recorded counselor video-taped lessons using the high school foundational SEL program: Sources of Strength.

Middle School: On Mondays, pre-recorded SEL lessons will be assigned to students by teachers. HomeLinks, an activity that your family can do at home, will be shared to practice and reinforce lessons.

Staff will assess students' social emotional well-being through weekly engagements during Teacher Advisory (TA). Hotlines and other important mental health related information will be made available to students to easily access through Canvas.

Additional synchronous lessons will be done during advisory time and through advanced scheduling with teachers to include lessons on topics, such as: bullying prevention, substance abuse, college and career preparation, and scheduling.

Counselors will hold daily office hours and meet with students and families, by appointment.

SPECIALIZED SERVICES FOR SPECIAL EDUCATION STUDENTS

Teachers will review Individualized Education Programs (IEPs) or Section 504 Plans for students in their class, so that services and accommodations can be implemented in the distance learning model. Special Education teachers and Case Carriers will be collaborating with classroom teachers and Collaborative Learning Teams (CLTs) to ensure supports are thoughtfully planned for and implemented.

Some common accommodations used in virtual learning may include:

- Reinforcing instruction through written materials and voice recordings
- Providing copies of all notes and handouts
- Allowing students to slow down the pace of content or have extended time
- Providing assessment (testing) in the student's most successful format
- Providing students opportunities to use alternative methods for assignments
- Having multiple ways to assess course content, and provide students options for task and assignment completion

For additional suggestions on collaborating with IEP Teams, please visit [Special Education Supports and Services: Fall, 2020 Guidance for Families \(apsva.us/special-education/fall-2020-special-education-information-for-families-8-25-20/\)](https://apsva.us/special-education/fall-2020-special-education-information-for-families-8-25-20/).

SPECIALIZED SERVICES FOR ENGLISH LEARNERS

Secondary English Learners (ELs) will be provided their English language development (ELD) through their ELD courses in the distance learning environment. This will include specific time for synchronous learning, with a focus on English language development as well as content attainment. In addition, there will be an asynchronous time for students to practice their new skills and work on new content. EL teachers will include whole group, small group and possibly some individual work with students while in the distance learning model. The focus will be on students' four language domains (reading, writing, speaking and listening), as well as the content of that particular class (e.g., English language arts, science, social studies, etc.) Secondary teachers were trained on best practices for distance learning, specifically for ELs, during their pre-service training week.

- Synchronous time will be used for instruction that has appropriate language and content goals. This will also provide students time to practice using their English skills.
- Models for Distance Learning for ELs at the Secondary Level:
 - Distance learning English Language Development – ELs are in a distance learning class taught by a certified EL teacher. The instruction focuses on both English language development and content (e.g., English Language Arts, Science, etc.)
 - Distance learning co-taught content class – ELs are in a general education distance learning setting class with a content teacher and an EL teacher. The EL teacher focuses on the English language development and the content teacher focuses on the content.

- All teachers will use content and lesson objectives in order to keep the learning focus on content and language development.
- EL Counselors will support secondary ELs' social-emotional well-being. They will work with ELs who may be experiencing trauma or issues with acculturation, reunification or other problems that are negatively impacting them and their academic performance.

SPECIALIZED SERVICES FOR GIFTED STUDENTS

The APS model for delivering differentiated instruction for gifted learners is a “collaborative cluster” model and is guided by our adopted local plan. Gifted learners are clustered by classrooms, to provide more efficiency in planning and ongoing delivery of differentiated instruction, with weekly coaching and support from the Resource Teacher for the Gifted (RTG). This structure allows students an ongoing opportunity to learn and work with their academic peers.

Teachers, intensified/AP/IB teachers and Resource Teachers of the Gifted (RTGs) will collaborate and plan challenging curricula that support critical thinking to meet the unique cognitive and socio-emotional needs of gifted learners.

RTGs will continue ongoing support and coaching of cluster teachers in middle school and to intensified/AP/IB teachers in high school. They will support instructional planning using the APS Critical and Creative Thinking Framework and/or curricular framework of resources written for gifted learners as supported by content offices.

RTGs will continue collaborating with special education case carriers and teachers to provide planning and support for twice exceptional (2e) learners supporting the Instructional Expectations for Special Education in this document. When possible, the RTG will be part of the IEP and 504 process.

RTGs will continue collaborating with English Learner teachers to support students who are advanced/gifted and need extension activities.

AFTER SCHOOL ACTIVITIES AND SPORTS

Please see this [Parent Academy video \(youtube.com/watch?v=4s2qyclPAbo\)](https://www.youtube.com/watch?v=4s2qyclPAbo) that provides information on clubs, activities and athletics during the distance learning model. Videos will be updated as more information becomes available.

While under COVID guidance, APS will align its activities and athletics with the governor's guidance, the Virginia Department of Education, and the Virginia Department of Health phases.

ATHLETICS

HIGH SCHOOL ATHLETICS

APS conducted successful out-of-season workouts for fall sports this past summer, with high participation rates at all three comprehensive high schools. On August 21st, these conditioning sessions paused for the first month of school, so our student athletes, who are students first, can get a successful start to their virtual academic setting. Student athletes, while focusing on their academics, can also stay conditioned by participating in at-home workouts provided by their coaches.

APS hopes to resume conditioning sessions in the beginning of October for all sports, to provide physical training for student athletes and also much-needed social and emotional support for our student athletes, through connection with their coaches and other trusted adults. To replicate the success of this summer and its safety precautions, all workouts will be outside.

At this time, no decision has been made whether student athletes who opt to remain in the distance learning model, once the transition has been made to hybrid/in-person learning, will be able to participate in in-person athletics and activities.

MIDDLE SCHOOL ATHLETICS

There are no middle school athletics at this time, and more information will be provided later this fall.

CLUBS AND ACTIVITIES

APS has many clubs and activities that will be virtually available to all students. Being part of a club is a wonderful way to strengthen and extend relationships with peers outside of the classroom, and APS offers students many different options, such as student government, Odyssey of the Mind, yearbook, best buddies, board games, debate, technology, and many more. These opportunities provide students the ability to pursue interests outside of their academic studies.

Parents should check their child's school website for information on the types of clubs and their descriptions. The website should also have the date and time that these clubs will be meeting virtually and contact information for their sponsors.

ATTENDANCE

Virginia Department of Education (VDOE) requires that attendance be taken daily. In order to be considered “in attendance,” students are expected to interact and respond to "meaningful interactions" with their teachers every day.

Attendance is not based on assignment completion. Attendance will be documented in Synergy. Families will be contacted if students are marked absent because they did not complete a check-in that day.

DAILY ATTENDANCE

Check in for Daily Attendance, Monday-Friday

- Students must check in to “Homeroom/TA period” course daily (M-F) by 4:00 p.m.
- This will mark them as present for the whole day. The student will be marked as absent if the check-in is not completed.
- Students who are having connectivity issues need to report no later than 11:00 a.m. to their school’s attendance hotline
- If a student is ill and cannot complete the check-ins, parents please email and/or call the attendance office to report the absence.
- Attendance phone calls will go out at 7:00 pm.

PERIOD ATTENDANCE

Period attendance will be documented in Synergy. Teachers can use any of the following methods for monitoring period attendance:

- Online form, question, survey (i.e. exit ticket, SEL video question, etc)
- Chat participation (directly with teacher or as part of a teacher facilitated group chat)
- Phone call from teacher to student (especially relevant for students with connectivity issues)
- Participation in a MS Team meeting related to the class

For information on acceptable absences and attendance procedures, please see the [APS Handbook \(apsva.us/wp-content/uploads/2020/08/Handbook2020-21-distance.pdf\)](https://apsva.us/wp-content/uploads/2020/08/Handbook2020-21-distance.pdf).

ASSESSMENT & GRADING

Teachers will assess student readiness in September based on diagnostics and formative assessments. A variety of assessments will be used throughout the year to monitor progress and students' mastery of standards and skills. Digital assessment tools (i.e. Canvas Quizzes) will be used to evaluate ongoing learning. The data collected will be used to help modify instruction and support students' learning.

Summative assessments (e.g. projects, tests, essays) will be used to measure students' level of proficiency upon the end of the unit of instruction.

Teachers will provide detailed information in their syllabus which will include what they expect from students and how they will be evaluated. Students will be provided with timely and meaningful feedback as they master outcomes on key learning standards and instructional objectives.

Teachers will follow the grading procedures and guidelines as detailed in the [School Board Policy Implementation Procedure I-7.2.3.34 PIP-2: Communication – Grade Reporting to Parents \(Grades 6-12\)](#).

TECHNOLOGY SUPPORT

All middle school students will receive an iPad, and all high school students will receive a Macbook Air. Students who do not have internet access at home will be provided with it, either through a MiFi mobile hotspot or through the APS partnership with Comcast. ([more details here: *apsva.us/internet-service/*](#)) All devices are distributed by your school.

If students are experiencing issues with their device or internet access:

- Email or contact their teachers for any class/content that they may be missing (if they are able to).
- Check their school's website for tech help and tips from their school's Instructional Technology Coordinator (ITC).
- Troubleshoot if possible, using these resources:
 - School website
 - [APS distance learning webpage \(*apsva.us/school-year-2020-21/technical-support/*\)](#)
 - [iPad resources \(*apsva.us/ms-student-technology-tutorials/*\)](#)
- Submit the problem using the [school's tech help form \(*apsva.us/digital-learning/contact-itc/*\)](#)

PARENT ACADEMY

APS is providing families with tips and resources on distance learning through the [APS Parent Academy](https://parentacademy.apsva.us) (parentacademy.apsva.us). The Parent Academy includes a series of pre-recorded courses, video tutorials and additional resources to help you understand the distance learning process, and to help you optimize your student's experience. The videos and resources provide information from APS educators about distance learning, and address frequent questions, such as:



- Tips for supporting your student and setting up a successful learning environment at home via Microsoft Teams
- How to access and use Teams, Canvas, Seesaw
- Instructional delivery for Career and Technical Education (CTE) and Arts electives
- Delivery of specialized services and supports for students with disabilities, English Learners & Gifted students
- What to expect for extracurricular activities and athletics
- Information about Advanced Placement (AP), International Baccalaureate (IB) and Dual Enrollment courses as part of the distance learning model

APS will continue to add new courses, host interactive sessions and add resources in other formats throughout the year.

SUPPORTING YOUR STUDENT

Here are some suggestions you can use to help your child prepare for distance learning.

- Help your child establish routines and maintain a schedule
- Identify a space where your child can learn comfortably. An optimal setting is a quiet location where your student can spread out their device and other learning materials on a table or desk.
- Encourage breaks with physical activity and exercise
- Track your child's learning via Canvas and/or ParentVue
- Communicate with your child's teacher, school counselor or administrator if you feel your child needs additional resources or support

HEALTH AND SAFETY: TRANSITION TO HYBRID MODEL

Health and safety and preparation for transitioning to in-person learning remains our primary focus and is at the core of our return-to-school planning. APS has a robust, comprehensive health and safety plan based on CDC, Virginia Department of Health and Arlington County Public Health division guidance. Additional [health and safety information is available on the APS website \(apsva.us/school-year-2020-21/transition-to-hybrid-in-person-model/\)](https://apsva.us/school-year-2020-21/transition-to-hybrid-in-person-model/).

APS remains in close contact with state health officials and the Arlington County Public Health Division, to monitor health data and evaluate opportunities to phase in hybrid, in-person instruction. When we determine it is safe to begin this transition, we will prioritize in-person instruction for students with disabilities first, followed by students in grades PreK-3 and English Learners. We will work toward transitioning all families who select the hybrid in-person model, based on health data and guidance from health officials. APS will notify families well in advance as plans progress and circumstances change.

KEY CONTACTS

If you have a problem with your assignments or need technical support, please contact your student's teacher or your school's ITC. Your first point of contact if you need help with your student's schoolwork is always your teacher or your school.

General questions and feedback can be submitted using the [APS Engage online form \(apsva.us/engage/engage-aps-online-feedback/\)](https://apsva.us/engage/engage-aps-online-feedback/).

Thank you for your support and partnership in distance learning for the 2020-21 school year.