Building the Future

CCPS

Carroll County Public Schools

Reopening and Recovery Plan

July 29, 2020
Revised September 2020

Board of Education

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CCPS Core Statement, Values, & Beliefs

Core Statement:	*Carroll County Public Schools: Building the Future*

Core Values:	• The Pursuit of Excellence • A Safe and Orderly Learning Environment • Fairness, Honesty, and Respect • Priorities, beliefs, and mores of our local community	• Life-Long Learning and Success • Community Participation • Continuous Improvement

Core Beliefs	
The Board of Education believes that the Carroll County Public Schools system operates effectively and efficiently when:	
The greater Carroll County Community:	• Values the importance of a quality education • Supports educational initiatives at home • Volunteers in schools • Forms partnerships with schools to support system initiatives
All central office staff:	• Establish and maintain a framework for organizational decisions to be based on empirical data • Establish and maintain a safe and orderly environment for students and staff • Provide adequate resources that are equitably distributed • Provide an equitable educational opportunity for all students • Communicate effectively with all stakeholders • Enforce accountability for system initiatives • Model effective leadership and professional respect • Provide a diverse program of studies with a global perspective designed to meet students' educational goals • Respect and appreciate diversity • Coordinate professional development opportunities that are relevant, site-base, job embedded, aligned with the tenets of cultural proficiency, and meet the needs of all staff • Empower employees, students, and communities to make school-based decisions within an established framework
All school staff:	• Welcome their school community • Establish positive home and school relationships • Provide a safe and orderly learning environment for students and staff • Work to ensure that every child succeeds • Display cultural proficiency while respecting and appreciating diversity • Prepare students with a global education • Place priority on the educational needs of students • Motivate students to learn • Recognize the unique learning styles of each student • Facilitate learning by encouraging, prompting, interacting, and connecting with students • Establish and maintain positive and appropriate relationships with students • Ensure learning by providing instruction that meets each student's individual needs • Support student success • Encourage students to make choices that provide challenges • Assess student progress through both formal and informal methods and then provide appropriate and targeted data-driven instruction • Engage students in rigorous and relevant instruction
All students:	• Enroll in coursework that prepares them to be career – college ready • Obtain the skills to thrive as independent 21st century learners • Become knowledgeable, responsible, and caring citizens • Respect and appreciate diversity among peers • Demonstrate respect for the learning environment and other individuals • Reach their potential • Develop effective communication, interpersonal, and leadership skills • Participate in varied co-curricular and extracurricular activities

Executive Summary

Planning Process

Once the initial school closures, initiated in mid-March 2020, were extended by the State through the end of the school year, attention began to turn to planning for eventual reopening for the 2020 – 2021 school year. With our 2019 – 2020 year-end protocols finalized, Dr. Lockard shifted the system's focus toward reopening planning.

The Superintendent's Cabinet was directed to serve as the core planning body for the CCPS reopening and recovery plan. Three work groups were established to develop the plan: Operational Logistics and Safety Work Group, Academics, Equity and Accountability Work Group, and Schools and Student Support Work Group. Each work group was chaired by a Cabinet member. Jon O'Neal, Chief Operating Officer, served as the Plan Coordinator, responsible for the development of the final reopening and recovery plan, which collates the research of each work group. Dr. Lockard directed that a communication plan was integrated into the planning process to ensure consistent communication and feedback gathering throughout the plan's development and implementation. The communication plan includes a series of public Board of Education meetings to discuss implementation, dedicated website informational sections, and an array of community messages provided by the system or at the school level.

In addition to the planning committee, stakeholder input and feedback was critical to the process. The key stakeholder groups of parents, students, employee groups, and members of the emergency management community were identified. The committee relied on the Board's advisory committees, the five employee units, and student government leaders to serve as stakeholder representatives through whom we vetted the plan's development. There were also two broad community surveys conducted to gauge parent and employee feedback at different times in the process. In addition, the Carroll County Health Department was routinely consulted throughout the planning process.

The Operational Logistics and Safety Work Group was chaired by Michael Hardesty, Director of Transportation Services. The work group included Facilities, Finance, Human Resources, Technology Services, Transportation, School Security, and Student Health Services.

The work group addressed the following operational areas:
- cleaning and sanitizing;
- procuring and distributing PPE and other required equipment;
- required building and building space modifications;
- pupil transportation;
- building access and visitor management;
- student meal services;
- staffing and employee concerns;
- logistics for required staff and student health screenings; and
- protocols to respond to staff and student exposures.

The Academics, Equity and Accountability Work Group was chaired by Jason Anderson, Chief of Academics, Equity, and Accountability. The work group included Curriculum, Instructional Technology, Equity, and Special Education.

The work group addressed the following instructional areas:
- an instructional plan based on the delivery format under which we will operate to open the 2020-21 school year;
- a plan that provides consistency and access for all students;
- coordination of instructional materials;
- options for flexibly grouping students to address learning loss during closure;
- distance learning for students who are not in school on a given day;
- equitable instructional delivery, allowing for supplemental support as appropriate, through additional learning opportunities;

- virtual school options for students who cannot or do not return to school; and
- professional development opportunities or collaborative planning for staff.

The Schools and Student Support Work Group was chaired by Cindy McCabe, Chief of Schools. The work group included School Directors, Student Services, Athletics, and Special Education.

The work group addressed the following operational areas:
- develop a weekly/daily school schedule;
- overlay weekly school schedule onto school calendar;
- staffing to support the instructional delivery model and social distancing and community health protocols in schools;
- appropriate school-based support for student receiving special services, including students with disabilities, students with 504 plans, English Learners and students receiving intervention;
- support necessary to address the social-emotional well-being and mental health of students;
- appropriate support for homeless students and students relying on home/hospital teaching;
- compliance with special education law, 504 requirements, and local requirements;
- procedures for monitoring attendance;
- assignment and grading procedures; and
- extra-curricular opportunities for students.

Plan Development

The committee and workgroups relied on guidance from the appropriate authorities throughout the process. These authorities included the Governor's Office, the Maryland State Department of Education (MSDE), the Maryland Department of Health (MDH) and the Carroll County Health Department (CCHD), the Center for Disease Control (CDC) guidance, and the American Academy of Pediatrics. Major documentation referenced by the committee includes:

- Governor's Office:
  - *Maryland Strong: Roadmap to Recovery*; and
  - Executive Order and Interpretative Guidance

- Maryland State Department of Education:
  - *Maryland Together: Maryland's Recovery Plan for Education* (rev. June 2020); including
  - Specific State Requirements for Opening Schools

- Maryland Depart of Health:
  - Guidance for Use of Cloth Face Coverings in Schools; and

  - Response to a Laboratory Confirmed Case of COVID-19 and Persons with COVID-19-like Illness in Schools, Child Care Programs, and Youth Camps

- Center for Disease Control:
  - Considerations for Schools;

  - Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes; and

  - What Bus Transit Operators Need to Know About COVID-19

- American Academy of Pediatrics:
  - COVID-19 Planning Considerations: Guidance for School Re-entry

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These significant guidance documents were applied by all three work groups and the requirements contained within have impact for all aspects of the reopening and recovery plan, including the model for instructional delivery.

Some of the challenges faced by the committee included the evolving nature of authoritative guidance and the apparent and unapparent contradictions contained within the guidance. For example, the committee began work before the June revision of the *Maryland Together: Maryland's Recovery Plan for Education* was released. The prior version did not include the 13 specific Requirements for Opening Schools contained in the June release and the work groups had to reconsider those specific items.

An example of an apparent contradiction in the guidance is found in the MSDE guidance specific to cleaning and disinfecting. There are multiple references to the process of cleaning and disinfecting school spaces and buses and the references are rarely consistent. At different times the requirement for disinfecting is referred to as "at least daily," "routine," "frequent," "as much as possible," and "between use." This left it to the work group and committee to develop CCPS reopening guidelines that were feasible given the logistics of each situation and the resources available.

Lastly, an example of an unapparent contradiction in the guidance relates to the specific requirements for social distancing and the references from State officials for the number of individuals allowed in any single gathering. The stages of the Governor's plan, or statements from the State Superintendent, discuss the number of individuals permitted in a gathering. For instance, Stages I and II of the Governor's plan limits gatherings to 10. At one of the press conferences, the State Superintendent indicated that class sizes for childcare or schools may be 15. In different executive orders, various businesses or events are permitted at established maximum capacities, such as 50%.

However, all of the formal guidance remains predicated on the CDC guidelines for social distancing, which advises six feet of separation for individuals. If the CDC rule of maintaining 6 feet of separation is followed strictly, then the allowable class size is very limited based on to the square footage and physical layout of each space we intend to use. Ultimately, the work groups and committees were left to consider the guidance, consult our peer groups throughout the State, work with State officials, and find balance in developing instructional models that follow the intent of the guidance while providing the most beneficial in-person school model given the circumstances.

Plan Timeline

When Superintendent Lockard formed Cabinet as the planning committee at the beginning of June, he outlined a timeline to develop the plan, incorporate feedback, and obtain Board of Education approval by early August 2020. Subsequently, MSDE announced its requirement that each local school system complete its plan by early August. This requirement fit within Dr. Lockard's original timeline.

June 8:	Cabinet began plan development		July 15:	Initial draft plan complete; Board of Education update meeting
June 17:	Initial community survey released		July 29:	Board of Education decision
June 24:	Board of Education update meeting			Communication and stakeholder vetting: Ongoing throughout planning process

Plan Format

The CCPS Reopening and Recovery Plan contains three major sections: Academics, Equity, and Accountability; Schools and Student Support; and System Operational and Safety Guidelines. Although there is some inherent overlap, in general, the plan sections reflect the work of the three planning work groups, respectively. Collectively, these three sections incorporate the specific items included in the three work groups' charges. In general, these three sections are meant to serves as a reference for employees or stakeholders to consult regarding our reopening and recovery process.

Executive Summary

Lastly, there is a section titled Variables and Contingencies for Implementation. This section is intended to highlight that there are potential scenarios that will impact our ability to implement our reopening and recovery plan. Depending on the type of scenario and its severity, the impact may be to one or more schools and for a few to several days. This section of the plan is meant to provide some examples of variables and contingencies but is not intended to be an exhaustive list of every possible scenario.

Stakeholder Feedback

Soliciting feedback from the public and identified, representative stakeholder groups has been ongoing throughout the process. This includes community email blasts following each formal update meeting, two surveys each to parents, employees, and students. The first survey occurred at the beginning of the process and the second with the release of the draft plan. Additionally, the three work groups shared findings with the representative stakeholder groups as the work unfolded and solicited feedback. When the draft of the CCPS Reopening and Recovery Plan was developed, it was sent to the stakeholder groups and a request for collective comment from each group was made.

Feedback received covered a broad continuum. Not all input received was direct feedback to the plan. Sometimes individuals have offered a general viewpoint on reopening. For instance, individuals expressed views that schools should simply reopen in September or, in the converse, others expressed that schools should resume with virtual instruction.

Much of the feedback received was questions specific to the individual or group responding. This included detailed questions about employment procedures, cleaning and sanitizing protocols, and staff assignments, to name a few.

All feedback was reviewed by Cabinet and vetted through the work groups. Appropriate adjustments were made as the work evolved into the draft plan. In some cases, we tried to answer individual questions, however, not all questions were answered directly. In part, this is due to the volume and, in part, because certain questions must be answered in system operational procedures outside of the plan.

It would be impossible and impractical to attempt to answer every specific question within the plan itself. The more specific questions must be answered through a combination of operational procedures or through other types of system communication. For example, questions about employee absences and leave requests will reside in Human Resources procedures. Many of those procedures already exist and may require an update to reference COVID-19. In fact, there is a COVID-19 section on our Human Resources website, which will be updated for the start of the school year.

Questions about staffing or specific staff assignments will come from each department head or principal, as always. The plan establishes general protocols for school schedules and return to work, but assignments are implemented at the specific work location. Certainly, we will have continued articulation with employee units, particularly after the draft plan is released, to discuss staffing and assignments in general. However, as in every school year, specific assignments will occur at the school level.

When the draft plan was submitted to each of the representative stakeholder groups, each group was invited to provide a collective response to the draft plan from that representative group. For those stakeholder groups who submitted a group response, those responses are included in an appendix to the final plan. Likewise, the results of both sets of parent, employee, and student surveys are included in an appendix as well.

Decision of the Board of Education

At the Board of Education meeting on July 29, 2020, the Superintendent and staff presented a revised, draft plan to the Board. The revisions included all items for which the Board provided direction through discussion at its July 15, 2020 meeting. At that point, staff shared with the Board that there were no additional substantive changes pending for the plan unless the Board determined specific, additional revisions.

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Following the presentation, Mr. Singer, the Carroll County Health Officer, presented recent community health data points. Mr. Singer informed the Board that, given the recent increases in community cases, he was less comfortable with CCPS opening in September in the hybrid model than he may have been a few weeks prior.

Finally, Dr. Lockard presented his recommendation to the Board, the complete version of which may be accessed by clicking here. Dr. Lockard, in summary, recommended that:

- Schools will reopen for the 2020-21 school year in the enhanced, full virtual model;
- We will bring in small groups of students at that start of the year for in-person instruction, focusing first on special education students and Career and Technology Center students; and
- The reopening decision with be revisited no later than the October 14, 2020 Board of Education meeting.

After significant discussion, the Board of Education unanimously voted to approve Superintendent Lockard's recommendation with the following key stipulations from the Board incorporated:

- The amount of synchronous instruction at each level in the plan in the enhanced, full virtual model is revised from a minimum of 20% to a target of achieving 50% of synchronous instruction. Dr. Lockard and staff have developed a sample daily schedule as part of the plan to illustrate how synchronous instruction fits into the student day;
- Reinforcing the Superintendent's recommendation to provide small group instruction at the start of the year, focusing on special education and Career and Technology Center students;
- Clarifying that employees, including teachers, may physically report to work at their discretion even during the enhanced, full virtual model;
- Reinforcing the Superintendent's recommendation to revisit the reopening decision no later than the October 14, 2020 Board meeting; and
- Tracking key community and health data and metrics, in consultation with the Carroll County Health Department, in advance of revisiting the reopening decision.

The final CCPS Reopening and Recovery Plan that follows incorporates the Superintendent's recommendation and the Board's unanimous decision, including the key stipulations of the Board.

Academics, Equity, and Accountability

Instructional Programming

Carroll County Public Schools is committed to providing clear expectations of our Continuity of Learning Plan when the "traditional" school experience needs to be modified. As we plan for the possibility of a modified 2020-2021 school year, our priorities include the safety, well-being and instructional practices to engage our students, families, and staff.

Instructional programming, whether traditional, hybrid or completely virtual will be based on consistent practices and expectations across grade levels for CCPS teachers, support employees and school staff during a period of modified or traditional instruction. Teachers, support employees and building administrators will implement consistent procedural practices for synchronous/asynchronous instruction, established office hours, posting asynchronous assignments, identifying due dates and creating parameters to ensure equity for all students while being placed in a position to be successful. It will be imperative that each teacher establishes clear expectations for modifying assignments and differentiating instruction to engage all students in the learning process. This will include consistent grading, assessment and learning expectations that are aligned to the Maryland College and Career Readiness Standards (MCCRS), the CCPS Curriculum, Assessments and the CCPS grading policies.

CCPS plans to provide students and families with a variety of instructional environments based on the current stage of recovery. Students will either receive a combination of virtual and at-school instruction, which we will refer to as a hybrid instructional model or a complete distance learning model where students will take part in a virtual synchronous environment, video-conferencing with their teachers and completing assigned work in an asynchronous environment where students are working independently online or on traditional paper/pencil assignments.

Synchronous Instruction - A group of students engaging in learning at the same time. Clear expectations will create a better teaching and learning environment. Teachers should set specific ground rules prior to the online session beginning (stay muted unless called on, raising hands when wanting to speak, not writing in the chat unless instructed to, etc. Google Meet and Microsoft Teams are recommended).

Asynchronous Instruction - Students learn the same material at different times and locations. Teachers will be assigning work to be completed by students. These assignments and tasks often will be completed by the student independently and in response to objectives set forth for the day within individual lessons.

Addressing Learning Loss and Acceleration in CCPS

CCPS is committed to supporting students and families by providing instructional opportunities to address and remedy any learning loss of students due to the circumstances created by the pandemic. Since the conclusion of the 2019-2020 academic year, CCPS has taken several actions to integrate a systematic approach to meeting the academic and social emotional needs of students.

The months of July and August were devoted to the ***CCPS Summer Recovery and Jumpstart Model***. The summer of 2020 was comprised of virtual and onsite-learning opportunities for identified students. Students were identified by teachers, counselors, and administrators based on spring performance metrics captured through quantitative and qualitative measures of academic achievement, engagement, and other identified needs.

During the month of July, students identified by school staff took part in the ***CCPS Virtual Summer Recovery Program*** where students worked in small groups with teachers (ratio of 1:9) to review, solidify and accelerate learning. Instruction was based on the previous year's curriculum aligned to the MCCRS, and the pre-teaching of content of the approaching academic year. These efforts ensured a successful transition to the next grade level or course. The small intimate virtual environment provided a more successful experience for students and families as teachers became more proficient with virtual instruction and were able to be more responsive to a smaller group of students. In addition to academic support, CCPS partnered with organizations such as Innovators Hall of Fame to provide virtual enrichment opportunities throughout the month of July.

During the month of August, small groups of students who receive specialized instruction, students receiving ESOL services and students enrolled in CTE programs returned to school through the ***CCPS Jumpstart Model***. Students attended school to work in small groups with teachers to reengage and provide a preface to the upcoming academic

year. Students in the CTE programs were able to gain valuable hours of hands-on experience toward their future endorsements and industry certifications.

During our Enhanced Virtual Model of Instruction beginning the first week of school, students who are in need of intervention to daily instruction will find support through Evidence Based Intervention Programs during the virtual school day during synchronous support blocks throughout the day. These supports will assist students with learning recovery will be delivered by a variety of staff members depending on the school's individual schedule.
In addition to addressing learning loss and recovery, students will have opportunities for acceleration and enrichment through Advanced Academic programming. Advanced Academic programming will be delivered synchronously and asynchronously throughout the school (*see Advanced Academic Instructional Schedule*). Students will be enriched and challenged above and beyond the general education instruction.

During the second week of school, small groups of students will begin to return to school buildings within CCPS. Students in specialized programs as well as enrolled in our CTE programs will have opportunities to begin engaging with classroom instructors face to face. These programs will gradually grow with a phased approach gradually increasing the number of students attending school each day with a target date of Hybrid Instruction beginning on October 19th.

Once all students have returned to school buildings, CCPS will look to implement Extended Learning Opportunities (ELO) after school to address learning loss through instructional programs that focuses on student achievement and beginning to provide recovery/compensatory services for a number of students.

Returning 2020 Assessments

It is required by the Maryland State Department of Education (MSDE) that all students are assessed as we begin the 2020-2021 school year. Assessments at the beginning of the year will ensure that schools are capturing current student understanding of concepts that have been taught and lost during the time away from buildings as a result of COVID-19 and summer break. Teachers will be able to use this timely data to diagnose and prescribe appropriate personalized instruction to be responsive to areas where conceptual and procedural understanding is necessary.

The following assessments will be utilized by CCPS in September of 2020:

Elementary School Math

Curriculum charts have been created at each grade level for each unit that identify the content standards that may be impacted as a result of Distance Learning from March-June. Formative assessments will support teachers in finding out which students need to have the previous grade level standard taught or reviewed. Each grade at the elementary level will utilize formative assessment banks, math tasks and modified unit assessments that align with the appropriate grade-level Focus standards.

Secondary Math

Formative assessment strategies will be used by secondary math teachers, regardless of setting, to determine where learning gaps exist for students. Various tools will be available and utilized by teachers, such as: Google Forms; Edpuzzle; Khan Academy; Quizzizz; Kahoot; self-assessments; exit tickets; Google docs w/ Kami; Flipgrid.

 In addition to the above assessment strategies, following formative and/or summative strategies will be utilized in a traditional setting: Paper/pencil quizzes and tests; Star Math diagnostic assessment (middle school only); Performance Matters Benchmarks in grades 6, 7, 8, and Alg I; Discovery Ed Benchmarks in Geometry and Alg II.

Elementary ELA Assessments

 Pre-K students will be assessed midyear and will follow regular protocol for assessing at that time or a modified plan made available to all Pre-K teachers. ELA Specialists will assess all Kindergarten students in September using the

Academics, Equity, and Accountability

Incoming Kindergarten Primary Literacy Assessment (usually administered over the summer before students begin their Kindergarten school year).

First Grade students will be assessed through September/October with priority given to DAPPA- Substituting Initial Consonant and Deleting Initial Consonant, as well as Carroll County Phonics Assessment Tasks 1 and 2A. Fundations assessments will be used following instruction of each unit. All parts of the Primary Literacy Assessment, including Running Records will be administered by the classroom teacher and/or ELA Specialist based on 2019-2020 assessment data, and the individual needs of students.

Second Grade students will be assessed through September/October with priority given to Carroll County Phonics Assessment Tasks 2D-2F and High Frequency Words. Fundations assessments will be used following instruction of each unit. All parts of the Primary Literacy Assessment, including Running Records will be administered by the classroom teacher and/or ELA Specialist based on 2019-2020 assessment data, and the individual needs of students. Students will complete the Reading Inventory based on the minimal reading level expectations set forth by the county and a modified Comprehension Benchmark Assessment (see below).

Third Grade students will be assessed through September/October with priority given to Carroll County Phonics Assessment Tasks 2I and 2J. Fundations assessments will be used following instruction of each unit.   Students will complete the Reading Inventory based on the minimal reading level expectations set forth by the county and a modified Comprehension Benchmark Assessment (see below).

Fourth and Fifth grade students will be assessed through September/October using the Reading Inventory, a modified Comprehension Benchmark Assessment (see below), and Wonders Weekly Assessments aligned to instructional units.

 Grades 2-5 The Comprehension Benchmark Assessment: The first (of two) Comprehension Benchmark Assessment will be broken into two parts (narrative and informational) to be administered after corresponding instructional units have been taught. Assessment information will be used for flexible grouping and instructional purposes. The first CBA will be reported to parents in the form of a letter with county comparison data provided. The end-of-year CBA will be given as one assessment with the format closely matching that of the MCAP format and expectations. The second CBA will be aligned to the instructional units taught through the ELA Curriculum.

Grades 2-5 Reading Inventory: For all students meeting the minimum Guided Reading Level L will be given the Reading Inventory as a new "baseline" assessment and compared to the last RI score (if one exists) and used for flexible grouping and instructional purposes.

 Secondary English

A modified version of the CCPS fall benchmark assessments to determine gaps in content and skill fluency will serve as our initial assessment for all secondary students. CCPS will utilize Reading Plus and Revision Assistant to establish new baselines of student performance in reading comprehension and writing for specific student populations. Reading Inventory will also be utilized for students at the high school level.

Instructional Models

The following graphic reflects a crosswalk between the stages in the State recovery plan and the corresponding models of instruction we are able to implement in CCPS in each stage. More detailed description of each model follows the crosswalk.

Crosswalk of State Plan and CCPS Instructional Models

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┌──────────────┐     ┌─────────────────────────────┐
│  MD Stage I  │     │ CCPS – Enhanced             │
│              │     │ Virtual/Distance Learning   │
└──────┬───────┘     │ Model                       │
       │             └─────────────────────────────┘
       ↓
    ┌──────────────┐     ┌─────────────────────────────┐
    │ MD Stage II  │     │ CCPS – Hybrid Model         │
    │              │     │                             │
    └──────┬───────┘     └─────────────────────────────┘
           │
           ↓
        ┌──────────────┐     ┌─────────────────────────────┐
        │  MD Stage    │     │ CCPS – Traditional Model    │
        │    III^      │     │ with certain restrictions   │
        │              │     │ as required                 │
        └──────────────┘     └─────────────────────────────┘
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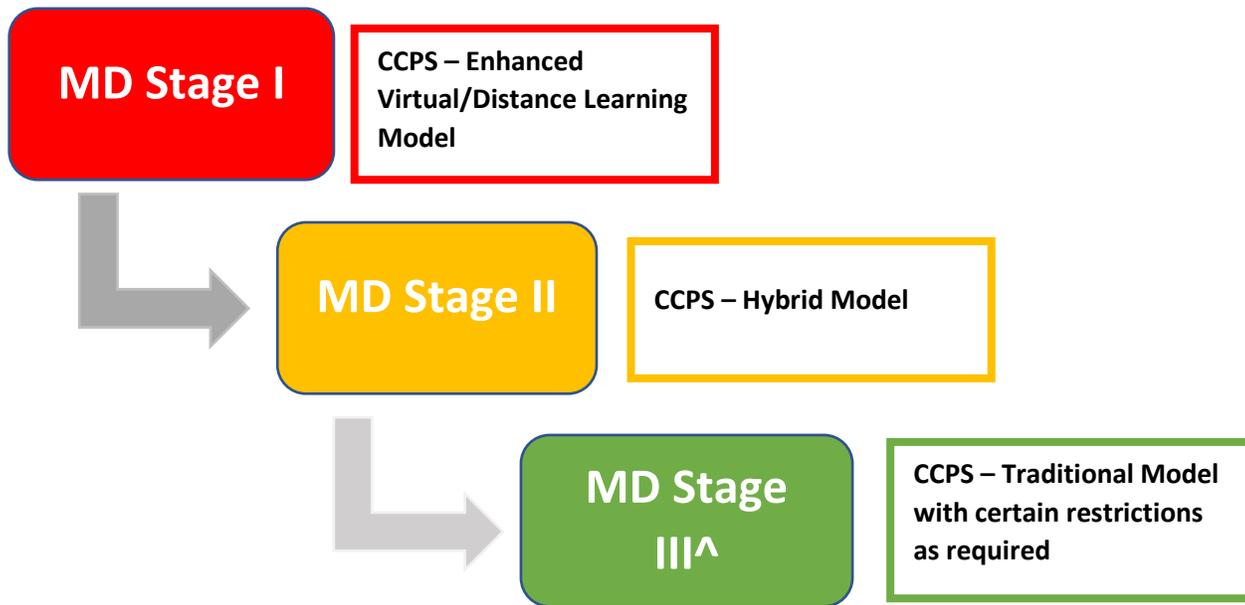
Stage I - CCPS Enhanced Distance Learning Model

The CCPS instructional environment for Stage 1 will be comprised of distance learning strategies to meet the needs of all students. A combination of synchronous and asynchronous approaches will be utilized by teachers to deliver the CCPS curriculum aligned to the Maryland College and Career Standards. Departmentalization or contained classrooms may continue to be implemented based on staffing and principal discretion. Students who lack connectivity will receive traditional paper/pencil resources to be completed under the direction and support of the classroom teacher.

Stage 2 - Hybrid Model*

The CCPS instructional environment for Stage 2 will be comprised of students receiving onsite school-based and distance learning instruction. Students will be assigned to cohorts indicating which days they will attend school and which days they will access the virtual learning environment. Regardless of whether students are attending school in person or virtually on a given day, all students will be receiving synchronous and asynchronous instruction consistent with expectations outlined from MSDE and aligned to the scope and sequence of CCPS curriculum. One day a week will be devoted to a complete virtual environment, for all students where synchronous instruction can take place.

Stage 3 - Traditional Model*

All students will return to school buildings to receive instruction in a traditional classroom model.

Any family who is not comfortable with returning to school may opt for a virtual experience for the Fall Semester. In this situation, students will take part in both synchronous and asynchronous instruction.

^ Stage III is based on the Governor's Maryland Strong: Roadmap to Recovery Plan

Instructional Environment

Google Classroom

Google Classroom will serve as the instructional platform for the Fall Semester. Google Classroom is where classroom teachers will create assignments, send announcements and facilitate class discussions. Students can share resources with each other, collaborate and interact online. Teachers can also progress monitor student engagement through completion of

work, and give direct, real-time feedback and grades. Resource teachers and instructional assistants may also be considered as facilitators or classrooms.

Guardian Access Enabled

Google Classroom allows for Guardian Access to the online learning environment. By enabling this feature for Fall 2020, parents/guardians will be able to receive email summaries showing their child's progress in Google Classroom. Parents/Guardians will not gain access to the Google Classroom, but will instead receive a summary of class activity, upcoming work and missing work. Parents/Guardians will only be able to see their child's activity within a Google Classroom, thereby ensuring the privacy of other students in the same class. This will enable a more "streamlined" communication between the parent/guardian and the school. At a minimum, a weekly Google Classroom email summary will be sent to parents/guardians.

Grading and Assignments

Beginning Fall 2020, teachers who are using online and blended learning environments can use point-valued assignments in Google Classroom. Any assignments intended to be included in a student's grade will have to be entered into the Teacher Access Center (TAC). TAC will continue to be the official educational record for students. Student grades will be entered and accessed via TAC and Parent Access Center. For assignments that do not necessitate a letter grade, teachers may assign simple completion points (1/1) within Google Classroom so that students can view that an assignment has been "graded" and view teacher feedback. An assignment like this does not necessarily have to be entered into TAC. All assignments or tasks students are assigned in Google Classroom should also include a due date to help with the organization and navigation for the student and/or parent.

Class Rosters and Attendance

Google Classrooms can be created with a sync from eSchool Plus. This will create a Google Classroom for each course assigned to the teacher of record, and automatically populate the students in the course. Teachers still need the ability to create classes on their own for intervention groups, etc., as well as to add additional co-teachers to their classes for resource staff access.

Class attendance in the virtual platform can be taken in multiple ways. An assignment question, a Google Form, or the Google Meet attendance extension can be used to take virtual attendance. The latter two options also provide a Google Sheet that is time-stamped and can be easily filtered and organized.

Instructional Expectations

	Elementary	Middle	High
CCPS Curriculum and the Maryland College and Career Ready Standards (MCCRS)	It is required that all synchronous and asynchronous instruction/learning supports the CCPS curriculum which is directly aligned to the MCCRS and framework for each grade level, course, local and state	It is required that all synchronous and asynchronous instruction/learning supports the CCPS curriculum which is directly aligned to the MCCRS and framework for each grade level, course, local and state	It is required that all synchronous and asynchronous instruction/learning supports the CCPS curriculum which is directly aligned to the MCCRS and framework for each grade level, course, local and state

	assessments.	assessments.	assessments.
Assessments *To maintain the integrity of the assessments and evaluations, teachers are encouraged to provide authentic performance or process-based assessments.* *Face to face on-site time is extremely valuable to engage and build relationships with students. Teachers are encouraged to use a small portion of the on-site day for assessment and evaluation.*	Ideally provided in person, especially for primary grades. If this is not possible, assessments can be completed virtually in small groups. Formatives provided as needed by the teacher using exit tickets, short answer and limited multiple choice to assess skills being taught. Benchmarks would be difficult to give due to validity. Ongoing feedback should be provided.	Ideally provided in person, assignments can be completed virtually and in small groups. Quality formative feedback should be provided as needed by the teacher to promote learning. Exit tickets, short answers and other activities should be utilized on a daily basis to guide learning. Summative assessments should be graded and assess the assigned learning.	Need to be graded. Quizzes can occur in an online format, but tests should occur face-to-face when possible. Research papers and essays can be turned in online. Technology assignments and tasks can also be completed and turned in online. Formative assessment can be done online as long as students receive prompt feedback.
Assignments	All teachers and classes will be required to deliver the CCPS curriculum wherever the Maryland College and Career Readiness Standards (MCCRS) are integrated throughout. English Language Arts (ELA) and math integrated with social studies and science when possible, simple science experiments to be created at home or virtually. Applied areas such as the Arts and Physical Education (P.E.) are required when providing access and credit to a well-rounded curriculum. Assignments should be modeled and examples provided to guide the	All teachers and classes will be required to deliver the CCPS curriculum wherever the Maryland College and Career Readiness Standards (MCCRS) are integrated throughout. Math, ELA, social studies and science, when possible, should be interactive and meaningful. Applied areas such as the Arts, Physical Education, Career and Technical Education, Chorus and World Language programming is essential when providing access and credit to a well-rounded curriculum. Assignments can be completed at home	All teachers and classes will be required to deliver the CCPS curriculum wherever the Maryland College and Career Readiness Standards (MCCRS) are integrated throughout. All assignments can be assigned and completed online, but most science labs and Career and Technical Education (CTE) programs will need to be completed in person. Group music performances, skills practice in a team format in P.E., food labs, and the entire experience with the children in the preschool programs will need to be

	learning. Assignments completed with the teacher and/or individually with feedback and grades.	and submitted for grading and feedback. Assignments completed with the teachers and/or individually with feedback and grades.	completed face to face.
Class Attendance	May be taken daily through Google Classroom.		
Conferencing	Completed in small groups or individually with students. Parents can also request a conference virtually with the teacher.		
Feedback	Meaningful, actionable and timely feedback provided to support the learning process.		
Grading	Assignments and activities should be provided with clear learning expectations and graded based on academic achievement. Grades should be based on rubrics or other forms of scoring.	Activities should be provided with clear learning expectations and graded based on academic achievement. Grades should be based on rubrics or other forms of scoring.	Activities should be provided with clear learning expectations and graded based on academic achievement. Grades should be based on rubrics or other forms of scoring.
Engagement	Students engaged in daily virtual learning activities within the Google Classroom, as well as assignments provided by the teacher in a face-to-face setting. Guided and independent engagement with meaningful, actionable feedback.		
Virtual Classroom	In a complete virtual experience, a target of 50% of instruction will be delivered synchronously in a distance learning classroom. Daily instruction and engagement provided by the teacher using interactive whole group and small group models of delivery, Video Conferencing *(Google Meet/Microsoft Teams)*, pre-recorded videos, PowerPoint and other forms of instruction to support learning.		
*Virtual Workload (minutes) **School staff and teams will collaborate in order to cumulatively assign an appropriate amount of*	Each day a recommended 360 minutes of a combination of synchronous and/or asynchronous work. This is a wide range	Each day a recommended 360 minutes of a combination of synchronous and/or asynchronous work.	Each day a recommended 360 minutes of a combination of synchronous and/or asynchronous work.

work for individual students (ie: Special Education, ESOL, advanced academics, etc.)	from Full Day Pre-K to 5.		Advanced Placement (AP) may require additional time.

Instructional Schedules

Schedule Stage 1 – Enhanced Virtual Experience Schedule (sample schedules)

<u>**Sample Student Schedules with 50% Target Synchronous Instruction**</u>

<u>**Enhanced Virtual Model**</u>

Instructional schedules for the Enhanced Virtual Model closely resemble a traditional school schedule to provide students and families with consistency. The purpose of emulating a traditional onsite schedule is to support students, families and staff when ensuring a seamless transition to a future Hybrid Model of instruction. Teachers will continue to deliver the CCPS Curriculum, which aligns directly to the Maryland College and Career Ready Standards (MCCRS) and the MCCRS Curriculum Framework for each grade level or course offered. Instructional expectations to deliver the CCPS Curriculum and the MCCRS remain consistent whether CCPS is in an Enhanced Virtual, Hybrid or traditional instructional environment.

Elementary Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:45 **(45 min.)**	Humanities *Synchronous* Instruction	Humanities *Synchronous* Instruction	Humanities *Synchronous* Instruction	Humanities *Synchronous* Instruction	Humanities *Synchronous* Instruction
9:45-10:00 **(15 min.)**	Humanities Independent Work	Humanities Independent Work	Humanities Independent Work	Humanities Independent Work	Humanities Independent Work
10:00-11:00	*Synchronous* Student Support Time	*Synchronous* Student Support Time	*Synchronous* Student Support Time	*Synchronous* Student Support Time	*Synchronous* Student Support Time
11:00-11:15 **(15 min.)**	Art *Synchronous* Instruction	Music *Synchronous* Instruction	Media *Synchronous* Instruction	Health *Synchronous* Instruction	PE *Synchronous* Instruction
11:15-11:30 **(15 min.)**	Art Independent Work	Music Independent Work	Media Independent Work	Health Independent Work	PE Independent Work
11:30-1:00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**

	Recess	Recess	Recess	Recess	Recess
1:00-1:45 **(45 min.)**	STEM *Synchronous* Instruction	STEM *Synchronous* Instruction	STEM *Synchronous* Instruction	STEM *Synchronous* Instruction	STEM *Synchronous* Instruction
1:45-2:00 **(15 min.)**	STEM Independent Work	STEM Independent Work	STEM Independent Work	STEM Independent Work	STEM Independent Work
2:00-3:00	*Synchronous* Student Support Time	*Synchronous* Student Support Time	*Synchronous* Student Support Time	*Synchronous* Student Support Time	*Synchronous* Student Support Time

- The sample schedule above is a student schedule, not a teacher schedule. Teachers will work beyond the times identified above.
- When possible, the order of classes in HAC should be followed in order to simulate an enhanced virtual student day (this will help with the transition to the hybrid model)
- The sample schedule above reflects greater than the target of 50% synchronous instruction.
- Synchronous support time is available daily.
- Synchronous student support can also include but is not limited to: individualized support, interventions, special education services, ESOL services, advanced academic services, etc.

Middle School Sample

	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom **8:20-8:30**	**Synchronous**	**Synchronous**	**Synchronous**	**Synchronous**	**Synchronous**
Period 1 **8:30-9:15** **(45 min)**	**8:30-9:00** *Synchronous Instruction* **9:00-9:15** *Guided/Indep Practice*	**8:30-9:00** *Synchronous Instruction* **9:00-9:15** *Guided/Indep Practice*	**8:30-9:00** *Synchronous Instruction* **9:00-9:15** *Guided/Indep Practice*	**8:30-9:00** *Synchronous Instruction* **9:00-9:15** *Guided/Indep Practice*	**8:30-9:00** *Synchronous Instruction* **9:00-9:15** *Guided/Indep Practice*
Period 2 **9:20 - 10:05** **(45 min)**	**9:20-9:50** *Synchronous Instruction* **9:50-10:05** *Guided/Indep Practice*	**9:20-9:50** *Synchronous Instruction* **9:50-10:05** *Guided/Indep Practice*	**9:20-9:50** *Synchronous Instruction* **9:50-10:05** *Guided/Indep Practice*	**9:20-9:50** *Synchronous Instruction* **9:50-10:05** *Guided/Indep Practice*	**9:20-9:50** *Synchronous Instruction* **9:50-10:05** *Guided/Indep Practice*

Period 3 10:10-10:55 (45 min)	10:10-10:40 *Synchronous Instruction* 10:40-10:55 *Guided/Indep Practice*	10:10-10:40 *Synchronous Instruction* 10:40-10:55 *Guided/Indep Practice*	10:10-10:35 *Synchronous Instruction* 10:40-10:55 *Guided/Indep Practice*	10:10-10:35 *Synchronous Instruction* 10:40-10:55 *Guided/Indep Practice*	10:10-10:35 *Synchronous Instruction* 10:40-10:55 *Guided/Indep Practice*
Period 4 11:00-11:35 (35 min)	11:00-11:30 *Synchronous Instruction* 11:30-11:35 *Guided/Indep Practice*	11:00-11:30 *Synchronous Instruction* 11:30-11:35 *Guided/Indep Practice*	11:00-11:30 *Synchronous Instruction* 11:30-11:35 *Guided/Indep Practice*	11:00-11:25 *Synchronous Instruction* 11:30-11:35 *Guided/Indep Practice*	11:00-11:25 *Synchronous Instruction* 11:30-11:35 *Guided/Indep Practice*
Lunch **11:35-12:35**					
Period 5 12:35-1:10 (35 min)	12:35-1:05 *Synchronous Instruction* 1:05-1:10 *Guided/Indep Practice*	12:35-1:05 *Synchronous Instruction* 1:05-1:10 *Guided/Indep Practice*	12:35-1:05 *Synchronous Instruction* 1:05-1:10 *Guided/Indep Practice*	12:35-1:05 *Synchronous Instruction* 1:05-1:10 *Guided/Indep Practice*	12:35-1:05 *Synchronous Instruction* 1:05-1:10 *Guided/Indep Practice*
Period 6 1:15-2:00 (45 min)	1:15-1:45 *Synchronous Instruction* 1:45-2:00 *Guided/Indep Practice*	1:15-1:45 *Synchronous Instruction* 1:45-2:00 *Guided/Indep Practice*	1:15-1:45 *Synchronous Instruction* 1:45-2:00 *Guided/Indep Practice*	1:15-1:45 *Synchronous Instruction* 1:45-2:00 *Guided/Indep Practice*	1:15-1:45 *Synchronous Instruction* 1:45-2:00 *Guided/Indep Practice*
2:00-2:30 (30 min)	***Synchronous*** Student Support Time	***Synchronous*** Student Support Time	***Synchronous*** Student Support Time	***Synchronous*** Student Support Time	***Synchronous*** Student Support Time
2:30-3:00 (30 min)	*Guided /Indep Practice*	*Guided/Indep Practice*	*Guided/Indep Practice*	*Guided/Indep Practice*	*Guided/Indep Practice*

- The sample schedule above results in two-thirds of the class in synchronous instruction.

- A 30 minute block of Synchronous Student Support Time will replace the FLEX time from schedules.
- When possible, the order of classes in HAC should be followed in order to simulate an enhanced virtual student day (this will help with the transition to the hybrid model).
- The sample schedule above is a student schedule, not a teacher schedule. Teachers will work beyond the times identified above.
- Advanced Academics instruction will be based on curricular extensions projects and will be offered to identified students within the 30 minute FLEX mod at the end of the day. Synchronous instruction and project discussions/presentations will be offered three days per week.

High School Sample

Mod	Monday	Tuesday	Wednesday	Thursday	Friday
Mod 1 **7:30-8:55** **45 min of** **Synch.** **Instruction** **Daily**	7:30-8:15 Synchronous Instruction 8:15-8:55 Guided/Indep Practice	7:30-8:15 Synchronous Instruction 8:15-8:55 Guided/Indep Practice	7:30-8:15 Synchronous Instruction 8:15-8:55 Guided/Indep Practice	7:30-8:15 Synchronous Instruction 8:15-8:55 Guided/Indep Practice	7:30-8:15 Synchronous Instruction 8:15-8:55 Guided/Indep Practice
Mod 2 **9:05-10:30** **45 min of** **Synch.** **Instruction** **Daily**	9:05-9:50 Synchronous Instruction 9:50-10:30 Guided/Indep Practice	9:05-9:50 Synchronous Instruction 9:50-10:30 Guided/Indep Practice	9:05-9:50 Synchronous Instruction 9:50-10:30 Guided/Indep Practice	9:05-9:50 Synchronous Instruction 9:50-10:30 Guided/Indep Practice	9:05-9:50 Synchronous Instruction 9:50-10:30 Guided/Indep Practice
Mod 3 **10:40-12:05** **45 min of** **Synch.** **Instruction** **Daily**	10:40-11:25 Synchronous Instruction 11:25-12:05 Guided/Indep Practice	10:40-11:25 Synchronous Instruction 11:25-12:05 Guided/Indep Practice	10:40-11:25 Synchronous Instruction 11:25-12:05 Guided/Indep Practice	10:40-11:25 Synchronous Instruction 11:25-12:05 Guided/Indep Practice	10:40-11:25 Synchronous Instruction 11:25-12:05 Guided/Indep Practice
12:05-12:55 **Lunch Break**					
Mod 4 **12:55-2:20**	12:55-1:40 Synchronous	12:55-1:40 Synchronous	12:55-1:40 Synchronous	12:55-1:40 Synchronous	12:55-1:40 Synchronous

45 min of Synch. Instruction Daily	Instruction 1:40-2:20 Guided/Indep Practice	Instruction 1:40-2:20 Guided/Indep Practice	Instruction 1:40-2:20 Guided/Indep Practice	Instruction 1:40-2:20 Guided/Indep Practice	Instruction 1:40-2:20 Guided/Indep Practice
Advisory Topics 2:30-3:00	Synchronous	Synchronous	Synchronous	Synchronous	Synchronous

- The first half of the mod/class designed for synchronous instruction.
- The ending and beginning times of classes on the 5's are easier for students to recall.
- This schedule eliminates the FLEX/Advisory Mod from HS schedules. Various topics related to College and Career Pathway preparation will need to be made available from Counseling departments and sent to families for viewing "after hours" and on a voluntary basis.
- Counseling meetings with students may still be held during school hours but should be targeted to the asynchronous portions of lesson plans. `

Sample Schedule of an Elementary Student Who Receives Special Education Services:

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:45	Humanities *Synchronous* Instruction	Humanities *Synchronous* Instruction	Humanities *Synchronous* Instruction	Humanities *Synchronous* Instruction	Humanities *Synchronous* Instruction
9:45-10:00	Humanities Independent Work	Humanities Independent Work	Humanities Independent Work	Humanities Independent Work	Humanities Independent Work
10:00-11:00	Special Education Service Time	*Synchronous* Student Support Time	Special Education Service Time	*Synchronous* Student Support Time	Special Education Service Time
11:00-11:15	Art *Synchronous* Instruction	Music *Synchronous* Instruction	Media *Synchronous* Instruction	Health *Synchronous* Instruction	PE *Synchronous* Instruction
11:15-11:30	Art Independent Work	Music Independent Work	Media Independent Work	Health Independent Work	PE Independent Work
11:30-1:00	**Lunch** **Recess**	**Lunch** **Recess**	**Lunch** **Recess**	**Lunch** **Recess**	**Lunch** **Recess**

1:00-1:45	STEM *Synchronous* Instruction	STEM *Synchronous* Instruction	STEM *Synchronous* Instruction	STEM *Synchronous* Instruction	STEM *Synchronous* Instruction
1:45-2:00	Special Education Service Time	STEM Independent Work	Special Education Service Time	STEM Independent Work	Special Education Service Time

Sample of a Schedule of a Student in an <u>Advanced Academic Course</u>:

Elementary Grades 3-5

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
9:00-9:45 **(45 min.)**	Humanities *Synchronous* Instruction	Humanities *Synchronous* Instruction	Humanities *Synchronous* Instruction	Humanities *Synchronous* Instruction	Humanities *Synchronous* Instruction
9:45-10:00 **(15 min.)**	Humanities Independent Work	Humanities Independent Work	Humanities Independent Work	Humanities Independent Work	Humanities Independent Work
10:00-11:00 **(2-30 min. blocks)**	Adv. Acad. *Synchronous* STEM/ELA Instruction		Adv. Acad. *Synchronous* STEM/ELA Instruction		Adv. Acad. *Synchronous* STEM/ELA Instruction
11:00-11:15 **(15 min.)**	Art *Synchronous* Instruction	Music *Synchronous* Instruction	Media *Synchronous* Instruction	Health *Synchronous* Instruction	PE *Synchronous* Instruction
11:15-11:30 **(15 min.)**	Art Independent Work	Music Independent Work	Media Independent Work	Health Independent Work	PE Independent Work
11:30-1:00	**Lunch** **Recess**	**Lunch** **Recess**	**Lunch** **Recess**	**Lunch** **Recess**	**Lunch** **Recess**
1:00-1:45 **(45 min.)**	STEM *Synchronous* Instruction	STEM *Synchronous* Instruction	STEM *Synchronous* Instruction	STEM *Synchronous* Instruction	STEM *Synchronous* Instruction
1:45-2:00 **(15 min.)**	STEM Independent Work	STEM Independent Work	STEM Independent Work	STEM Independent Work	STEM Independent Work

Academics, Equity, and Accountability

2:00-3:00 (2-30 min. blocks)	Adv. Acad. *Synchronous* Instruction Opportunity or Independent Work	Adv. Acad. *Synchronous* Instruction Opportunity or Independent Work	Adv. Acad. *Synchronous* Instruction Opportunity or Independent Work	Adv. Acad. *Synchronous* Instruction Opportunity or Independent Work	Adv. Acad. *Synchronous* Instruction Opportunity or Independent Work

- Within this model, Advanced Academics teachers would operate 6 Google Classrooms (2 subjects x 3 grade levels) and would combine students of the same grade and subject from both assigned schools, into a single classroom.
- Teachers would conduct synchronous instruction in 30 minute blocks in either the 10-11 AM or 2-3 PM time blocks, at least 2 times per week (total of one hour per week) on an every other day basis. The third day of the week within that dedicated time slot (30 min), would be for student discussion and presentation of product from independent asynchronous work.
- Total instructional minutes for Advanced Academics students would be 180 minutes, three days per week.

Sample Schedule of an Elementary Student Who Receives ESOL Services:

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
9:00-9:45 (45 min.)	Humanities *Synchronous* Instruction (w/ESOL Support)	Humanities *Synchronous* Instruction	Humanities *Synchronous* Instruction (w/ESOL Support)	Humanities *Synchronous* Instruction	Humanities *Synchronous* Instruction (w/ESOL Support)
9:45-10:00 (15 min.)	Humanities Independent Work	Humanities Independent Work	Humanities Independent Work	Humanities Independent Work	Humanities Independent Work
10:00-11:00	*Synchronous* Student Support Time (w/ESOL Support)	*Synchronous* Student Support Time	*Synchronous* Student Support Time (w/ESOL Support)	*Synchronous* Student Support Time	*Synchronous* Student Support Time (w/ESOL Support)
11:00-11:15 (15 min.)	Art *Synchronous* Instruction	Music *Synchronous* Instruction	Media *Synchronous* Instruction	Health *Synchronous* Instruction	PE *Synchronous* Instruction
11:15-11:30 (15 min.)	Art Independent Work	Music Independent Work	Media Independent Work	Health Independent Work	PE Independent Work
11:30-1:00	**Lunch Recess**	**Lunch Recess**	**Lunch Recess**	**Lunch Recess**	**Lunch Recess**

1:00-1:45 (45 min.)	STEM *Synchronous* Instruction (w/ESOL Support)	STEM *Synchronous* Instruction	STEM *Synchronous* Instruction (w/ESOL Support)	STEM *Synchronous* Instruction	STEM *Synchronous* Instruction (w/ESOL Support)
1:45-2:00 (15 min.)	STEM Independent Work	STEM Independent Work	STEM Independent Work	STEM Independent Work	STEM Independent Work
2:00-3:00	*Synchronous* Student Support Time	*Synchronous* Student Support Time	*Synchronous* Student Support Time	*Synchronous* Student Support Time	*Synchronous* Student Support Time

- Identified ELs in grades PreK-12 will receive ESOL language services and content support that will vary according to ESOL levels and individual needs.
- ELs will follow their regular schedules. Synchronous ESOL support will be provided according to student need.
- ESOL I-IV (high school) will continue to be offered as needed.
- ESOL teachers will continue to collaborate with content teachers to ensure equitable access to content.

Virtual Pre-K Environment (Half Day)

(1.5 hours synchronous instruction)

Time allotments	Activity	Sample schedule
10 min (SEL)	Morning Message	9:30 – 9:40 AM
20 min (ELA)	Whole Group • FUNdations • Read aloud, etc.	9:40 AM – 10 AM
5 min (transition)	Song/Movement	10 – 10:05 AM
20 min (STEM)	Whole group • Math/Science	10:05 – 10:25 AM
5 min (SEL)	Closure	10:25 – 10:30 AM
10 min (Independent)	PE 1 x week (family calendar) Media 1 x week (CCPL story time) Brain Break and SEL activities	10:30 – 10:40 AM
10 min (Independent)	ELA	10:40 – 10:50 AM
10 min (Independent)	Math/Science	10:50 – 11:00 AM
30 min (Student Support)	See below	11:00 – 11:30 AM

Student Support time:

- Teacher and/or IA meet with small groups
- Teacher and/or IA support individual students
- Teacher is available to conference with parent and provide additional guidance

Virtual Pre-K Environment (Full day Day)

(3 hours synchronous instruction)

Time allotments	Activity	Sample schedule
10 min (SEL)	Morning Message	9:30 – 9:40 AM
20 min (ELA)	Whole Group • FUNdations • Read aloud, etc.	9:40 – 10 AM
20 min (ELA)	Small group instruction • Rotate groups A and B alternating btwn Teacher and IA	10 – 10:20 AM
20 min (Independent)	ELA	10:20 – 10:40 AM
30 min (Student Support)	See below	10:40 – 11:10 AM
90 min (Independent)	Recess/LUNCH/Rest	11:10 AM – 12:40 PM
5 min (transition)	Song/Movement	12:40 – 12:45 PM
20 min (STEM)	Whole group • Math/Science	12:45 – 1:05 PM
20 min (STEM)	Small group instruction • Rotate groups A and B Alternating btwn Teacher and IA	1:05 – 1:25 PM
10 min (SEL)	Closure	1:25 – 1:35 PM
20 min (Independent)	Math/Science	1:35 – 1:55 PM
30 min (Student Support)	See below	1:55 – 2:25 PM
15 minutes (Specials)	Art 1 x week Media 2 x week Music 1 x week PE 1 x week	2:25 – 2:40 PM

Student Support time:

- Teacher and/or IA meet with small groups
- Teacher and/or IA support individual students
- Teacher is available to conference with parent and provide additional guidance

Schedules Stage 2 – Hybrid

Stage II – Hybrid Model Schedule				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Cohort A (50% of students) in school	Cohort A in school	Cohorts A and B in virtual learning (Building cleaning and sanitizing)	Cohort B in school	Cohort B in school
Cohort B (50% of students) in virtual learning	Cohort B in virtual learning		Cohort A in virtual learning	Cohort A in virtual learning

Each mod or class will run as it does in a traditional on-site instructional day for students who are attending on their cohort day. For students in the cohort not attending school that day, teachers may video or stream their lesson for those at home. As always asynchronous assignments will be completed through Google Classroom, not to exceed the recommended workload in order to maintain pace with the scope and sequence of the class. Virtual Wednesdays

Students will follow the Enhanced Virtual Schedule for Wednesdays during the Hybrid Model.

Virtual Cohort

Students and families who decide to remain in an enhanced virtual learning environment will be in the Virtual "V" Cohort. If there are available teachers who cannot return to the school building for approved reasons for the hybrid model CCPS will make effort to align those teachers with students and families who have decided to remain in the enhanced virtual environment. If alignment cannot take place as a result of the coursework or having a certificated teacher to teach a specific course, efforts will be made for the student to engage with the class during the regularly scheduled block for individual courses.

Workload - Daily planning time will be part of the school day to provide teachers with time to prepare for class.

Office Hours - Daily office hours should be established and communicated to stakeholders. A minimum of one hour should be planned daily to provide students with an opportunity to ask questions and/or receive additional help with instruction. This time can also be used to hold conferences with parents/guardians.

Career and Technical Education

The CCPS uses a shared-time model for Career and Technical Education (CTE) Programs at the Carroll County Career & Technology Center (CCCTC). Students enter programs in the spring of their junior year and then complete their program in the fall of their senior year. The spring cohort of students in 2020 participated in face-to-face instruction through March 13th and continued with distance learning to meet program competencies and standards. Teachers in these programs focused on theory, industry concepts and practices and core content to prepare students when they return in the fall.

When the CCCTC reopens in September, program teachers will pre-assess students on the information learned during school closures. This information will be used to re-teach important concepts to prepare small groups of students for the integration of specialized industry standard equipment associated with their program and industry. Teachers will be using the face-to-face instructional time for students to be immersed in the lab setting to maximize access to equipment and prepare students for industry certifications and the workforce.

Students will continue to prepare to meet the requirements of their program's credentialing entity. Industry licenses and certifications are governed by third-party organizations and vendors. Teachers will need to review plans for those students who submitted requests to testing vendors for necessary accommodations to ensure they are still valid. Requirements for earning college credits are controlled by the post-secondary institution; teachers and administrators will monitor the postsecondary expectations for students to earn those credits. In some programs, students must complete required hours to earn their license. Some organizations, such as the Maryland State Board of Cosmetology and the Maryland Board of Nursing will allow students to earn hours online. CTE teachers will keep students informed on how they can make progress towards these value-added options in a distance learning environment.

CCPS Jumpstart

The *Summer Jumpstart Program* is for targeted students who receive special education services, enrolled in CTE programs, or benefit from ESOL support. The intent of this in-person summer program is to help identified students

transition back to learning. This program will not provide recovery/compensatory services but will serve as an opportunity for an additional intervention and enrichment for some students. This is a voluntary program and parents will be required to provide transportation for students. The number of students CCPS will be able to support will depend on the number of interested teachers.

The Special Education Summer Jumpstart Programs will run between August 17th and August 27th, in 5 schools across CCPS 4 of the 5 sites are also summer meal distribution sites). Students will be invited to participate in the Summer Jumpstart Program. Instruction will be provided in small groups following the appropriate safety measures. We will have two groups of students per day with a break in between. The program will not be documented in the IEP or provide any IEP services, but instruction will be based generally around the IEP goals/core academic areas for the students receiving special education services. Teachers will be paid at the hourly rate for preparation, planning, and instruction. Staff who participate in the program may or may not be assigned to their regular school and may or may not work with students on their regular caseloads.

For our students in CTE programs, the week of August 24th will serve as a jumpstart to this academic year's learning. There will be limits on the number of students invited to ensure that group sizes remain appropriate in any space. Each program area (except for one Cosmetology group, who will participate in both sessions) will offer a morning and afternoon session, allowing for twice as many students to be involved. The targeted students are those who completed the level one of their program last spring, but missed the hands-on skills component due to distance learning. Students will be invited based on Program Teacher, School Counselor and Special Educator recommendation. Each program will offer a hands-on project to allow the students to practice skills and prepare themselves to return to the shop environment for the level two of their program.

If the initial Jumpstart is successful, CCPS is prepared to provide continuous opportunities for small group learning. These opportunities will be phased in once the school year begins and continue while we are in an enhanced virtual environment.

Jumpstart Site Guidelines:

1. The following schools will be used for the Summer Jumpstart Program. All of the schools listed are summer meal distribution sites with the exception of FSK.
    1. Winters Mill High
    2. William Winchester Elementary (meals distributed from West Middle)
    3. Spring Garden Elementary
    4. Parr's Ridge Elementary
    5. Francis Scott Key High
2. A school nurse will be staffed at each site.
3. Every attempt should be made to limit the spaces being used in the building at the direction of the Principal.
4. When possible, staff will use portables, classrooms with an exterior door, or other spaces at the direction of the Principal.
5. Prior to August 10th, staff will contact the Principal and develop a clear plan for when and where instruction will take place.
6. Staff may be asked to disinfect work surfaces in between testing sessions should the custodian not be available to do so.

7. Staff are encouraged to work at different tables/desks/spaces with groups of students each day as appropriate. Teachers will have access to signs for tables that indicate "Sanitized" or "Needs to be Sanitized" that can be used to communicate with the team of custodians.
8. The custodial team at the school will clean the classroom at the end of the day.
9. Each student and staff member must wear a cloth face covering. Each site will have a limited number of cloth face coverings, gloves, face shields, and hand sanitizer. When planning with the Principal, the instructor needs to determine if these supplies exist in the school. If they do not, they will contact the Summer Assessment Coordinator, to arrange for the needed supplies to be delivered to the school.
10. The Summer Jumpstart Program Coordinator will notify Mr. Nick Shockney, Director of Special Education or Ms. Angie McCauslin, Director of Curriculum and Instruction.

Staff Guidelines:

1. Staff will self-screen using the most current screening questions from MDH/CDC. If the answer is "yes" to any of the screening questions, the instructor will cancel the session with the parent and contact the Principal and Ms. Christine Bechtel, Summer Jumpstart Program Coordinator, and Mr. Nick Shockney, Director of Special Education.
2. Staff will contact the Principal to determine which areas of the building will be used for the assessments.
3. Staff will meet the child at the parent/guardian's vehicle each day and walk the student into the building.
4. Student group size should be limited for each session.
5. Staff is responsible for contacting the parent/guardian of the student to identify the specific daily schedule. Staff will review the pick-up and drop-off procedures (time and location) during this contact. Staff should also review all parent/child responsibilities during this call.
6. The parent may decline this opportunity.
7. All staff **must** wear a cloth face covering when entering the building and during the duration of their time on campus.
8. Prior to beginning instruction, staff will ensure that the students wash their hands with soap and water for at least 20 seconds **or** use hand sanitizer.
9. During instruction, staff **will** wear a cloth face covering and maintain social distancing recommendations of 3 to 6 feet, as much as possible.
10. When possible all interior doors to the instructional area should be propped open.
11. When the session is over, staff will ensure the child washes their hands with soap and water for at least 20 seconds **or** uses hand sanitizer prior to leaving the assessment site.
12. When the session is over, staff **will** wash their hands or use hand sanitizer.
13. Staff will walk the child back to the parent/guardian's vehicle.
14. Staff must sanitize instructional materials exposed to the child once the session is over and prior to another student being brought into the instructional area. When possible, students will have individual access to manipulatives. If manipulative must be shared, they will be disinfected after use using an approved cleaner.
15. Time should be scheduled between each session to allow time for cleaning.
16. Staff should take breaks as appropriate while maintaining student supervision.

Parent/Guardian/Student Guidelines:
1. Parents/guardians will self-screen their children using the most current screening questions from MDH/CDC. If the answer is "yes" to any of the following questions, the parent/guardian will communicate with the instructor and the session will be canceled. The instructor will contact the Principal and Ms. Christine Bechtel/ Mr. Nick Shockney.
2. The parent/guardian is responsible for arranging transportation for their child to the Summer Jumpstart site at the designated drop off and pick up times.

3. To the greatest extent possible, students **must** wear a cloth face covering from the time the child leaves the parent/guardian's vehicle until they return to the parent/guardian vehicle. The following exemptions may apply:
   1. Children younger than 2 years old
   2. Anyone who has difficulty breathing or is unconscious
   3. Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
   4. Some students with developmental disabilities, sensory integration concerns or tactile sensitivities, certain mental health conditions, or limited cognitive ability may have a negative reaction to wearing a cloth face covering and therefore may not be able to wear a face covering.
4. Parents/guardians are responsible for providing a cloth face covering for their children.
5. If a student is not able to wear a face covering, staff is encouraged to wear both a face mask and a face shield when appropriate.
6. Students will wait in the vehicle for staff to meet them.

When entering the instructional area, the child will wash their hands with soap and water for at least 20 seconds or use hand sanitizer. Once the session is over, the child will wash their hands with soap and water for at least 20 seconds or use hand sanitizer prior to leaving the instructional area.

Instructional Resources

1. Traits of a Successful Online Teacher
2. The Vital Role of Digital Leadership in Transforming Education
3. 7 Strategies Designed to Increase Student Engagement in Synchronous Online Discussions Using Video Conferencing
4. Creating a Professional Learning Network (PLN)
5. Smart Classroom-Tech Integration - Educational Leadership
6. Understanding Blended Learning
7. Providing Feedback

Special Education

Resources Utilized in the Development of the Special Education Portion of the Reopening Plan:

- Maryland Together: Maryland's Recovery Plan for Education
- MSDE Technical Assistance Bulletins Related to COVID-19
- CCPS Strategic Plan
- CCPS Board Policy ABA: Educational Equity

During the Recovery Period due to COVID-19, CCPS will:

- Follow provisions of the Individuals with Disabilities Education Act (IDEA) and the Code of Maryland Regulations (COMAR) related to special education to provide a Free and Appropriate Public Education (FAPE) for students with disabilities
- Follow provisions of section 504 and Title II of the American Disabilities Act (ADA). Students and stakeholders will have equitable access to school resources including technology, software, and instructional materials as identified in the curriculum as well as individual IEPs/ICLPs.
- Follow guidance in the Maryland State Department of Education (MSDE) Technical Assistance Bulletins (TABs) related to COVID-19
- Address student-specific needs arising from the transition back into school buildings
- Consider whether or not a student has experienced a regression of skills and/or lack of progress

- If regression and/or lack of progress is present, identify opportunities for recovery, including additional, new or different services and accommodations

Recovery Plan Contingencies:

- CCPS is prepared to implement the special education portion of the Recovery Plan in each of the following stages:
  - Stage 1: Enhanced Virtual/Distance Learning Model: A full distance learning/virtual environment *(including paper/pencil option)*
  - Stage 2: Hybrid Model: A hybrid environment consisting of both face-to-face instruction and distance learning/virtual instruction
  - Stage 3: Traditional Model: A full reopening of brick and mortar schools that will provide all face-to-face-instruction
  - ***Any family who is not comfortable with returning to school may opt for the virtual experience for the Fall Semester. In this situation, students will take part in both synchronous and asynchronous instruction.***

Providing Special Education and Related Services:

- Special education and related services will be implemented as identified in the Individualized Education Program (IEP)
- CCPS will utilize the MSDE Recovery Flowchart to address the provision of providing a student a FAPE through alternative service delivery models for students with disabilities during the recovery period
- Depending on the reopening stage, an Individualized Continuity of Learning Plan (ICLP) may be developed that will identify the services that will be provided in:
  - Stage 1: Enhanced Distance Learning Model
  - Stage 2: Hybrid Model

Reopening Plan General Considerations:

- *Equity:* CCPS will continue to provide equitable access with outcomes for students with disabilities. Special consideration is required for a successful transition of students with disabilities during recovery. CCPS will continue to work collaboratively with stakeholders to support equitable opportunities for students with disabilities. This will include equitable access to school resources; accessible technology, platforms, and instructional materials; and effective communication for all students and stakeholders.
- *Role of the family in the teaching/learning process:* CCPS recognizes that parents of students with disabilities have always had a decision-making voice and required participation on the IEP team. Distance/virtual learning has increased parent capacity *(with ongoing coaching and support by educators)* to provide supplemental instruction and progress monitoring. CCPS will continue to leverage this skill and elevate the supportive role of the family to accelerate student progress. Our staff, including the CCPS Family Support Center, remains accessible to families should they need support. The Special Education Citizens' Advisory Council (SECAC) continues to play a vital role in supporting families and providing feedback to the Office of Special Education.
- *Integration of technology:* During the period of continuity of learning, technology presented new uncharted opportunities for educators, school administrators and families. CCPS will continue to leverage the benefits of technology to support learning and meaningful parent participation for students with disabilities. Several resources for families are available through the CCPS Learning Resources site.
  - The following additional resources/tutorials are also available to families:
    - Practicing Academic Skills
    - Sensory/Behavior Strategies

- ▪ <u>Speech and Language Resources</u>
- *Maintain a focus on social/emotional well-being:* During the period of recovery, schools across CCPS will continue to play a critical role in the overall whole-child development process. CCPS will provide related services such as counseling to students with special needs that may have a history of trauma or other mental health needs that require specially designed instruction as identified in the IEP or ICLP. We realize that additional students with disabilities may require counseling services. IEP teams will convene as needed to determine the need for counseling services. In addition to specially designed instruction, students with disabilities may access the tiered counseling and mental health supports available to all students in CCPS.
- *School Operations:*
  - o Maryland Infants and Toddlers Program:
    - ▪ Services for infants and toddlers will continue to be implemented as identified in the Individualized Family Service Plan (IFSP), Extended Individualized Family Service Plan (EIFSP), or the ICLP
  - o Related Services:
    - ▪ Related services will continue to be implemented as identified in the IEP or ICLP
  - o Transportation:
    - ▪ Guidelines for the safe operation of school buses will be developed by the CCPS Office of Transportation *(see transportation section of the Reopening Plan)*
    - ▪ Students with disabilities will continue to access regular transportation to the greatest extent possible
    - ▪ Students with disabilities who are eligible for special transportation will continue to be provided the related service of special transportation
    - ▪ We recognize that additional students may require travel training due to social distancing requirements
    - ▪ We recognize that additional students may require the related service of special transportation. This continues to be an IEP team decision.
    - ▪ CCPS will follow the MSDE flowchart for transportation
    - ▪ As needed, CCPS will hold an IEP meeting for students currently eligible for special transportation when schools reopen (*per the guidance in the MSDE flowchart for transportation*)
  - o Nonpublic Special Education Schools:
    - ▪ Students currently served through nonpublic special education schools will continue to receive services in this environment as in the identified the IEP or ICLP
    - ▪ CCPS will continue to monitor the progress of students attending nonpublic special education schools
    - ▪ Nonpublic special education schools may utilize a different recovery approach than CCPS. In those instances, CCPS will collaborate with the non-public schools and families to implement the IEP or ICLP.
  - o School-Aged Special Education Services:
    - ▪ Special education and related services will continue to be provided to support students that are deaf, hard of hearing, blind, low-vision or deafblind as identified in the IEP or ICLP
  - o Secondary Transition:
    - ▪ Students will continue to receive secondary transition services as identified in the IEP or ICLP
    - ▪ CCPS will utilize community partners as they are open/available

Roles and Responsibilities of Special Educators and Related Service Providers During Reopening:

- Work with families of students Birth-21 to collaboratively develop, implement and evaluate IEPs or ICLPs
- Communicate with families, administrators and general educators
- Partner with general educators to support learning for students with disabilities, regardless of the method of instruction

- Collaborate with general educators to ensure that each student on their caseload is accessing the general education setting to the greatest extent possible as identified by the IEP or ICLP
- Work with general educators to co-develop, co-implement and co-evaluate specially designed instruction as identified in the IEP or ICLP for each student
- Ensure assigned general education teachers have updated accommodations and support them as needed
- When a special educator is the teacher of record, they are responsible for implementing the roles and responsibilities of the teacher
- Recommend to parents and teachers additional online learning tools, strategies or activities that students might be able to access to support the maintenance of skills related to needs
- Respond to parent questions and communicate progress
- Monitor and document progress towards IEP or ICLP goals as appropriate
- Implement related services as identified in the IEP or ICLP
- Conduct IEP team meetings as appropriate
- Complete assessments identified by the IEP team as appropriate and consistent with the health and safety needs of the student and staff member(s)
- Engage in ongoing professional learning
- Advocate for students with disabilities to ensure equitable access to learning

Professional Learning for Staff:

- Special educators, related service providers, instructional assistants and other support staff across the Office of Special Education will continue to demonstrate growth mindsets, set goals for personal growth, work collaboratively and engage in professional learning
- The Office of Special Education will work collaboratively with the Office of Curriculum and Instruction and other offices across CCPS to provide learning opportunities for staff that focus on supporting students with disabilities
- Targeted professional learning was provided during the summer of 2020 on supporting students with the most significant cognitive disabilities as part of the work with the TIES Center and MSDE on improving access and outcomes for students. Special educators, general educators, instructional assistants, and other support staff participated in this professional learning.
- Regardless of the recovery stage, ongoing professional learning opportunities will be offered
- Clear lines of communication have been established and will continue to be utilized throughout the recovery period to inform staff and share updates as they arise. CCPS recognizes that the recovery process is a fluid process and may change over time.

IEP Meetings:

- IEP teams will continue to meet as needed. If the school year begins in Stage 2 *(hybrid model)* or Stage 3 *(traditional model)*, most students will require an IEP meeting to determine if the current IEP is appropriate.
- Should the school year begin in, or transition to, Stage 1 *(enhanced virtual/distance learning model)*, the case manager will contact the family of each student on their caseload. The case manager will work with the family to amend the IEP through the development of an enhanced ICLP. With approval from the family, the enhanced ICLP will be implemented during the period of distance learning. An IEP meeting will be scheduled should the family and case manager not agree on the enhanced ICLP.
- Should the school year begin in, or transition to, Stage 2 *(hybrid model)*, the case manager will contact the family to amend the IEP through the development of a revised ICLP. An IEP meeting will be scheduled should the family and case manager not agree on the ICLP.
- Should the school year begin in Stage 2 *(hybrid model)* or Stage 3 *(traditional model)*, IEP teams may meet face-to-face if all safety requirements/protocols can be met or remotely through Microsoft Teams as needed. Should

schools begin in Stage 1 (*enhanced virtual/distance learning model*), IEP meetings will be held virtually. Virtual IEP meetings were an effective option for many families and will continue to be available.
- IEP teams will continue to conduct screening meetings, annual reviews, evaluations, etc. in accordance with the timelines established in the IDEA

Conducting IEP Assessments:

- During August of 2020, the Office of Special Education worked to complete as many IEP assessments as possible. CCPS recognizes that many students require assessments that were previously identified by the IEP team but were not able to be completed during the period of distance/virtual learning and the closure of brick and mortar schools.
- Upon return to Stage 2 *(hybrid model)* or Stage 3 *(traditional model)*, IEP teams will resume completing assessments identified by IEP teams
- Should the school year begin in, or transition to, Stage 1 *(enhanced virtual/distance learning model)*, CCPS will conduct assessments identified by the IEP team that can be done without being face-to-face with the student. For example, standardized assessments that include rating scales, checklists or parent interviews may be conducted remotely (if in accordance with test protocols). CCPS recognizes that not all standardized assessments can be conducted virtually. If a face-to-face assessment or observation is required, the evaluation may need to be delayed until schools return to a face-to-face or hybrid environment. CCPS will make good-faith attempts to conduct and complete assessments should the school year begin in, or transition to, a distance learning/virtual environment.

Recovery/Compensatory Services:

- Recovery/compensatory services are a remedy available under the IDEA for a loss of FAPE. The purpose of recovery/compensatory services is to remediate the negative impact experienced by the student due to the loss of FAPE.
- The determination of recovery/compensatory services is a student-centered process, driven by data and the goal of continued learning for the student. When schools fully reopen and resume face-to-face instruction *(Stage 3: traditional model)*, IEP teams will need time to collect data related to student progress towards IEP goals. Special educators and related service providers also collected data during the continuity of learning period based on the ICLPs that were implemented during the Spring of 2020. IEP teams will also utilize data from before the period prior to school closure related to COVID-19.
- The IEP team analysis for determining whether a student has experienced a loss of FAPE is fact-specific. IEP teams will consider the following factors including, but not limited to:
  - Data on the student's progress during the period of school closure/alternative service delivery model *(progress monitoring)*
  - Length of period of school closure/recovery efforts, including time without any instruction and instructional time delivered through alternative service delivery model(s)
  - Data on the student's ability to recoup skills and make progress on IEP goals as schools reopen
  - Documentation of accommodations and/or services provided *(e.g., amount of instruction and services including dates, times and duration)*
  - Accommodations and/or services the IEP team was unable to provide
- The recovery/compensatory services identified will not always reflect the same services *(nature, amount, frequency)* that was missed during the period of school closure
- The determination for recovery/compensatory services may be made outside of a formal IEP meeting. This process is very similar to the one used to develop the ICLPs during the period of school closure. In these instances, the determination of the need for recovery/compensatory services will be documented in a Prior

Written Notice (PWN) document. If an agreement cannot be reached, a formal IEP meeting will be held. The decision of the IEP team will be documented in a PWN.

- Decisions about compensatory education/recovery services will be made as soon as reasonably possible based on the availability of data. As valid data on student performance is necessary to make determinations regarding whether compensatory education/recovery services are owed to a student, the timing of these determinations may vary.
- Prior to COVID-19, compensatory services would be implemented within one (1) year from the date of determination. CCPS will strive to implement recovery/compensatory services within one (1) year from date of determination. However, in some circumstances, it may take more than one (1) year to provide the recovery/compensatory services identified. If it is anticipated that recovery/compensatory services will need to be provided over a length of time that exceeds one (1) year, the decision and the basis for the decision will be included as part of the documentation of the recovery/compensatory services.
- If a student is eligible for recovery/compensatory services, those services will be provided outside of the regular school day. This could include, but is not limited to, an extended school day, weekends, and/or over the summer. Recovery/compensatory services will supplement the services currently identified on the IEP.
- Extended School Year (ESY) and recovery/compensatory services are two separate services and have very different purposes and eligibility criteria. The purpose of recovery/compensatory services is to address the loss of FAPE during the extended closure of school buildings due to COVID-19. The purpose of ESY is to ensure that the student maintains the critical life skills growth achieved during the regular school year in the next school year.
- Please see the MSDE TAB below for additional information:
  - TAB #20-09: Recovery Efforts to Address the Provision of FAPE through IEP Alternative Service Delivery Models during the Re-opening of Schools
- Students with disabilities may also access and participate in other recovery supports offered by CCPS

Students with Complex Medical Needs/Underlying Health Conditions:

- CCPS recognizes that some of our students with disabilities have complex medical needs and/or underlying health conditions. Should schools reopen in Stage 2 *(hybrid model)* or Stage 3 *(traditional model)*, students with complex medical needs will receive all services and supports as identified in the IEP and/or medical plan on file with the school nurse.
- Some students may have complex medical needs/underlying health conditions that may prohibit a return, or cause significant concern, for a return to face-to-instruction. ***Any family who is not comfortable with returning to school may opt for the virtual experience for the Fall Semester. In this situation, students will take part in both synchronous and asynchronous instruction.*** If a family has concerns about the return of their child to a school in a face-to-face learning environment, the family should contact the child's Principal as soon as possible. Some students may need to continue to participate in enhanced distance learning for an extended period of time. In this scenario, the IEP team will need to meet to develop a plan that ensures the provision of FAPE. This is a separate option from Home and Hospital Teaching.
  If a family has any questions about Home and Hospital Teaching, please click on this link for more information regarding Home and Hospital Teaching in CCPS. Families are also welcome to contact Mr. Don M. Mongold, Supervisor of Student Services - Pupil Services, at 410.751.3110 or dmmongo@carrollk12.org.

In-Person Special Education Services for Students:

- During the month of August, CCPS administered in-person assessments identified by IEP teams on a one to one basis.

- Later in August, CCPS implemented a Summer Jumpstart Program. In this program, small groups of students with disabilities received additional in-person supports for a two-week period to support a successful transition back to school.
- CCPS will implement a phased approach to bringing in students who participate in CCPS special programs for in-person services. Starting on Monday, September 14th, students in the following programs will have the ability to receive some in-person services. CCPS will use a hybrid model where students will attend school 2 days per week and participate in virtual learning 3 days a week.
  - Autism Program (K-12)
  - BELLS Program (preschool Autism)
  - BEST Program (K-12 social/emotional/behavioral focus)
  - Carroll Springs School (Public Separate Day School)
  - Post-Secondary Program (through age 21)
- During the week of October 5th, CCPS will expand in-person services to include students in the Learning for Independence (LFI) programs.
- Participation in in-person services is an optional decision made by families. Any family not interested in participating in in-person services will continue to participate in the enhanced virtual/distance learning model.

Educational Equity

Carroll County Public School is committed to the success of each student in our schools. Our district prioritizes educational equity by recognizing and removing institutional barriers and ensuring that social identifiers are not obstacles to accessing educational opportunities and supports that benefit each student as ensured in CCPS' Educational Equity Policy.

COVID-19 intensified existing inequities. The impact has especially affected our most vulnerable populations. Carroll County Public Schools will ensure that every policy, procedure and practice will be evaluated through an equity lens as we appropriately plan and prepare for the reopening of schools.

CCPS will align its equity recovery practices with educational equity focus areas and actions outlined by the State Board regulations.

Educational Equity Focus 1: Achievement & Growth- Equitable access to educational rigor, resources and supports

Action: Identify and address structural and institutionalized barriers that prevent students from equitably accessing educational opportunities in all schools

- Data was captured through the implementation of multiple community and teacher surveys to gather insight into the number of families who lack connectivity or internet access in their homes. Heat maps have been created to illustrate connectivity across the county In addition to metrics that illustrate connectivity disparities. CCPS gathered data and information pertaining to each student and their family as it relates to the need for devices to engage in the enhanced virtual learning environment. This data drove the formulation of a plan to disseminate devices and hotspot units to students and families who were in need.

Parent Intention Results
eSchool Data
August 19, 2020

		Has Device				
		No	Unsure	Yes	No Response	Total
FaRMS	# of Students	1863	220	1600	1569	5252
	Count of Students	35.47%	4.19%	30.46%	29.87%	
Non-FaRMS	# of Students	4088	711	12410	2227	19436
	Count of Students	21.03%	3.66%	63.85%	11.46%	
Total # of Students		5951	931	14010	3796	24688
Total Count of Students		24.10%	3.77%	56.75%	15.38%	

		Has Internet				
		No	Unsure	Yes	No Response	Total
FaRMS	# of Students	279	273	3130	1570	5252
	Count of Students	5.31%	5.20%	59.60%	29.89%	
Non-FaRMS	# of Students	541	567	16101	2227	19436
	Count of Students	2.78%	2.92%	82.84%	11.46%	
Total # of Students		820	840	19231	3797	24688
Total Count of Students		3.32%	3.40%	77.90%	15.38%	

- Students and families who were in need of connectivity and devices based on the data received jetpacks/hotspots and devices were targeted and needs met.

- For students and families who live in rural areas where cellular service nor the internet is available, CCPS has provided content on flash drives where class and course content has been downloaded so that students can remain pace with the course assignments and expectations.

- Continued partnerships with key corporations such as Comcast, Verizon, T-Mobile and Ting to support connectivity issues and concerns
- Procure laptops for all high school students
- Partner with the Carroll County Public Library (CCPL) and Boys and Girls Club as an optional space for learning for students with connectivity concerns
- Work with County Commissioners for infrastructure support
- Allocate time during the summer recovery program and the beginning of the new academic school year to teach students how to access and utilize online instructional platforms
- Provide online tutorials for parents and students; also provide tutorials via Twitter, Facebook and Channel 21
- Ensure appropriate supports are given to our most vulnerable populations by ensuring workloads are equitable and the home environment supports learning. Collaboration with School Counselors, PPWs, Equity Liaisons, ESOL Resource Teachers and Case Managers should be encouraged to serve as advocates for our students.
- The CCPS International Office will continue to support our international families with (1) interpretation services as needed, (2) assist with food distribution, (3) inform communities of resources available throughout the school system and school community and (4) provide online information sessions that will help families utilize online instructional platforms. These online information sessions will continue to be conducted in Spanish, Korean, Japanese, Hindi, Gujarati, Mandarin, Cantonese and Portuguese.

- Hispanic Student Achievement Liaisons will continue to case manage Hispanic students assigned to them and provide family support and monitor students' progress.
- The Performance Academy offered through the Office of Academics, Equity and Accountability will continue professional learning opportunities which will focus on ensuring equitable access to a well-rounded curriculum for our historically underserved students.
- Virtual Parent Conferences with key stakeholders should be offered to help support families with challenging schedules. The focus of these conferences should be to provide a safe and collaborative space in which families and students can communicate instructional and personal supports needed at this time.

Educational Equity Focus 2: Leadership and Human Capital - Recruiting and retaining effective and diverse educators and staff

Actions: Provide equitable access to effective teachers

- Organize Healing Circles, which are sessions for employees of color to share their challenges, concerns, anxieties and needs regarding the current state of our country and community
- Organize virtual social sessions to promote networking and to establish the CCPS Professional Friend Forever (PFF) mentoring and support program
- Provide leadership opportunities for teachers of color
- Continue having Courageous Conversation sessions with all employees to create a safe and nurturing environment for all staff to share personal narratives and experiences
- Conduct virtual interviews of 1st and 2nd year employees of color to provide opportunities for them to share their perspectives and experiences of the climate in our schools regarding inclusion

Educational Equity Focus 3: School Climate and Culture - Building a climate that supports student success. Environments that are welcoming and affirming.

Action: Identify areas of disproportionality and identify root causes

- Each school should consider providing time and space for Healing Circles in which staff and students can discuss and express feelings of loss or concerns regarding how societal changes are impacting them
- Schools should implement wellness checks *(Healing Circles)* with a focus on students and families who are disengaged or families who do not respond to school communications
- Continue with student support programs that will provide a space for marginalized students to participate in Courageous Conversations, while also providing mentoring, self-care strategies, networking and overall support
- Provide professional learning opportunities for teachers that will support and promote classrooms where students can share personal experiences and cultural narratives

Educational Equity Focus 4: Educator and Staff Capacity - Improving learning experiences for every child in every classroom.

Action: Provide positive student outcomes through integration of cultural responsiveness and social, emotional and academic development.

- Continue cultural proficiency training with a focus on equitable classroom discussions and Courageous Conversations, implicit bias and microaggressions.   Provide professional learning opportunities with focus on culturally responsive pedagogy.
- Offer Courageous Conversation sessions to provide opportunities for staff to share personal narratives and cultural experiences. This will build their capacity to have these conversations with students.
- Implement differentiated compassion professional learning opportunities which will focus on providing empathy without lowering standards and classroom expectations

Academics, Equity, and Accountability

- Provide cultural proficiency training for system leaders focusing on: "What COVID has taught us" to continually reflect and address inequities in our school system
- Establish summer book clubs with reading focused on race and a Fall semester book study on culturally and linguistically responsive teaching

Courageous Conversations: *Founded by Glenn Singleton in 1992, it is a protocol for effectively engaging, sustaining and deepening interracial dialogue for the purpose of helping individuals and organizations address persistent racial disparities intentionally, explicitly, and comprehensively.*

Healing/Restorative Circles: *An instrumental approach that can be used to stimulate multicultural awareness while fostering respect for individual differences and facilitating group cohesion.*

Student Voice: *Refers to values, opinions, beliefs, perspectives and cultural backgrounds of individual students and groups of students in a school, and to instructional approaches and techniques that are based on student choices, interests, passions and ambitions.*

Professional Friend Forever (PFF)- a mentoring and social networking opportunity provided to employees of color.

References:
- CCPS Continuation of Learning Teacher Survey and Parent Survey
- MSDE Recovery Plan
- High School Minority Student Focus Group Findings: Carroll County Public Schools
- Guide on Culturally Responsive –Sustaining School Reopening Centering Equity to Humanize the Process of Coming Back Together
- Equity and Excellence: The Guide to Educational Equity

English for Speakers of Other Languages (ESOL)

ENGLISH LEARNERS (ELs)

The equitable education of ELs is safeguarded by various civil rights laws and policies, as well as by the Every Student Succeeds Act (ESSA). Maryland school systems are required by COMAR to provide instructional assistance and services to enable ELs to attain English proficiency, develop high levels of academic language and achieve at high levels in academic subjects. CCPS will remain flexible and adapt support and service delivery models as needed.

Screening of New ELs

Once schools reopen and students are attending schools, CCPS will use state-identified English Language Development (ELD) screening tools to test students for ESOL *(English for Speakers of Other Languages)* service eligibility. However, due to modified school schedules, we will need to identify students as provisional ELs until all students have been formally screened and identified.

Comprehensive Plan for ELs

The following table highlights our action plan for continuing ESOL services/support, ensuring access to general education and maintaining communication and outreach to EL families:

Stage 1: Enhanced Distance/Virtual

Access to Technology:

- Assess technology needs of all identified ELs and support efforts to connect students to devices/internet
- Provide explicit instruction for ELs on the use of technology and online resources

Academics, Equity, and Accountability

Family Outreach:

- Provide training and support to EL families and students around the use of instructional technology and resources
- Advocate for students and families who have obstacles which prevent availability to learn and connect them to available school and community resources *(ex-food distribution, connections to Human Services and community resources, etc.)*
- Maintain regular communication with students and families, and continue to work collaboratively with other departments and programs *(Interpretation/Translation, Student Services)* to bridge the home/school connection, provide necessary supports and deliver information in an understandable format
- Continue to deliver "Family Resource/Instructional Bags" to ELs and continue to provide differentiated supplemental instructional and family engagement materials as needed

Instruction/Assessment:

- Provide small group and individual content and language instruction to identified ELs *(combination of synchronous and asynchronous)*
- Collaborate, co-plan and co-teach with content teachers *(direct instruction, modifications, accommodations, appropriate workload, etc.)*
- Work as a collaborative team to develop supplemental instructional resources, materials and assessments for use in online classes
- Provide office hours and schedule individual times to meet with students and families as needed
- Assist students in understanding assignments to the extent possible
- Augment instruction using alternative materials/methods
- Use formative assessment measures to identify learning gaps

Professional Learning and School Support:

- Collaborate with the Office of Professional Learning to offer sessions and webinars for content teachers
- Work collaboratively with school-based staff to support the instructional and social-emotional needs of identified ELs
- Create a "buddy system" with another school-based staff person for wellness checks with students and families
- Continue to develop digital opportunities for review and recovery
- Provide ESOL staff with opportunities for professional growth related to online teaching and blended learning
- Continued advocacy for all ELs

Stage 2: Hybrid

All distance/virtual learning action items, AND

- Continue to explore opportunities for students to engage and remain engaged online
- Implement a blended service model
- Focus on ensuring students are comfortable navigating the online component
- Collaborate with content teachers to schedule and provide services to students

Stage 3: Traditional

Regular operations will resume. All distance/virtual and hybrid learning action items, AND

- Continued focus on blended learning
- Formally assessing technology access *(devices, internet)*

- Explicitly teaching technology skills

Professional Learning

Since the school closures, the Offices of Curriculum and Instruction, Professional Learning and Instructional Technology have been working collaboratively to provide ongoing, differentiated support and professional learning to staff, students and families.

The CCPS Learning Resources Site was created as a one-stop-shop to assist students, teachers, instructional assistants and other support staff, parents and administrators with essential information related to distance learning. This site, updated regularly, provides quick access to the CCPS Continuity of Learning Plan, along with a plethora of resources, including videos/recordings designed specifically for families to assist their child(ren) at home, access to the distance learning packets, school/community resources and essential information about social/emotional wellness. This site will continue to be updated with the current information and topics for students and families. Parents/Guardians, child care providers, and other adults who assist with academic support for students will continue to receive learning opportunities through the "Did You Know" series, which is available through multiple social media platforms and the Learning Resource Site. Pre-recorded sessions will also be streamed through Channel 21 to provide families with strategies to support learning at home with virtual learning.

The CCPS Distance Learning Site was created to provide staff, instructional assistants and other support staff and students with a framework of expectations for distance learning in varied settings. Essential elements of the site include information about online platforms being used, tips for successful digital learning, roles and responsibilities of all stakeholders, elements of digital citizenship and links to resources and additional supports. This site will continue to be updated to reflect current/consistent expectations for distance learning.

The CCPS Instructional Technology Resource Site was also enhanced to focus on distance learning, and will continue to be an accessible resource for staff to access videos, past webinars, learning modules and instructional supports.

The Office of Professional Learning developed and implemented two major initiatives for faculty/staff related to distance learning. The first was the "Digital Learning Webinar Series," which was designed to increase capacity in the use of Google Classroom, technology tools, programs and online resources available for use in CCPS. These synchronous webinars were recorded and have been posted on the CCPS Instructional Technology Resource site. The second was a "Lunch and Learn" series led by CCPS teacher leaders and administrators. Participants had the opportunity to read and reflect on selected articles focusing on key topics and challenges related to distance learning, then come together to discuss and share ideas, strategies and practical applications. Topics included equity advocacy, Courageous Conversations, collaborating virtually, strategies for providing feedback to students, differentiating online instruction for ELs, social emotional learning/well-being, resilience factors, arts integration and tips for remote learning.

All content supervisors, school administrators, Central Office, teachers and instructional assistants and other support staff will have the opportunity to continue to increase their skill sets in planning, delivering and monitoring instruction in a virtual and/or hybrid learning environment by participating in the August 2020 "Summer Virtual Learning Series." This series of instructional application webinars, led by a cadre of teachers and administrators, will focus on seven major strands related to distance/virtual learning:

1. Video Conferencing with Students
2. Engaging Students with Instructional Technology
3. Providing Feedback Remotely
4. Differentiation in an Online Environment
5. Equity and Inclusion
6. Engaging Parents
7. Supporting English Language Learners
8. Social/Emotional well-being of Students/Staff

Academics, Equity, and Accountability

To ensure the diverse needs of students are being met in this new learning environment, we will continue to develop the capacity of our system leaders. School administrators and content supervisors will be provided with differentiated professional learning and collaboration opportunities to further develop their capacity to ensure students are being provided with equitable, high quality instruction. Focus areas include Google Classroom, instructional technology applications and extensions, Schoology and Performance Matters. Professional learning will also occur around the implementation of digital walkthroughs, which will enable school leaders to provide valuable, timely feedback related to all aspects of instruction and assessment. Through this collaborative, reciprocal support and learn model, teachers, school leaders and Central Office staff will continue to learn and grow together.

This summer, CCPS is offering a three credit "Online Teaching in Maryland" course to twenty participants. This course is currently at capacity, and a wait list has been developed. The Instructional Technology Team will implement the Digital Leaders Program, which was set to begin in Spring 2020. Twelve to fifteen educators from across the county have been identified to participate in this program. The goal of the program is to develop teacher leaders who will then provide professional learning at the school and district levels.

Stage 1: Enhanced Distance/Virtual

- Ongoing professional learning modules will be developed and available to teachers, administrators, instructional assistants and other support staff, students and parents
- Modules specific to ESOL, Special Education and historically underserved populations will be developed and available
- Feedback will be collected to plan and implement future professional learning opportunities
- Professional learning at the building and system levels will occur throughout the school year to build educator capacity with digital tools
- Digital Leaders Program will be implemented
- The Department of Curriculum and Instruction will engage in Professional Learning Communities (PLCs); topics include, but are not limited to: equity and access, synchronous instruction, differentiating instruction, providing feedback, content standards in a virtual setting and blended learning
- Digital learning sessions will be implemented for students that will focus on strategies for engaging in virtual and blended learning
- Media Specialists will continue to receive specific training to support their building faculty/staff
- The CCPS Teacher Induction Program and pre-service week will also focus on building capacity around digital learning

Stage 2: Hybrid

All distance/virtual learning action items, AND

- Consideration by building administration could include a "conference" type entry plan for teachers, instructional assistants and other support staff, students and families, focusing on modified schedules and professional learning regarding accessing digital tools, etc.
- Teachers, instructional assistants and other support staff in all content areas will provide students with virtual/blended learning expectations and how to navigate digital platforms and the virtual classroom

Stage 3: Traditional

Regular operations will resume. All distance/virtual and hybrid learning action items, AND

- Continued focus on blended learning
- School-based administration, as well as content supervisors will provide professional learning opportunities throughout the year for teachers, instructional assistants and other CCPS staff

Schedule for Reopening Schools

Considerations:	- Social distancing is a key component to limit COVID-19 transmissions. A social distance of six feet, where possible, is currently recommended by the CDC. - Social distancing lowers the number of students allowed per classroom. - With lower numbers of students per classroom, due to social distancing, there are not enough classrooms or teachers in the district to accommodate all students returning to school full-time simultaneously. - Are stakeholders interested in returning students to school in person if we can only accommodate each student for part of the school week? - Any partial re-entry plan would require a committee to overlay the school calendar with the proposed student re-entry schedule to ensure that no group of students was provided significantly less in-person instructional time, due to days in which schools are closed for holidays, etc.

Options if MD is in Stage 2 of the Governor's Roadmap to Recovery:	1. Phase-In: Elementary Students Return First
	   a. All elementary students return to school full-time with fewer than normal students per classroom (using six-foot social distancing where possible).
	   b. All middle school and high school students remain at home and participate in full-time virtual learning.
	   c. Elementary staff and students utilize the space in middle and high schools to accommodate fewer students per classroom.
	   d. CCPS would need to hire approximately 600 temporary elementary classroom teachers.
	   e. This option would require all new bus routes to be created.
	   f. This option is cost-prohibitive and not recommended.
	
	2. All Students Pre-K-12 Re-enter Simultaneously on a Part-Time Basis 50% at a Time
	   a. Allowing for social distancing, the student body would be divided in half and attend school on opposite days.
	   b. Each student could attend school two days a week and participate in virtual learning on the other three days.
	   c. Students would be assigned to either an A group or a B group. Students living in the same home would be assigned the same group.
	   d. A weekly schedule would be developed : for cohorts utilizing an AA BB format with buildings being closed on Wednesdays for cleaning and sanitizing purposes. Virtual learning would continue on Wednesdays.
	   e. The schedule could also be organized by week, having an A week, then a B week.
	
	3. All students Pre-K-12 Participate in Virtual Learning on a Full-Time Basis
	   a. Teachers would increase the amount of time that direct instruction would be provided to students through Google Classroom.
	   b. Traditional grading would be utilized and HAC would be available to parents and students in grades 3-12.

Schools and Student Support

Staffing to Support Re-opening Options

Considerations:	▪ During any re-opening plan, students and employees could become infected with COVID-19. ▪ Ill students would need to stay home until released by a medical doctor to return to school. ▪ Ill employees would need to stay home until released by a medical doctor to return to work. ▪ Students and employees may need to quarantine due to being in close proximity to another who becomes sick with COVID-19.

Recommendations:	1. Students who are ill or quarantined may continue to participate in virtual learning as they are able.
	
	2. Teachers who are ill will need to stay home and a substitute will be required to teach the class.
	   a. Substitutes were becoming increasingly difficult to find before the COVID-19 pandemic.
	   b. If the principal cannot find a substitute or appropriate coverage for a classroom, and social distancing is still required, students may need to stay home and participate in virtual learning.
	
	3. Teachers who are quarantined could continue to provide virtual instruction to students.
	
	4. Individual schools that reach a certain level of COVID-19 cases may be required to close for a period of time based on recommendations from the CCHD.
	
	5. CCPS may be required by the State Superintendent to close again, for a period of time, due to high levels of COVID-19 cases. In this scenario, students and employees would utilize virtual learning until schools could reopen.
	
	6. Each school will need to designate an isolation room to hold a student who exhibits symptoms of COVID-19 while at school, and who is waiting to be picked up by a parent. The school nurse or designee will be in charge of supervision.

References:	*Maryland Strong: Roadmap to Recovery* *Maryland Together: Maryland's Recovery Plan for Education* *CDC Considerations for Schools*

Students Receiving Special Services (IEPs, 504 Plans, ESOL, Interventions)

Considerations:	▪ Whether in-person or through virtual learning, students need access to appropriate services. ▪ Some services cannot be fully experienced in a virtual learning environment. ▪ All students missed out on in-person instruction this spring, and therefore, may start the new school year with academic gaps.

Schools and Student Support

Recommendations:	1. Upon in-person re-entry to school, all students will be assessed to determine academic gaps.
	
	    a. Content supervisors will assist teachers in providing a mini-review at the outset of each course.
	    b. In cases where most of the class needs intervention or remediation in a priority skill or priority content, the teacher will provide it for all students.
	    c. In cases where select students need academic interventions, the principal will ensure those interventions are designed and implemented
	
	2. Principals will ensure that IEP and 504 meetings are scheduled to continue appropriate services and accommodations to students.
	
	3. During times of virtual learning and in-person learning, the principal will ensure that appropriate staff are providing services to students who are entitled to those services, and that academic growth is occurring (IEPs, 504s, ESOL, Interventions)

References:	*Maryland Strong: Roadmap to Recovery* *Maryland Together: Maryland's Recovery Plan for Education* *CDC Considerations for Schools*

Student Mental Health

Considerations:	▪ Some students experienced significant mental health challenges during the COVID-19 pandemic. ▪ Students will need access to mental health services during reopening this fall. ▪ All students, but especially our young students, missed out on the natural social-emotional learning that comes with attending school in-person. ▪ The restrictions that come along with virtual learning create challenges to mental health support of students.

Recommendations:	**Teachers:**
	• Will be provided with Trauma Informed professional learning in August:
	    o Increase awareness of the impact of COVID-19
	    o Strategies for self-care
	    o Tier I, Tier II, and Tier III interventions to meet the needs of students
	    o Heightened importance of creating a culture within the learning environment where students feel safe
	    o Both a system-wide and school-based focus
	
	School Counselors:
	• Coordinate with the administrative team and mental health colleagues to address the unique needs of their school relating to the support needed for students and staff and serve as the leader for school-based professional learning relating to the impact of COVID-19 during teacher pre-service week.
	• Meet with individual students and families to support them with the return to school prior to the first day of learning.
	• Assist with scheduling changes for individual students or groups of students based on the instructional delivery model being used.
	• Intervene with students in need of individualized support.
	• Teach small group and classroom lessons focused on the social emotional needs of students.

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School Psychologists:
- Assist with the coordination of school-wide SEL initiatives in order to support the social emotional needs of students.
- Identify students with existing behavior plans, provide training and support to classroom teachers to accomplish successful implementation, and update the plan as needed.
- Special Education Support:
    - Monitor identified students for potential need of increased support
    - Provide student counseling services and parent coaching as needed
    - Complete assessments

Pupil Personnel Workers (PPW's):
- Serve as a liaison between the family and school to ensure students have access to instruction.
- Identify challenges families are experiencing that are barriers to learning and work with CCPS and community resources to provide direct services in an effort to mitigate the impact on learning.
    - Conduct home visits
    - Transport students to school when needed
    - Deliver food, clothing, school supplies, etc.

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Attendance and Grading

Considerations:	▪ Access to internet connectivity is inconsistent throughout Carroll County which results in challenges in accounting for daily attendance. ▪ Engaging in available learning opportunities is key to student success and a student's level of engagement may be indicative of their attendance. ▪ When recording student attendance, considerations for equity are crucial. ▪ Both formative and summative assessment are essential elements of instruction which provide students and parents feedback relating to progress. ▪ The letter grade a student earns reflects a student's understanding of the content of the course.

Recommendations:	**Attendance**
	• Traditional "In-Person" instruction
	     ◦ Practices for accounting for student attendance will remain unchanged
	• Virtual instruction/ Learning packet
	     ▪ Students will be marked as present under the following conditions:
	     ▪ Students access designated virtual classroom/platform
	     ▪ Staff member verifies access to instruction with the student or adult
	     ▪ Students submit work within a designated time period
	Engaging Students who are Consistently Absent
	     ▪ After initial attempts at contact from teachers, school counselors will contact the student's parent via a telephone call to discuss the reason for the absences, and to problem-solve solutions together. Issues with school schedule, family schedule, courses, social-emotional components, and technology will be addressed.
	     ▪ If absences continue, the Pupil Personnel Worker will make contact with the parent, first by phone, and if necessary, by home visit. A parent/student contract will be utilized and incentives provided to motivate attendance.
	Grading

	• Traditional grading will be used in the fall, whether students are attending school in person or virtually.
	• Students in grades 3-12 will receive letter grades for quarter grades and final grades.
	• Both formative and summative assessments will be assigned.
	• Content supervisors will provide grading guidelines with regard to the weight of formative and summative assignments.
	• Teachers will publish assignments and grades in Teacher Access Center (TAC).
	• Students and guardians will have access to grades in Home Access Center (HAC).
	• Teachers will accept learning packet work and digitally submitted work for credit.
	• Teachers are encouraged to offer second chance learning opportunities in order for the student to demonstrate mastery.
	• If a student is in danger of failing a course, students and parents must be informed by mid-quarter and an intervention plan must be developed. Student learning packet is returned completed
References:	_Maryland Together: Maryland's Recovery Plan for Education_

Extra-curricular Activities

Considerations:	• After March 12, students missed out on athletics and extracurricular activities for the remainder of the school year.
	• Students benefit physically, mentally, and emotionally from having a connection to the school through extracurricular participation.
	• Extracurricular activities are vital components of student and community life surrounding the school.
	• A limited or altered athletic season is better for athletes than no athletic season.
Recommendations:	• Staff will develop a Return To Play (RTP) committee to make recommendations for the restart of athletics and marching band. The recommendations may also be used or modified to meet the needs of other extracurricular activities.
	• The RTP committee will work with the Maryland Public Secondary Schools Athletic Association (MPSSAA) to ensure that the procedures put in place for CCPS are in line with those at the state level.
	• The MPSSAA has relaxed multiple regulations for the year to give each Local School System flexibility to meet the needs of its population. It will be our priority to develop programs that best serve our students.
	• Some recommendations may include modifying the schedules to restrict competition to only schools within CCPS. Others may include modifying the length of the seasons, or even the make-up of teams.
	• Sport seasons may also be adjusted to find the safest times to play each sport.
	• The Athletic Directors will develop alternative schedules in the event they are needed.
	• MPSSAA playoffs may not occur. CCPS will look to alternatives to potentially accommodate the schools' ability to participate in a postseason.
	• Transportation will be a factor when scheduling (numbers of students who can safely fit on a bus).
	• The first priority is to get athletes and marching band members back on fields and working with our staff for non-sports/band specific conditioning workouts. (No balls, sticks, or equipment of any kind) The target date for conditioning to begin is July 13.The next priority is to reintroduce athletes to the weight room, once inside use of facilities is approved.

	• The third preseason priority will be to reintroduce equipment and instruments so that athletes and marching band members can participate in sports and skill specific drills so that they are properly conditioned and prepared for try-outs in mid-August. • Protocols will be developed to properly clean equipment and instruments. • "Non-cut" varsity teams may be asked to limit their rosters or to create a "travel" roster so that only players who will actually play in games will travel to away contests. • Varsity teams will be given scheduling priority. Junior varsity teams may participate in as few as four contests. • J.V. contests will be scheduled on the opposite days from varsity contests to limit bus riders and interactions between the teams. • Mid-season call-ups to varsity will only occur due to a player shortage caused by an injury or illness at the varsity level. • It is also possible that the first semester could be used for practices or team activities and actual interscholastic competition could be delayed until the second semester. • Marching band may be able to perform at athletic events, but members will most likely not be permitted to remain in the stands during the game. • Marching band tournaments may be limited to in-county only • Other extracurricular clubs given permission to meet will need to follow any restrictions in place for safety. Spaces inside of schools will be cleaned each day after students are dismissed. This may impact the availability of spaces inside of schools in which students can meet.
References:	*Maryland Strong: Roadmap to Recovery* *Maryland Together: Maryland's Recovery Plan for Education* *CDC Considerations for Schools* Maryland Public Secondary Schools Athletic Association

Building Access and Screening Guidelines

Findings:	▪ Throughout the COVID –19 response limiting the size of gatherings has been a consistent recommendation. This helps limit the potential of exposure and helps to streamline contact tracing in the event of a positive case or outbreak. ▪ Limiting the number of visitors will also facilitate social distancing measures. Such restrictions will limit parent involvement in the schools as well as restrict the use of volunteers. ▪ Tracking of building occupants and visitors will greatly expedite the contact tracing process. ▪ A number of measures have been recommended through various resources for screening building occupants, many of which may be practical and doable.

Recommendations:	1) General Building Access
	   a) Building access should be limited to employees, contractors and students on an as needed basis
	   b) If work does not require an onsite visit, it should be completed virtually by employees and/or contractors – this would include itinerant employee school visits
	   c) Guest speakers should be discouraged and only allowed in rare occasions
	   d) Employees access other than operations staff shall be restricted to business hours to allow for cleaning
	   e) All non-student occupants and visitors shall be tracked via Raptor
	   f) The most current screening questions from MDH/CDC will be asked.
	   g) Screening questions will be used for parental screening of students, staff self-screening and visitor screening.
	
	 2) Meetings
	   a) Whenever possible meetings should be conducted via telephone or video conference
	   b) Meetings that are unable to be held virtually will be facilitated on an appointment basis.
	   c) If a meeting must be conducted in person it should have a minimal number of attendees, should adhere to 6 foot social distancing guidelines when feasible
	   d) Attendance for in person meetings should not to exceed what is allowed by executive order and/or CDC guidelines
	   e) Prior to any in person meeting, attendees shall be provided with screening questions and COVID symptoms to self-screen
	   f) Employees are encouraged to use virtual platforms for group events, gatherings, or meetings, when possible
	
	 3) Parent/Guardians - Shall be restricted to essential visits, i.e., meeting with counselor or principal and follow meeting recommendations above.
	
	 4) Students
	   a) Parent/Guardians shall be provided with a list of screening questions and COVID-19 symptoms, to screen their children before coming to school
	   b) Parent/Guardians will be instructed in advance that they are not to send their child to school if they are exhibiting any COVID-19 symptoms
	   c) Students who appear to have a fever or COVID-19 symptoms will be required to be further screened by the nursing staff and handled in accord with their contagious disease procedures
	 5) Staff screening
	   a) Staff will be provided a list of questions and COVID-19 symptoms and expected to self-screen before reporting to any CCPS facility for work
	   b) Staff who have been exposed or symptomatic shall not return to work until approved by HR
	 6) Visitors

a) Will be screened through the Raptor system for Sex Offender Registry check – set up will be adjusted to allow to visitors to drop their own license in and retrieve it from the license scanner

b) The ability to note visitors' responses to screening questions will be added to Raptor

c) Any visitor who responds that they are exhibiting any of the symptoms listed in the screening questions will be advised by an administrator that their appointment will need to be rescheduled and they must leave and asked to leave the building

7) Volunteers will not be permitted in the school until after schools return to normal operations.

8) Principals and the Coordinator of Teacher Induction and Staff Development will coordinate any placement of interns and student teachers, in consideration of its impact on student room occupancy

9) Before and Aftercare
   a) Screenings should be to CCPS standard or greater
   b) Students in before care should be screened before start of school day

10) Signage shall be placed at every entrance reminding staff, students and visitors of the symptoms of COVID-19, proper screening questions, and appropriate precautions i.e., wearing of facial coverings and maintaining social distancing when feasible.

References:	*Maryland Strong: Roadmap to Recovery* *Maryland Together: Maryland's Recovery Plan for Education* *CDC Considerations for Schools* The American Academy of Pediatrics

Building and Space Modifications Guidelines

Findings:	▪ Guidance tends to be general in nature and limited. ▪ Guidance may impact other concerns such as security. ▪ In some cases, recommendations overlap or contradict recommendations from other sub-groups. ▪ Isolation rooms are specifically identified as a requirement.

Recommendations:	1) Nurses Suites Recommendations
	   a. Isolation Rooms identified as required
	   b. Replace faucets with touchless or foot activated type
	   c. Install touchless paper towel dispensers and hand sanitizer dispensers
	   d. Provide two portable air filtration units for use in Nurse's Suites and Isolation Rooms
	
	2) HVAC
	   a. Ensure ventilation systems operate properly
	   b. Investigate Increased filtration efficiency
	   c. Determine if fans can operate continuously
	   d. Identify options for increasing outside air
	      i. Not recommending opening of windows and doors to achieve
	3) Water Systems
	   a. Follow standard procedures for the typical start of school should be implemented along with additional disinfecting of fixtures
	 Take water fountains out of service and provide one bottle filler for use by students and staff. Students and staff will be asked to bring in their own bottles for personal use.
	4) Modify Room Layouts
	   a. Space classroom seating 6 feet apart when feasible
	      i. Classroom layouts to be determined by administrators with facilities staff in support.
	      ii. Attempt to comply with furniture remaining in room

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    iii. Administration to determine if teacher supplied materials are necessary for instruction or should be removed to provide space.

    iv. Administrators to determine storage space for spare furniture if compliance not feasible with existing furnishings

    v. Administration to address classroom layouts for specials and labs with facilities staff in support

  b. Deactivate paperless hand dryers, Install paper towel dispensers in their place.

5) Physical Barriers and Guides Recommendations

  a. Barriers for desks

    i. Determine types of barriers that can be provided base on availability of materials and installation constraints

    ii. Barriers will be provided for

      1. Front Office Receptionist

      2. Visitor Management

      3. Food service lines and food service employees

  b. Remove from service every other bathroom sink and urinal

  c. Physical guides

    i. Install distance and movement markings

    ii. Signage

    iii. Locations and layout to be coordinated by administration

6) Miscellaneous Recommendations/Comments

  a. Recommend suspending due to impact to other recommendations:

    i. Use of indoor facilities by outside user groups

    ii. Extracurricular activities beyond athletics as approved by administration to support disinfecting protocols.

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<tr><td>**References**:</td><td>

Maryland Strong: Roadmap to Recovery

Maryland Together: Maryland's Recovery Plan for Education

CDC Considerations for Schools

CDC Guidance for Bus Transit Operators

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Cleaning and Disinfecting Guidelines

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<tr><td>**Findings**:</td><td>

- Cleaning and disinfecting in schools and on buses is an important part of limiting the spread of infectious disease
- Cleaning and disinfecting must occur routinely within the instructional program
- CCPS has limited human resources in operations to support routine thorough disinfecting throughout the instructional day

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<tr><td>**Recommendations**:</td><td>

1) Preparing for when someone gets sick vs COVID-19 symptoms vs known positive

  a) Follow CCPS Health Services Procedures modified for COVID

2) Clean and Disinfect Frequently touched surfaces daily

  a) Recommend that spaces be cleaned daily unless directed otherwise*

  b) Determine sustainable disinfectant inventory including busses.

  c) Consider alternative disinfecting options and resources

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3) Cleaning of Shared Objects
   a) Recommend not using shared materials and equipment*
   b) Recommend removing hard to clean surfaces and materials from classrooms (stuffed animals, carpet squares, toys, staff provided furnishings)

4) Protocols for use and storage of cleaning products
   a) Current practices should suffice for custodial staff
   b) Additional training may be necessary for other than custodial staff asked to clean

5) Communal Spaces
   a) Shared spaces*
      i) Recommend not using dining hall
      ii) Recommend not using playground equipment for the start of the school year and re-evaluate.
      iii) Recommend limiting use of Media center, auditorium, and gyms to the extent possible.

6) Busses
   a) Driver training required
   b) Cleaning frequency
      i) After each run will add 15 minutes between runs
      ii) Recommend after morning run and following afternoon run unless directed by CCPS Health Services Procedures

*If recommendation not implemented then recommendation to investigate supplementing custodial workforce or "If you use it, you clean it" policy

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<tr><td>**References**:</td><td>

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Maryland Together: Maryland's Recovery Plan for Education

CDC Considerations for Schools

CDC Guidance for Cleaning and Disinfecting

CDC Guidance for Bus Transit Operators

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Exposure of Students & Staff Guidelines

Findings:	• CDC has provided specific guidelines for sick and exposed employees. • Guidance has changed since the beginning of the pandemic and recommendations should be modified to conform to CDC recommendations. • Students and staff will follow relatively similar exposure protocols. • Additional cleaning of areas where exposures have occurred may be required by Operations Staff.
Recommendation:	**Standard Employee Guidelines** All employees should follow the Maryland Department of Health (MDH) and the Centers for Disease Control and Prevention guidance for social distancing. The MDH guidelines are posted in each CCPS building, but in general employees should always remain six feet apart and avoid direct contact with others. In addition employees should follow good hygiene protocols from the federal government and other authoritative sources. These include: • Wash hands frequently with soap for 20 seconds; • Avoid touching your face;

- Wear face covering over nose and mouth\Sneeze or cough into a tissue and then throw away the tissue, or into your elbow.

If your specific job duties require any personal protective equipment (PPE), then you will be provided the appropriate PPE.

Employees who have tested positive for COVID or been exposed should inform their supervisor and Human Resources immediately.

- Stay home.
- Monitor their symptoms.
- Contact their health care provider.
- Stay away from all individuals not living in your home.
- Wear a face covering over your nose and mouth.
- Follow 6 feet social distancing guidelines.
- Wash your hands or use hand sanitizer often.
- Clean all high touch surfaces.
- Medical documentation is required to return to work.

Employees, Contractors, Students, and Visitors who become sick during the school day will be sent home immediately.
- Areas touched by the symptomatic person should be cleaned and disinfected.
- Information on persons who came into contact with the symptomatic individual should be compiled.

Employees and Contractors who have tested positive for COVID-19 or have had symptoms of COVID-19 in accordance with MDH guidance
- May return to work after being medically cleared in accordance with Carroll County Health Department, MDH, and CDC guidance
- Employees are required to supply Human Resources with a release from their medical provider to return to active duty.

Students who have tested positive for COVID-19 or have had symptoms of COVID-19 in accordance with MDH guidance
- **Must be cleared by the Carroll County Health Department who will ensure the students have met CCHD. MDH, and CDC guidance to return to school**
- **Are required to provide documentation from a health care provider clearing the student to return to school.**
- **Contact tracing – If an exposure occurs on school property the Supervisor of Health Services and Human Resources (for employees) shall:**
  - Follow the guidance of the Carroll County Health Department
  - Collaborate with the CCHD to use all available resources to determine the names of others that have been exposed to the infected/symptomatic person
  - Follow the guidance of the CCHD regarding appropriate notifications to the exposed. CCHD is the lead on contact tracing. Follow the guidance from the CCHD
  - Students exhibiting symptoms will be supervised in the designated isolation room until a parent or guardian can pick up. If the parent or guardian is unable, then the other individuals listed on the student's emergency card will be contacted

Note: in this plan and all procedures, COVID test refers specifically to a PCR test

References:	*Maryland Strong: Roadmap to Recovery*

	Maryland Together: Maryland's Recovery Plan for Education
	CDC Considerations for Schools

Food Services Guidelines

Findings:	• Food Services is critical to supporting instructional programs and community health for children 18 and younger • Food Service must continue to meet all regulatory requirements to serve reimbursable meals but may have the assistance of waivers • Food Services will need to continue developing procedures that meet CDC, USDA, and local Health Department regulations to insure safe food handling and COVID-19 protective measures • PPE will need to be provided for employees • Normal Cafeteria Operations fall in High Risk Recovery Stage as presently operated • A model for Classroom feeding is already operating in 4 CCPS schools operating Maryland Meals for Achievement (MMFA) Breakfast program • Considerable re-structuring of staffing may be needed depending on service method selected • Students eligible for FaRMs need access to meals on days that school is not in operation without overt identification • Ordering of Meals prior to Classroom would require assistance from other staff members (teaching staff, custodians, hourly dining room aids) • Food Service Equipment may need to be purchased to meet modified service needs • Decreased participation in meals program is anticipated particularly in full paying student population • Negative fiscal impact on the Food Service Fund with participation decline based on decreased in-school sales (meals and a la carte) while maintaining fixed labor and benefit costs
Recommendations:	1) CCPS Food Services has successfully operated both in-school feeding and out of school emergency feeding and anticipates doing some blend of these operations as needed. 2) Food Service Employee s will receive training on updated safe food handling, HACCP and COVID-19 protective measures. They will be provided any PPE needed. 3) Food Services will seek technology assistance from internal (Tech Services) and external (Vendors) resources to allow for food ordering with minimal contact with students. 4) Students will have access to pre-bagged breakfast at a service station with plexiglass shield as they enter the building. Students will proceed to their classroom or designated area and those electing to take a breakfast will eat until the end of announcements or a time the administrator designates. At lunch students will walk to cafeteria line service stations. Distance signage, service shields, elimination of need to touch surfaces, bundled meals and portion control condiments will be used for social distancing. Line service station surfaces will be cleaned between all classrooms. 5) Students return/go to where they are assigned by the school administrator to eat and join up with those students who elected to pack lunches. In schools where the cafeteria will be used for lunch, proper social distancing will be adhered to, as well as all guidance from the CCHD 6) Food Services will determine best way to provide meals for at risk children when not in the school building during the traditional school week. Considerations will include: Emergency feeding sites, food being sent home with students on school days, partnering with Transportation and Student Support services for meal delivery. These plans will be developed to meet regulatory and funding requirements 7) Food Services will purchase additional equipment and supplies to support modified service plans. 8) Food Services will develop a menu and seek menu items that maintain quality and best meet the needs of the modified service plans.

	9) Food Services will work with vendors to insure product availability. 10) Food Service will partner with CCSFSA to seek flexibility in staffing to meet the modified program needs for in school and emergency feeding. 11) Food Services will communicate any fiscal needs to CFO should the restricted fund balance be depleted.
References:	*Maryland Strong: Roadmap to Recovery* *Maryland Together: Maryland's Recovery Plan for Education* *CDC Considerations for Schools* *USDA Coronavirus Resources* *School Nutrition Association COVID-19 ON REOPENING SCHOOLS FOR SY2020-21 THOUGHT STARTERS*

Personal Protective Equipment Guidelines

Findings:	▪ Since the pandemic began, there has been a shortage and delay in delivery of PPE ▪ Many of our original orders for medical/nursing PPE have not been fulfilled ▪ CCPS will need to order a significant supply of face coverings and PPE to allow for any type of in person start for the 2020-21 school year. Ordering is based upon projected burn rates with no precedent, so there may be some risk involved in this approach, but it is necessary to be in a position to open ▪ PPE inventory and ordering are based upon the premise that a number of staff and students will wear their own face coverings ▪ Each group of employees and students must be considered, and supply ordered accordingly

Recommendations:	1) General PPE recommendations for all
	  a) All building occupants will be required to wear a cloth face covering whenever they are inside a CCPS building.
	  b) Face coverings shall be worn whenever in occupied instructional areas
	  c) Staff will be encouraged to wear their own face coverings or masks
	  d) Upon request staff will be issued up to three cloth washable face coverings for use
	  e) Exceptions to the face coverings requirement:
	    i) Some staff may be exempt from wearing a face covering for medical reasons – must provide HR a health care provider's note
	    ii) May be made for staff when working in a confined office (does not include partitioned work areas in a large open environment). If an employee has a shared office space the office exception will not apply.
	    iii) Children younger than 2 years old
	    iv) Anyone who has trouble breathing or is unconscious
	    v) Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
	    vi) Some students with developmental disabilities, sensory integration concerns or tactile sensitivities, certain mental health conditions, or limited cognitive ability may have a negative reaction to wearing a face covering and therefore may not be able to wear a face covering.
	  f) Face shields may be used but are not a substitute for a face covering or mask
	    i) Face shields will be made available to bus assistants and staff members who work with students with facial covering exceptions.

g) Gloves should only be worn for activities involving cleaning or potential bodily fluid exposure as per Maryland Occupation Safety and Health (MOSH)

2) Nurses
   a) Personal protective equipment (PPE) will be provided to school nurses as required by Maryland Occupation Safety and Health (MOSH) and the Centers for Disease Control and Prevention (CDC)
   b) PPE for school nurses includes gloves, eye protection, facemasks, N95 respirators, gowns, shoe covers, and bonnets
   c) CCPS Health Services procedures will include recommended CDC guidelines on strategies for optimizing PPE
   d) Schools nurses will track the use of PPE by utilizing a burn rate calculator
   e) The Supervisor of Health Services or designee will approve and direct all deliveries of Nurse PPE to schools.
3) Building operations staff
   a) When working outdoors and proper social distancing cannot be maintained, staff will be required to wear a face covering.
   b) Will be supplied additional PPE for cleaning to be used in accord with their training
   c) PPE requirements may change based on types of cleaners that are being used
4) Food services employees
   a) Will be required to wear a face covering in addition to their normal PPE while preparing and serving food
5) Students
   a) Parents will be asked to provide a mask or face covering for students
   b) CCPS will maintain a supply at each school for students who lose or do not have their face covering
   c) May be exempt from wearing face coverings for medical reasons
6) Visitors will be required to wear an appropriate facial covering over their nose and mouth while in CCPS buildings
7) Special Education/Special Services
   a) Adaptive face coverings, including face shields or other specialized coverings, may be required as appropriate for the student.
   b) The Director of Special Education and Coordinator of Interpreters and Translation shall provide types and amounts to Purchasing to ensure adequate supply is on hand.
   c) The Director of Special Education or designee will be responsible for coordinating with Plant Operations to manage inventory and request resupply.
8) Inventory
   a) All PPE will be ordered centrally
   b) Inventory will be stored and distributed from Plant Operations
   c) CCPS will order sufficient PPE to try to ensure that schools will be able to supply the needs outlined above
   d) Minimum inventory levels will be established and maintained based on burn rates and product availability

References:	*Maryland Strong: Roadmap to Recovery*
	Maryland Together: Maryland's Recovery Plan for Education
	CDC Considerations for Schools
	The American Academy of Pediatrics

System Operational and Safety Guidelines

Return of Workforce Guidelines

Findings:	▪ An initial response to the pandemic was to limit exposure by having employees telework to the extent possible ▪ Food services and Facilities Maintenance and Operations staff returned to some level of staffing during the school closure period in the spring. These groups are adept at fully social distancing and PPE protocols ▪ Other groups having employees have reported in person as needed to as work dictates ▪ Limiting building access is assisting sanitizing and preparing the facilities for the 2020-21 school year ▪ Strategies to limit exposure and maintain continuity of operations must be considered for the 2020-21 school year ▪ Limiting building occupancy will assist in speed and accuracy of contact tracing when an exposure occurs

Recommendations:	1) CCPS will assess the return of school and central office operations. Specific assignments will be made by the immediate supervisor as approved by the appropriate director.
	2) Once decisions to expand on-site staffing in certain areas have been made, staff should follow the procedures and protocols detailed in the reopening plan
	3) As on-site staffing increases and operations expand, protocols will be in place to closely monitor and assess the potential spread of the virus, as well as existing procedures to mitigate it. If localized outbreaks emerge, tighter restrictions and reduced staffing may need to be implemented again
	4) Food Services staff with operate as needed for summer 2020 and transition to support the food program for the 2020-21 school year in accordance with the CCPS reopening plan
	5) Facilities Maintenance and Operations staff returned to full strength on June 22, 2020 to prepare school facilities for reopening. In school year 2020-21, staffing will be aligned to support the CCPS reopening plan
	6) School and office staff will return to support the CCPS reopening plan and student learning effective two weeks prior to opening again for in-person learning under the hybrid model.
	7) All employees shall return to work under the following conditions:
	    a. the employee must inform his or her supervisor or principal so that operations staff is aware as part of the cleaning protocol;
	    b. the employee must follow all procedures and protocols in the plan
	    c. the employee must follow all COVID specific procedures and guidance issued by the Human Resources Department

References:	*Maryland Strong: Roadmap to Recovery* *Maryland Together: Maryland's Recovery Plan for Education* *CDC Considerations for Schools*

Social Distancing Guidelines

Findings:	▪ Social distancing is a key component to limit transmissions. ▪ Practicing social distancing will aid in limiting the number of contacts that will need to be traced in the event of a positive case. ▪ Office and school environments in general are not conducive to social distancing, therefore proper face coverings will also need to be worn.

Recommendations:	1) General
	    a) When feasible, social distancing of three to six feet should be followed within the school setting.
	    b) For office environments, no more than one person should be working in the same room unless proper social distancing can be consistently maintained.
	2) Meetings – should adhere to guidelines set forth in Building Access and Staff and Student Screening Guidelines
	3) CCPS will continue to follow all safety protocols.

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     a) Visitors will be required to supply identification when visiting the building and should follow all physical spacing directions that will be noted on the floor.

     b) Appropriate marks/ floor patterns and signage will be located throughout the buildings.

4) Two plexiglass barriers/sneeze guards per school will be installed in locations that are determined by the principal (receptionist desks)

5) Meetings/gatherings – should adhere to guidelines set forth in the Building Access and Screening Section

6) Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as much as possible.

7) Telework and Virtual Options

     a) All Central Office and School-Based Office Staff Employees that are of higher risk for severe illness from COVID-19 and have ability to telework are encouraged to do so.

     b) All other Central Office and School-Based Office Staff will be scheduled on a rotational basis to observe social distancing practices.

8) Provide student support services virtually, as feasible.

9) Building Layout

     a) School Based Administrators shall review their building layout to determine traffic patterns or high-density areas with the objective of practicing social distancing.

     b) Non-permanent fixtures should be adjusted to provide ample spacing to acquire 6 feet distancing throughout common areas, offices, classrooms, etc.

     c) Standard signage and messaging will be established collaboratively with specific needs determined by administration.

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<tr><td>References:</td><td>

Maryland Strong: Roadmap to Recovery

Maryland Together: Maryland's Recovery Plan for Education

CDC Considerations for Schools

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Pupil Transportation Guidelines

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<tr><td>Findings:</td><td>

- Pupil transportation is critical to supporting any instructional program
- The school bus presents unique challenges to community health protocols
- CCPS does not have the resources to support full social distancing on buses
- Considerable re-routing of buses and changes to school times needed on any modified school opening plan other than 1 student day/ week
- Increases in parent transport should be anticipated leading to traffic issues at schools
- Social distancing will not be possible for special needs students needing assistance with car seats, vests, and wheelchair hookups
- Cleaning/ disinfecting of buses between each bus run will cause significant schedule delays for 2nd and 3rd tier schools
- Temperature checks of students by bus drivers not practical
- Some level of bus driver absenteeism should be anticipated leading to service interruptions

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<tr><td>Recommendations:</td><td>

1) CCPS buses will have to operate with one student per seat (exception for siblings and students from the same household). The seat immediately behind the driver will be left empty.

2) Drivers, attendants will wear CCPS-provided face masks on the bus. Students will be required to wear face masks with the exception of a) special education students having disabilities that would preclude them from safely wearing a mask; and, b) students having a school nurse-approved reason for not wearing a mask. For any student who cannot wear a cloth face covering, staff working with the student will use additional PPE including a face shield (in addition to the staff member wearing a cloth face covering). Students/parents will be responsible for providing the student's mask(s). A small supply of masks will be provided on the bus for students who forget their mask.

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	3) Drivers and attendants will be responsible for daily monitoring of their temperature and health status prior to entering their bus. Any driver or attendant with a temperature of 100.4° shall not be on the bus. 4) After the completed morning route and after the completed afternoon route, the driver and attendant will disinfect the high touch areas on the bus. CCPS will provide disinfectant product and spray bottles to contractors. 5) Training for bus drivers and assistants for disinfecting procedure and student seating will be required prior to the start of school. Bus contractors will be responsible for inspecting buses each day to be sure that cleaning and disinfecting protocols as well as driver self-screening has been satisfactorily completed. Transportation Services Dept. Area supervisors and driver instructors will make routine spot checks of buses to ensure compliance will all COVID 19 transportation protocols. 6) Where possible, students with the exception of pre-k and k, should be seated from back to front as loading and disembark front to back. Bus windows and roof hatches will be opened, weather permitting, to allow for air circulation through the bus. 7) A comprehensive survey should be sent to parents to include an "opt-in" or "opt-out" requirement for bus service. The survey will fully explain the seating, cleaning and other safety protocols to be used for bus transportation. 8) Schools should design and schedule the parent drop-off and pick-up procedure and communicate to parents. 9) Transportation Services will establish a website with daily updates for late buses and missed bus runs. 10) All school buses will be inspected according to the Maryland Motor Vehicle Administration (MVA) COMAR Regulations relating to school vehicle standards, prior to transporting students.
References:	*Maryland Strong: Roadmap to Recovery* *Maryland Together: Maryland's Recovery Plan for Education* *CDC Considerations for Schools* *CDC Guidance for Bus Transit Operators*

Variables & Contingencies for Implementation

There are several variables and contingent factors that will influence our ability to implement the CCPS Reopening and Recovery Plan, in whole or in part. The planning committee noted many of those variables and contingencies which arose in its own work or through feedback from the key stakeholder groups. Invariably, there will be additional factors not yet identified that will emerge once the school year opens. Some of the variables and contingencies, which have been identified and discussed, are highlighted below.

Changes to State Guidelines and Orders

The CCPS Reopening and Recovery Plan is based on the Governor declaring the State to be in Stage II of his Maryland Strong: Roadmap to Recovery Plan. Presumably, if the State is in Stage III, as defined in **Maryland Strong: Roadmap to Recovery**, then schools will be open in a traditional manner in general. It is possible that, if trends change, the State, or parts of the State, potentially may move from Stage III back to Stage II. For these reasons, this plan and the protocols contained therein are necessary.

Student Absenteeism

Student absentee rates, system-wide and school-by-school, will be monitored closely. Student absentee rates 10% or greater for that day's cohort at a school or multiple schools trigger protocols with the CCHD to determine if the absenteeism is caused by an infectious disease and if restrictive protocols must be put in place. Regardless, fluctuating absenteeism will present challenges to staffing and teaching, as instructional teams will need to shift between in-person and virtual instruction.

Employee and Contractor Absenteeism

Likewise, employee and contracted services employee absentee rates will also need to be monitored closely. If the rate of daily absenteeism is 10% or higher at a school, that school will need to be closed for in-person instruction that day. If the absentee rate is known the prior evening, CCPS will announce the school closing then. If the absentee rate is known in the morning, CCPS will announce an early dismissal for in-person instruction for that school in the morning.

Employee Leaves of Absence

Employee leaves of absence will also be monitored closely. Our ability to staff successfully and conduct the dual in-person and virtual instructional model is contingent upon our ability to deploy our full workforce. Adjustments may need to be made if leaves of absence reach critical levels.

Exposures to Virus

Due to required public health protocols, exposures or potential exposures to the novel coronavirus will impact the operations of schools. Exposure protocols require that exposed individuals, identified through contact tracing, may be quarantined for 14 days. Additionally, cleaning and disinfecting protocols require that spaces in a school where an exposure occurred be closed for up to 48 hours for disinfecting. Some scenarios with the potential to impact multiple schools are:

- An exposure involving siblings in multiple schools;
- An exposure involving an employee with children in other schools;
- An exposure on buses that require multiple drivers to quarantine; and
- An exposure among the building operations staff at a school requiring them to quarantine.

Ongoing Availability of Supplies and PPE

This plan and the various protocols contained within are contingent on CCPS obtaining sufficient supplies and PPE to open schools and maintaining sufficient levels to sustain the plan after initial opening. Supplies and PPE include masks,

Variables & Contingencies for Implementation

gloves, gowns, disinfectant, soap, and hand sanitizer. To that end, CCPS is actively ordering volumes of supplies and PPE with which to open the school year. Our experience in the spring, when the pandemic was initially declared, was that the market could not supply any of the needed supplies and PPE at the necessary levels.

Appendix A – Stakeholder Group Feedback

To read the feedback provided by each representative stakeholder group, click on the name of the stakeholder group below:

Association of Public School Administrators and Supervisors of Carroll County

Carroll Association of School Employees

Carroll County Bus Contractors Association

Carroll County Education Association

Carroll County Health Department

Carroll County School Food Services Association

Community Advisory Council

Security Advisory Council

Special Education Advisory Council

Teacher Advisory Council

Appendix B – Survey Results

During the process of developing the CCPS Reopening and Recovery Plan, a series of general surveys were issued to various stake holder groups. To review the results of the surveys, please click on the name of the surveys below:

Initial Family and Employee Survey Results

Initial Student Survey Results

Second Family and Employee Survey Results

Second Student Survey Results