Road to Recovery
CALVERT COUNTY PUBLIC SCHOOLS

Daniel D. Curry, Ed.D.
Superintendent

August 14, 2020
### Local School System: Calvert County Public Schools

**Directions:** Please check the box for completion. For each item, please indicate the link and/or page number(s) where the item can be found in the Plan.

<table>
<thead>
<tr>
<th>Check for Completion</th>
<th>Requirement</th>
<th>Link to the item and/or page number(s) in the Plan</th>
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</thead>
<tbody>
<tr>
<td>✓</td>
<td>1. Recovery plan is complete and posted to the website.</td>
<td>See below.</td>
</tr>
<tr>
<td>✓</td>
<td>2. Equity plan is reflected throughout the local recovery plan.</td>
<td>P. 13 and throughout document</td>
</tr>
<tr>
<td>✓</td>
<td>3. Membership of the Recovery Plan Stakeholder Group is posted.</td>
<td>p. 116</td>
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<td>✓</td>
<td>4. Method for determination of where students are instructionally, identification of the gaps in learning, and the path for instructional success and recovery is explained.</td>
<td>pp. 54 - 74</td>
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<td>✓</td>
<td>5. Explanation provided that MD College and Career Ready Standards PreK-12 are taught in all content areas and state frameworks are followed for each content.</td>
<td>pp. 55 - 74</td>
</tr>
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<td>✓</td>
<td>6. Guidance that schools must follow the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act (ADA) is included.</td>
<td>pp. 29 - 44</td>
</tr>
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<td>✓</td>
<td>7. Procedures for an individual who tests positive for COVID-19 are described.</td>
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<tr>
<td>✓</td>
<td>8. Safety protocols for collection of materials, cleaning of schools and other facilities, daily cleaning, and nutrition are described.</td>
<td>pp. 95 – 98, 106 - 108</td>
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<tr>
<td>✓</td>
<td>9. Protocols for the safe transportation of students to and from schools are described.</td>
<td>pp. 110 - 111</td>
</tr>
<tr>
<td>✓</td>
<td>10. System for tracking attendance when students are engaged in distance learning is described.</td>
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</tr>
<tr>
<td>✓</td>
<td>11. Plan for communication is included.</td>
<td>p. 112</td>
</tr>
<tr>
<td>✓</td>
<td>12. Utilization of COVID-19 checklist in the development of the recovery plan is described. Is this covered in the intro?</td>
<td>p. 3</td>
</tr>
<tr>
<td>✓</td>
<td>13. Roadmap forward for interscholastic athletics and activities is posted.</td>
<td>p. 113 and pp 123 - 145</td>
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# Table of Contents

Introduction .............................................................................................................................. 7  
Lessons Learned ...................................................................................................................... 9  
Equity ...................................................................................................................................... 13  
Instructional Program: Blended Learning ............................................................................. 16  
Example Student and Teacher Schedules .......................................................................... 18  
Career and Technology Education ...................................................................................... 26  
Specialized Student Groups ............................................................................................... 29  
  Students with Disabilities .................................................................................................... 29  
  504 Plans .............................................................................................................................. 45  
  Title I .................................................................................................................................... 46  
  McKinney-Vento .................................................................................................................. 46  
  English Learners .................................................................................................................. 46  
  Gifted and Talented ............................................................................................................. 49  
Identifying Learning Gaps/Teaching to the MD College and Career Ready Standards ....... 54  
  Reopening Plans and Procedures for Elementary Courses ............................................. 54  
  Reopening Plans and Procedures for Secondary Courses ............................................... 66  
Roles and Responsibilities of Non-classroom Staff ............................................................. 75  
Student Support Programs ................................................................................................... 85  
Technology Readiness for School Year 2020-2021 ............................................................ 87  
Digital Learning Professional Learning .............................................................................. 91  
Before and After School Child Care Program ................................................................... 94  
School and Community Nutrition Program ...................................................................... 95  
Health and Safety Plan ........................................................................................................ 99  
Transportation ...................................................................................................................... 110  
Communication .................................................................................................................... 112  
Interscholastic Athletics ...................................................................................................... 113  
Evaluation Plan ..................................................................................................................... 114  
Appendix A: COVID-19 Checklist ....................................................................................... 115  
Appendix B: Stakeholders Work Group ............................................................................. 116  
Appendix C: CCPS Operating Schedule ........................................................................... 118  
Appendix D: Letter to Parents of Students with Disabilities .............................................. 121  
Appendix E: MPSSAA Road to Recovery .......................................................................... 123
Introduction

The onset of the COVID-19 pandemic has changed education for the foreseeable future. As a result of the state of emergency declared by Governor Larry Hogan, Maryland schools have been closed since March 16, 2020. In May, Governor Hogan released the *Maryland Strong Roadmap to Recovery*, and shortly after, Dr. Karen Salmon, Maryland State School Superintendent released the *Maryland Recovery Plan for Education*. Upon release of these documents, Calvert County Public Schools (CCPS) immediately began working to develop the *CCPS Road to Recovery*, based on guidance and requirements of the State plans. The CCPS document outlines our plan to re-design our educational program to meet the needs of students, families, staff, and our school community. With the ever-changing status of COVID-19, this document is meant to be a fluid plan to be continuously reviewed and revised to address the current status of the Calvert County community.

Throughout the period of school closures, Dr. Daniel D. Curry, Superintendent met first bi-weekly and then weekly with his executive team and Cabinet. Each member was provided time to discuss steps being taken to prepare for reopening, issues being faced, and possible solutions. Topics discussed include but were not limited to ensuring equitable access to instruction, health and safety of students, staff, and families, instructional programming, building maintenance and cleaning, technology, graduation programs, and personnel concerns. In addition, weekly leveled (elementary, middle and high school) meetings were held with principals, assistant principals and central office supervisors to maintain open communication regarding the reopening, problem solve specific aspects of reopening and address school-based concerns.

Following the period of Continuity of Learning ended, CCPS surveyed parents, instructional staff and secondary students to seek feedback on the experiences with teaching and learning remotely. A summary of the results is provided in this document under “Lessons Learned”.

Stakeholder work groups were formed in late May to begin to plan details for reopening schools for the 2020-2021 school year. Each work group was assigned one of the instructional options outlined in the *Maryland Recovery Plan for Education* to research and evaluate as a possible option for reopening. Work groups were also created to develop procedures to develop the health and safety plan and a communication strategy. Existing committees for Risk Management and Future Ready identified needs and explored and developed processes for providing personal protective equipment and technology. The Department of Student Services maintained daily communication with Dr. Laurence Polsky, Health Officer of the Calvert County Health Department to provide updated information and guidance to CCPS staff. Work groups included central office directors, supervisors, building-based principals and assistant principals, teachers, and parents. Facilitators were assigned to guide discussion and assign tasks in order to complete this work under a brief timeline.
Dr. Curry has communicated with staff and the CCPS community frequently throughout the pandemic to share updated information. For example, the Board of Education and he hosted a virtual Town Hall on July 23, 2020 to share the reopening plan and respond to questions. Parents, staff, students, and community members were provided with the opportunity to submit questions and concerns to a dedicated e-mail address. Questions were answered verbally during the Town Hall or via e-mail during and after the meeting. Since the CCPS reopening plan was announced, over 1000 e-mails have been received.

Accompanying the *Maryland Recovery Plan for Education* is the *Reopening Maryland Schools K-12 Decision Matrix*. The *CCPS Road to Recovery* is in direct alignment with Governor Hogan’s Phase 2 of recovery which allows for “some in-person school activities to commence.”

When Governor Hogan moves the state of Maryland into Phase 3 of recovery, CCPS will again engage stakeholders to develop a plan to open up our schools and office buildings to all students and staff.

To prepare for the reopening of school, work groups were formed with administrators, supervisors, teacher leaders and parents to explore options outlined in the *Maryland Recovery Plan for Education*. After weeks and weeks of research and collaboration, it has been determined that the best option for reopening CCPS under the Maryland Phase 2 plan will be a blended learning environment from September 3, 2020 through January 27, 2021. A decision regarding instructional delivery during the second semester will be made prior to January 1, 2021.
Lessons Learned from Spring 2020

The impact of the spring closures on student achievement and student well-being has been apparent in our county, across the state and the nation. It is important to note that as Calvert County Public Schools builds a reopening plan, common lessons that have been learned must be considered. Our successes and areas of concern from the spring have informed planning and decision-making for the reopening of schools in the fall of 2020.

Key Survey Responses

Technology

Although a large majority of respondents to the survey indicated that they have access to sufficient internet to support virtual learning, we know that a gap continues to exist where some families do not have the same access as others. This lack of access will impact families’ abilities to continue to learn in a virtual environment.

Instructional Platforms and Learning

30% of respondents indicated it was difficult to easily navigate Schoology, our learning management system. We will focus on using a systemic structure for creating and organizing learning activities within the platform. Direct instruction for students will need to be provided early in the school year, so that students understand how to navigate the Schoology platform. When offered asynchronous learning, 35%- 45% of secondary students reported that the provided learning activities were not meaningful, challenging, or engaging for new learning to occur. It will be important that any virtual learning include synchronous learning and engaging assignments to ensure that students are progressing through the required curricula.

Communication

25% of parents responded negatively to when asked if CCPS provided timely communication. Systemwide information must be well-organized, succinct, and published in a timely fashion to support community understanding.

Professional Learning

87% of teachers felt the professional learning provided during the Continuity of Learning met or exceeded their needs. Professional learning must be timely and meet the needs of our teachers to effectively support students in a virtual environment.
Connection

78% of our secondary students felt connected to teachers during the spring. This reinforces the idea that relationships and connections must be developed early in the year and encouraged throughout the year to support student success.

Lessons Moving Forward

Equity

We will continue to be intentional in applying an equity lens to all aspects of our reopening plan because it is important to be intentional about our work in the area of equity. CCPS will prioritize access, equity, and progress for all students by:

• Continuing with the CCPS 5-Year Action Plan to Address Cultural Proficiency
• Providing social emotional learning to support the whole child
• Providing curriculum guidance documents that identify and prioritize standards using adjusted pacing guides and scope/sequence to inform instruction
• Including instructional resources to be used by classroom teachers that promote a safe and secure learning community that is inclusive, culturally responsive, and accessible for all learners.
• Analyzing disaggregated data across content areas to identify gaps in academic achievement.
• Using formative assessments to adjust instruction and instructional groupings based on individual student needs
• Building the capacity of all teachers to deliver instruction in a blended model. (Face to Face and online)
• Working with families to resolve internet and device access

Staff Response

Staff responded admirably during the COVID-19 pandemic as we shifted to Continuity of Learning. Our administrative and supervisory staff coordinated efforts at the departmental level, while teachers and support staff from all areas began to prepare for learning at home. When teachers returned to work, they actively participated in professional learning and collaborated with their colleagues on developing best practices for working in Schoology and in a digital environment. It was because of this systemwide effort that CCPS was able to provide ongoing learning opportunities in the Continuity of Learning. Moving forward, CCPS will provide additional professional learning and collaboration opportunities to support teaching in a virtual environment.
Curriculum

Continuity of Learning was a temporary solution for learning at home during the pandemic. This forced teachers and students to focus on specific critical standards along with continuing to build upon standards that were previously taught. Students must be engaged in the full curriculum (Maryland College and Career Ready Standards (MCRRS) and additional state standards and frameworks used across all contents) that is outlined for the courses in which they are enrolled. It is important that both face-to-face and virtual instruction allow students to gain new knowledge, to engage in learning new material, and to move beyond task completion. Resource/related arts classes in elementary school and electives in middle schools are needed to support the whole child. Our Learning Management System, Schoology, must be organized by course in a manner that teachers can move information effectively into an organized, structure that is easy to navigate.

Assessment

During Continuity of Learning, teachers were asked to provide feedback to students based on the work completed. As students return in the fall, assessments must be used to:

1. identify where students are academically,

2. align our instruction approach to address the gaps and accelerate learning, and

3. allow students to demonstrate mastery and understanding of new information.

Instruction

During Continuity of Learning, most of the instructional practice focused on learning activities for students to complete online. As we return to school, more live and interactive synchronous learning is needed to reduce the family burden to support student learning, to increase the social emotional learning opportunities that all students need, and to create more equitable learning environments for every student. Asynchronous learning will build background knowledge and understanding, reinforce concepts learned during face-to-face instruction and provide independent practice. All learning activities will be posted in the Schoology Platform, however, posted learning activities may not require students to be online and may support hands-on activities that are given to students on face-to-face days. Grading procedures should be reviewed at all levels to ensure compatibility and alignment to the model in which students return. Expectations for synchronous learning and virtual meetings must be included as part of lessons.

Professional Learning

During Continuity of Learning, teachers and other staff participated in many hours of professional learning. It was focused and provided in different formats. Professional learning must continue to meet the needs of our teachers and to support the implementation of best practices in a virtual environment. Digital citizenship concepts and skills should be integrated into
lessons. Time must be provided for One day per week has been allocated to provide teachers time to participate in professional learning and to collaborate with others.

**Access**

Survey results indicate that a digital divide exists in Calvert County. A percentage of our parent and student population indicated the need for more reliable internet. Connectivity must be supported to ensure that all students can participate equitably in online learning. The school system will need to work with the county to support families who do not have connectivity. While not all families were provided a CCPS-loaned device for each of their children, full implementation of providing a device for each student in grades 3-12 in the coming year will support the device needs that families identified. CCPS will need to determine the best way to support students with a device in grades PK-2.

**Communication**

Parents and students reported that parent-teacher communication was very valuable during Continuity of Learning; however, the frequency and the detail of communication is an area where we continue to grow. Moving forward, CCPS will evaluate the frequency, organization and clarity of information, so that families remain informed. CCPS will also send a monthly school-based survey to parents to seek feedback regarding the Blended Learning Environment and the delivery of instruction.

**Technology and Infrastructure**

Laptop distribution must happen within the first week of school to support student access to online instruction. Schoology and video conferencing must support synchronous learning. Allotting time for students to download materials while in school will allow student to complete learning activities at home without internet access.
CCPS Equity Plan

Using an equity lens is more critical now than ever before. The document below is a tool for our staff to move from awareness to action. Included in this document are discussion questions specific to the various roles within our system. These questions should guide our discussions and our actions as we develop, maintain, and revise learning during this current pandemic. The questions function as an accountability piece for staff to communicate how they are working from an equity lens.

Key leadership members will share and direct their supervisees to use this document as a continual point of reference through their communications with staff.

The following questions should be used by staff to ensure our system is working from an Equity Lens.

**Administrative Leadership:**

- How do staff and community know that we care about their well-being and the well-being of their family?
- How do we know and discuss who are the racial, ethnic, socioeconomic, students with disabilities, and other marginalized groups that are affected by our actions and decisions? What are the potential impacts on these groups?
- How do we mitigate the negative impacts and address the barriers identified above?
- How do we gather and use the input from those impacted to support educators and leaders?
- How do we use human and fiscal resources to directly address the negative impacts on the above groups?
- What qualitative and quantitative evidence will we gather and analyze to determine the inequitable impacts of opportunity for our students?

**Building Level and Instructional Leadership:**

- How does my staff know that I care about their well-being and the well-being of their family?
- How do my teachers understand that the well-being of our students must be addressed before the needs of the content, especially during this time?
- How do we know and discuss who are the racial, ethnic, socioeconomic, students with disabilities, and other marginalized groups that are affected by our actions and decisions? What are the potential impacts on these groups?
- How does my staff understand that numerous social, emotional, physical, and economic barriers that all families may face during this pandemic should guide their development of learning activities and the feedback provided to students?
• How does my staff know and discuss who are the racial, ethnic, socioeconomic, students with disabilities, and other marginalized groups that are affected by our actions and decisions? What are the potential impacts on these groups?
• How do our students understand that we care about them more than the content?

All Staff

• How do students know that I care about their well-being and the well-being of their family?
• How is the development of my learning activities, my feedback, and my family communication guided by the social, emotional, physical, and economic barriers that all families may be facing during this pandemic?
• How do I know and discuss who are the racial, ethnic, socioeconomic, students with disabilities, and other marginalized groups that are affected by my actions and decisions? What are the potential impacts on these groups?
• How do my students understand that I care about them more than the content?
• How do I convey support for the social, emotional, physical, and economic barriers that my colleagues may face?
• If I am not a classroom teacher, how do I convey support for the social, emotional, physical, and economic barriers that all families may be facing through my job responsibilities?

Resources for Instruction

The following resources provide information that can be applied to the creation of instruction that is engaging and reaches all learners in a classroom, virtual, or home setting.

• Learning in the time of COVID-19 (Darling-Hammond, 2020)
• Teaching through Coronavirus (Teaching Tolerance, 2020)
• Equity Matters: Digital and online learning for students with disabilities (Basham et al., 2015)
• Managing controversy in the online classroom (Kelly, 2013)
• Talking with children about Coronavirus disease 2019: Messages for parents, school staff, and others working with children (CDC, 2019)
• Online teaching can be culturally responsive (Teaching Tolerance, 2020)
• Building student relationships online, NCTE (2020)
### Additional Instructional Questions to Consider

- Do I have a structure to check on student well-being?
- Have I collaborated with the appropriate personnel to ensure that accommodations are implemented in continuity of instruction similarly as outlined in my students IEP, 504 and EL Plan (e.g. text to speech)?
- What process will I put in place to regularly communicate without overwhelming our students and families.
- Will students be able to complete learning activities with minimal assistance from siblings/parents/guardians etc.?
- Do my learning activities connect to my students’ interests? Are they engaging?
- How am I scaffolding and ensuring understanding?
- Have students been provided with various options to demonstrate their learning?
- What learning opportunities can I create that allow students to be creative?
- What learning opportunities can I create that allow students to stay connected with their peers and who may I reach out to for help?
- How can I create learning opportunities that require students to use knowledge gained across various content areas?
Instructional Program: Blended Learning Environment

Calvert County Public Schools will be providing a Blended Learning Environment for all students, grades Pre-kindergarten to grade 12 during the first semester of the 2020-2021 school year. The Maryland State Department of Education has defined a Blended Learning environment as:

- A combination of synchronous and asynchronous teaching and learning that requires access to the internet, an electronic device, web conferencing tools, and a learning platform.
- Local school system educators deliver instruction aligned with the school’s curriculum and monitor student attendance, growth, IEP requirements, and provide differentiation for individual students. The use of the local school system educators and curriculum allows for the flexibility of moving between synchronous instruction received entirely at home via web conferencing and traditional instruction delivered in the brick and mortar environment.

CCPS deployed Schoology as our learning management system (LMS) several years ago, which enabled us to transition as smoothly as possible to remote learning. To leverage the Schoology platform to provide an even more robust remote learning environment for students, a combined effort is taking place between the Department of Instruction and the Office of Digital Learning. Additional information on the use of Schoology during Blended Learning can be found throughout this document.

The Blended Virtual Learning Program is an alternative instructional model designed to be completed outside of a traditional school setting.

Live Synchronous Learning – remote learning that happens in real-time with the interaction between the teacher and students that occurs in a virtual classroom setting, i.e. access from home via web conferencing. Attendance is required and will be taken during scheduled live synchronous classes. In addition, active engagement and participation are expected during synchronous learning. Examples may include, but are not limited to:

- direct instruction
- targeted small group instruction
- discussions
- collaborative groups
- assessment

Asynchronous Learning – learning that occurs online or offline without real-time interaction or instruction by an educator. Examples may include but not limited to:

- digital platform instruction (Lexia, Dreambox, Schoology)
• pre-recorded video lessons
• resource videos
• assigned readings
• independent practice
• paper/pencil learning activities
• rotation/center activities
• posted assignments

**Application of Learning** – learning that occurs online or offline without real-time interaction or support from an educator that is aligned to each live online learning sessions. Students apply what they learned during the live online session at this time. Examples may include but are not limited to:

• time for students to process and practice concepts,
• complete assigned work,
• preview material for an upcoming lesson,
• meet with the teacher for individual or small group support, or
• check in with the teacher regarding learning.

Students may also participate in specialized direct instruction aligned to meet the student’s specific learning needs.

**During Blended Virtual Learning**

• Students will receive full-time instruction on the MCCRS through live synchronous instruction by a CCPS teacher in all content areas.
• Students will also engage in asynchronous instruction via Schoology and approved digital tools and resources.
• Reliable internet access and an appropriate device are required.
• 504, ELL and IEP supports and services will be provided.
• Daily attendance will be taken.
• CCPS grading procedures will be followed.

**What Parents Must Know**

• There is a commitment to a full-time daily school schedule, where attendance will be taken during the live synchronous scheduled sessions.
• Students will need regular adult support to ensure that students are online during designated times and adhere to the provided schedule.
• Students may be required to report to a school or testing site for State testing and local assessments.
Families may be asked to pick up and/or drop off course materials periodically. Each student in a household will need to have access to reliable internet and their own appropriate device. Students and parents will be asked to attend a virtual orientation.

**Teacher Workday**

**What All Teachers Can Expect**

- Return to work on August 24. Teachers may work remotely or in their classroom. Teachers who do not have reliable internet access at home should plan to report to their classroom to teach.
- Work Monday through Friday, 7.5 hours, inclusive of a 30-minute duty free lunch
- Provide synchronous instruction to students, Monday, Tuesday, Thursday, and Friday
- Provide instructional activities, tasks, assignments support for asynchronous learning Monday, Tuesday, Wednesday, Thursday, and Friday
- Participate in staff meetings, PLCs, department meetings, personal and collaborative planning meetings, and professional learning on Wednesday,

**Staffing Requesting Leave**

CCPS staff is responsible for entering request(s) for substitute coverage when they cannot work. All leave requests are to be completed in both EAC and Smart Find Express. Smart Find Express is the new system that will be used to request a substitute. This system works very similarly to the old AESOP system. Training will be provided in the form of a pre-recorded webinar for all staff.

**Student Schedules**

**What All Students Can Expect**

As we return to school this fall, elementary school students will be expected to engage in learning following a five-day student schedule that provides synchronous and asynchronous learning times. These terms are defined below by level.

**Considerations**

Each school principal will communicate to his/her school community about the specifics of the schedule as it pertains to his/her school.

**Grading**

Calvert County will return to the use of current grading procedures as outlined in Policy/Procedure 3415.1. This includes letter grades, due dates, deadlines, product and process
assignments, and reassessments. Teachers will continue to place emphasis on feedback to
students in addition to letter grades. Students may be required to report to a testing site or
utilize a secure browser for national, state, and local assessments.

**Attendance**

Calvert County will adhere to the guidelines of the Maryland State Department of Education.
Attendance will be taken at synchronous full group and small group sessions. Student attendance
will be taken on days of synchronous instruction and will be recorded in the Teacher Access
Center. Specific procedures are under development for taking attendance on the asynchronous
day.

**Resources**

School staff will identify resources that are needed for students in each course such as art
supplies, music, texts, and novels. These materials will support both synchronous and
asynchronous learning. Students and parents will be provided with a list of digital resources and
directions on how to access those resources.

**Elementary School Priorities**

Using the spring feedback from teachers, students, and parents, CCPS developed the
following guidelines to develop a virtual learning schedule and enhance learning in the
virtual setting.

1. Follow specific expectations for organizing and posting materials on Schoology
2. Provide synchronous and asynchronous learning opportunities throughout the day/week
3. Incorporate breaks for students
4. Use an instructional platform that delivers seamless synchronous learning
5. Hold parent/student orientation sessions to review expectations
6. Designate time for social emotional learning, Schoology, and executive functioning
   supports and student check-ins
7. Provide a minimum of synchronous instruction per week:
   a. English/Language Arts - 2 hours
   b. Math - 2 hours
   c. Social Studies - 1 hour
   d. Science – 1 hour
   e. Health and Social Emotional Learning - 1 hour and 30 minutes
   f. Resource Classes - (Art, Music, Library, Physical Education) 30 minutes each

**Social Emotional Learning & Health** – full group opportunity to build relationships, address
social emotional learning, mentor, review digital citizenship expectations, instruct health
curriculum, and check-in with students regarding Schoology, and support students learning from
home.
Sample Elementary Student Schedule

Elementary school students will be expected to follow their school schedule modified over five days with one day of asynchronous, independent learning.

Key for example schedules provided below

Sample Elementary Teacher Schedule

<table>
<thead>
<tr>
<th>Morning Cohort Teacher</th>
<th>Afternoon Cohort Teacher</th>
<th>Resource Teacher</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEL &amp; Health</td>
<td>PLC</td>
<td>PLC</td>
<td></td>
</tr>
<tr>
<td>8:00 – 8:30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 – 9:00</td>
<td>Core Content</td>
<td>Synchronous Instruction</td>
<td>15 Min. Break</td>
</tr>
<tr>
<td>9:00 – 9:15</td>
<td>15 Min. Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:15 – 9:45</td>
<td>Core Content</td>
<td>Synchronous Instruction</td>
<td>15 Min. Break</td>
</tr>
<tr>
<td>9:45 – 10:00</td>
<td>15 Min. Break</td>
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<td></td>
</tr>
<tr>
<td>10:00 – 10:30</td>
<td>Core Content</td>
<td>Synchronous Instruction</td>
<td>15 Min. Break</td>
</tr>
<tr>
<td>10:30 – 10:45</td>
<td>Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45 – 11:15</td>
<td>Art/Library/Music/PE</td>
<td>Art/Library/Music/PE</td>
<td></td>
</tr>
<tr>
<td>11:15 – 12:15</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:15 – 12:45</td>
<td></td>
<td>SEL &amp; Health</td>
<td></td>
</tr>
<tr>
<td>12:45 – 1:15</td>
<td></td>
<td>Synchronous Instruction</td>
<td>15 Min. Break</td>
</tr>
<tr>
<td>1:15 – 1:30</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1:30 – 2:00</td>
<td></td>
<td>English Language Arts</td>
<td>Math</td>
</tr>
<tr>
<td>2:00 – 2:15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:15 – 2:30</td>
<td></td>
<td>Social Studies</td>
<td>Science</td>
</tr>
<tr>
<td>2:30 – 2:45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:45 – 3:00</td>
<td></td>
<td>15 Min. Break</td>
<td></td>
</tr>
<tr>
<td>3:00 – 3:30</td>
<td></td>
<td>Application Time</td>
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Teacher Day
Collaborative Planning and Professional Learning Opportunities
### Sample Elementary Related Arts Schedule

<table>
<thead>
<tr>
<th>Resource Rotation</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>P.E.</td>
<td>Art</td>
<td>Music</td>
<td>Library</td>
</tr>
<tr>
<td>2</td>
<td>Library</td>
<td>P.E.</td>
<td>Art</td>
<td>Music</td>
</tr>
<tr>
<td>3</td>
<td>Music</td>
<td>Library</td>
<td>P.E.</td>
<td>Art</td>
</tr>
<tr>
<td>4</td>
<td>Art</td>
<td>Music</td>
<td>Library</td>
<td>P.E.</td>
</tr>
</tbody>
</table>

#### Morning Cohort

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Resource Rotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr. 5 AM 1</td>
<td>1</td>
</tr>
<tr>
<td>Gr. 5 AM 2</td>
<td>2</td>
</tr>
<tr>
<td>Gr. 4 AM 1</td>
<td>3</td>
</tr>
<tr>
<td>Gr. 4 AM 2</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Resource Rotation</th>
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</thead>
<tbody>
<tr>
<td>Gr. 5 AM 1</td>
<td>1</td>
</tr>
<tr>
<td>Gr. 5 AM 2</td>
<td>2</td>
</tr>
<tr>
<td>Gr. 4 AM 1</td>
<td>3</td>
</tr>
<tr>
<td>Gr. 4 AM 2</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Afternoon Cohort

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Resource Rotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr. 5 PM 1</td>
<td>1</td>
</tr>
<tr>
<td>Gr. 5 PM 2</td>
<td>2</td>
</tr>
<tr>
<td>Gr. 4 PM 1</td>
<td>3</td>
</tr>
<tr>
<td>Gr. 4 PM 2</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Resource Rotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr. 5 PM 1</td>
<td>1</td>
</tr>
<tr>
<td>Gr. 5 PM 2</td>
<td>2</td>
</tr>
<tr>
<td>Gr. 4 PM 1</td>
<td>3</td>
</tr>
<tr>
<td>Gr. 4 PM 2</td>
<td>4</td>
</tr>
</tbody>
</table>

#### TEACHER PLANNING

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:45-1:15</td>
<td>Open</td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Open</td>
</tr>
<tr>
<td>2:00-2:45</td>
<td>Open</td>
</tr>
<tr>
<td>3:00-3:30</td>
<td>Open</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:45-1:15</td>
<td>Open</td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Open</td>
</tr>
<tr>
<td>2:00-2:45</td>
<td>Open</td>
</tr>
<tr>
<td>3:00-3:30</td>
<td>Open</td>
</tr>
</tbody>
</table>
Targeted Small Group Instruction

The elementary student schedule was crafted to allow for small groups of students to return to the school to receive face to face small group instruction. Instruction may include standards based interventions, research based intervention, and/or skills based instruction. Targeted groups will include:

- Students with IEPs
- English Language Learners
- Students who qualify for Title I services
- Struggling learners
- Students without internet access

Small group instruction will occur during the “application time” of the student day. Transportation will be provided. Safety protocols will be followed.

Middle School Priorities

Using the spring feedback from teachers, parents, and students, CCPS developed the following guidelines to develop a virtual learning schedule and enhance learning in the virtual setting.

1. Follow specific expectations for organizing and posting materials on Schoology
2. Provide synchronous and asynchronous learning opportunities throughout the day/week
3. Incorporate breaks for students
4. Use a platform that delivers seamless synchronous learning
5. Hold parent/student orientation sessions to review expectations
6. Designate time for social emotional learning, Schoology, and executive functioning supports and student check-ins
7. Provide three (3) hours and thirty (30) minutes of synchronous and asynchronous learning per week, per course, not to include homework and long-term assignments
8. Provide one (1) hour and forty-five (45) minutes of synchronous learning and asynchronous learning per week, per course. not to include homework and long-term assignments

Advisory – Opportunities that occur in real-time between a teacher and students that take place in a virtual classroom setting to build relationships, address social emotional learning, mentor, review digital citizenship expectations, check-in with students regarding Schoology, and support students learning from home. Advisories may be used for teacher office hours, and schools will determine and communicate how advisory will be utilized.
**Sample Middle School Student Schedule**

For courses that meet daily, provide three (3) hours and thirty (30) minutes of synchronous and asynchronous learning per week, per course, not to include homework and long-term assignments.

For courses that meet on an A/B day schedule, provide one (1) hour and forty-five (45) minutes of synchronous learning and asynchronous learning per week, per course, not to include homework and long-term assignments.

**Key for example schedules provided below**

<table>
<thead>
<tr>
<th>Blue</th>
<th>Orange</th>
<th>Green</th>
<th>Yellow</th>
<th>Grey</th>
<th>Purple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live Online Learning</td>
<td>Application Time</td>
<td>Advisory</td>
<td>Breaks and Lunch</td>
<td>Independent Learning Time</td>
<td>Prep Time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday - A</th>
<th>Tuesday – A</th>
<th>Wednesday</th>
<th>Thursday - B</th>
<th>Friday - B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:20</td>
<td>Prep Time</td>
<td>Prep Time</td>
<td>Prep Time</td>
<td>Prep Time</td>
</tr>
<tr>
<td>8:20 – 8:30</td>
<td>10 Minute Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 – 9:30</td>
<td>Period 1</td>
<td>Period 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 – 10:00</td>
<td>Application Time</td>
<td>Application Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 – 10:30</td>
<td>30 Minute Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30 – 11:30</td>
<td>Period 2</td>
<td>Period 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td>Application Time</td>
<td>Application Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00 – 12:30</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30 – 1:30</td>
<td>Period 3</td>
<td>Period 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30 – 2:00</td>
<td>Application Time</td>
<td>Application Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 – 2:15</td>
<td>15 Minute Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:15 – 2:45</td>
<td>Advisory</td>
<td>Advisory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sample Middle School Teacher Schedule**

<table>
<thead>
<tr>
<th>Monday - A</th>
<th>Tuesday - A</th>
<th>Wednesday</th>
<th>Thursday - B</th>
<th>Friday - B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:20</td>
<td>Prep Time</td>
<td>Prep Time</td>
<td>Prep Time</td>
<td>Prep Time</td>
</tr>
<tr>
<td>8:20 – 8:30</td>
<td>10 Minute Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 – 9:30</td>
<td>Period 1</td>
<td>Period 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 – 10:00</td>
<td>Application Time</td>
<td>Application Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 – 10:30</td>
<td>Office Time</td>
<td>Office Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30 – 11:30</td>
<td>Period 2</td>
<td>Period 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td>Application Time</td>
<td>Application Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00 – 12:30</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30 – 1:30</td>
<td>Period 3</td>
<td>Period 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30 – 2:00</td>
<td>Application Time</td>
<td>Application Time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students should create a schedule that works best for their day that allows for them to engage in 30 minutes of Independent Learning Time for each class period.
High School Priorities

Using the spring feedback from teachers, parents, and students, CCPS developed the following guidelines to develop a virtual learning schedule and enhance learning in the virtual setting.

1. Follow specific expectations for organizing and posting materials on Schoology
2. Provide synchronous and asynchronous learning opportunities throughout the day/week
3. Incorporate breaks for students
4. Use a platform that delivers seamless synchronous learning
5. Begin the school day later for students
6. Hold parent/student orientation sessions to review expectations
7. Designate time for social emotional learning, Schoology, and executive functioning supports and student check-ins
8. Provide three (3) hours and twenty (20) minutes of synchronous and asynchronous learning per course, per week, not to include homework and long-term assignments.

Advisory — Opportunities that occur in real-time between a teacher and students that take place in a virtual classroom setting to build relationships, address social emotional learning, mentor, review digital citizenship expectations, check-in with students regarding Schoology, and support students learning from home. Advisories may be used for teacher office hours, and schools will determine and communicate how advisory will be utilized.

Sample High School Student Schedule

High school students will be expected to follow their school schedule modified over four-days. Students will receive approximately three (3) hours and twenty (20) minutes of synchronous and asynchronous learning per week, per course. Additional homework and long-term assignments may be required.

Key for example schedules provided below
Students should create a schedule that works best for their day that allows them to engage in 30 minutes of Independent Learning Time for each class period.

*Application time on Tuesday and Friday would be for Period 7 at HHS/PHS
*Application time on Tuesday and Friday for Periods 7 and 8 at CHS
*Advisory and Application time for Period 8 will be during the student’s scheduled lunch period at NHS

Sample High School Teacher Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:50</td>
<td>Teacher Planning</td>
<td>Teacher Planning</td>
<td>Teacher Planning</td>
<td>Teacher Planning</td>
<td>Teacher Planning</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>Period 1</td>
<td>Period 3</td>
<td>Teacher Day</td>
<td>Period 1</td>
<td>Period 3</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Application P1</td>
<td>Application P3</td>
<td>Application P1</td>
<td>Application P1</td>
<td>Application P3</td>
</tr>
<tr>
<td>10:25 – 10:35</td>
<td>10 Minute Break</td>
<td></td>
<td></td>
<td></td>
<td>10 Minute Break</td>
</tr>
<tr>
<td>10:35-11:35</td>
<td>Period 2</td>
<td>Period 4</td>
<td>Advisory (CHS)*</td>
<td>Period 2</td>
<td>Advisory (CHS)*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(HHS/PHS/NHS)</td>
<td>Application P6/P7</td>
<td></td>
<td>Application P6/P7</td>
</tr>
<tr>
<td>11:35 – 12:00</td>
<td>Application P2</td>
<td>Application P4/P8</td>
<td></td>
<td></td>
<td>Application P2</td>
</tr>
<tr>
<td>11:35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Application P4/P8</td>
</tr>
</tbody>
</table>

*Advisory and Application time for Period 8 will be during the student’s scheduled lunch period at NHS.
Career and Technology Education

Guiding Principles and Considerations

The key priority for Career & Technical Education (CTE) programs as we move into digital learning and throughout the year is to ensure students are able to not only complete programs in order to fulfill graduation requirements, but also that students continue to be able to earn industry certification and/or college credits. We seek to do this in a way that provides necessary experience and appropriate opportunities for students to safely apply and demonstrate learning in a way that is equitable for all students.

Preparation for Digital Learning and Back to School Transition

As the school year begins in a fully digital/online format, the following are key considerations and steps taken prior to the start of the year:

1. Each MSDE-approved Program of Study has been reviewed to determine critical/core content most essential for completion of certification and career preparation. Content has been re-ordered/shifted, revised, and in some cases some content has been eliminated to allow for greater focus on content standards which are most critical for certification.

   - Considerations have been made for students who potentially missed previous content during the school closures of Spring 2020. Content which was initially slated to be rescheduled to the Fall of 2020 has been reviewed again to determine what items must be instructed first.

2. A review of all certification exams to determine precise requirements for each certification has been conducted to determine areas of concern or areas that will require modification. This has required vigorous communication with various licensing boards, exam administration partners, and teaching staff. At the current time, only two programs stand with great concern over the possible inability to certify this year: Welding (which requires physical fabrication of welding plates) and Culinary Arts (which is awaiting
complete review from the American Culinary Federation that was postponed in Spring of 2020).

3. Articulation agreements with colleges have been reviewed to determine areas where modifications may be necessary. For example, in an existing agreement with Introduction to Engineering Design, the typically expected software cannot be utilized away from the school setting; therefore, a modification to allow for the use of substitute software will be necessary. Working with partner institutions throughout the summer has been of critical importance.

4. Review of work-based learning requirements as well as work-based learning opportunities:
   - Considerations for which experiences could potentially continue safely, incorporating Covid-19 precautions.
   - Transition of some work-based learning experiences to a virtual format through simulation, incorporation of guest speakers, and/or “virtual field trips.”
   - Careful review of programs which require set amounts of hours to determine if alterations can be made to those hours or which virtual experiences can fulfill those requirements.

5. Identification and procurement of critical resources:
   - Staff have worked hard to identify online or virtual resources that may be able to simulate some hands-on experiences students would typically have in various programs.
   - Funding sources are being explored for virtual resource opportunities including reallocation of district or local funds as well as various grant opportunities such as the MSDE Innovation Grants.
   - Identified technical components for purchase critical to CTE program completion. These include items such as laptop computers that can appropriately handle computing demands for programs such as Graphic Arts and Cisco Cybersecurity as well as items such as streaming web-cam devices which teachers will use to provide live instruction and demonstrate technical skills.

6. In partnership with Charles and St. Mary’s County Public Schools and with support through CARES Act funding, CTE staff members will have the opportunity to collaborate with colleagues in their industry teaching fields to create digital lesson plans and materials. As Charles County staff members will also utilize Wednesday as the independent learning day for students, we hope to continue this collaboration into the school year. This “team” approach we hope will allow us to pool resources and continue to positively impact the Southern Maryland workforce.

**Ongoing and Future Considerations**

1. Programs at the Career & Technology Academy (CTA), which primarily require the specific supplies and equipment available only at CTA have been reviewed to determine which classes should be considered first for possible small-group or hands-on/in-person
learning. Senior-level (completer course) classes are identified as a first priority, with two additional priority levels.

- This could allow for a “phased” return approach if/when conditions allow for this to safely happen.

2. Several programs are working to create “take-home kits” of supplies which can be used for students to complete some lab-based or technical skill activities. Activities which can safely be completed at home and for which costs and resources can reasonably allow are being considered.

3. Engagement of Program Advisory Council (PAC) members to assist in providing support through resources, including things such as serving as guest-speakers for CTE classes.

4. Monthly re-evaluation of curriculum progress to ensure continue progression toward certification requirements and standards.

5. Implementation of identified CTE-specific safety protocols for future in-person learning (when/if available) that are in addition to or beyond “standard classroom” procedures such as:
   - Individual classroom procedures for sanitizing hand tools and other physically-handled equipment.
   - Locker room safety procedures as needed to allow for social distancing while supporting students’ ability to safely prepare in appropriate safe uniform dress.
   - Purchase of additional PPE and/or additional equipment to be used in a consumable format (for example: blood pressure cuffs for Academy of Health students)
   - Further identification of ways to reduce class sizes for in-person instruction such as alternating student group attendance days and utilizing a hybrid model approach.
Specialized Student Groups

Compliance with the Individuals with Disabilities Act (IDEA)

Students with Disabilities

CCPS recognizes that serving students with disabilities requires additional considerations in order to comply with the IDEA, including ensuring continued access to the general education curriculum and an IEP designed and implemented to allow the student to make progress on their individualized goals through changing service delivery models as school re-opens. Throughout the COVID-19 school closure and re-opening process, continuity of learning has and will continue to change for general and special education, prioritizing the health, safety and welfare of students, teachers and service providers. Individual student needs will be considered throughout the recovery process and a variety of methods will be used to support students with disabilities in the delivery of specially designed instruction and related services. An ongoing process for conducting Free and Appropriate Public Education (FAPE) activities will include: ongoing progress monitoring of the student; ongoing communication with families, teachers, and service providers; and ongoing documentation of the student progress and services delivered. These activities will help to support student-specific needs arising from the transition back into school buildings. Compensatory education/recovery services will be determined on an individual basis through a data-driven process. As school buildings re-open, IEPs may need to be amended, collaboratively with teacher(s), service providers(s) and families, through an individualized distance learning plan in order to provide FAPE within the systemic service delivery model.

For the 2020-21 School Year, CCPS will begin with 100% online/distance learning through a blended learning format (synchronous and asynchronous instruction). CCPS will continue to revise/develop and implement individualized Distance Learning Plans (DLPs) for students with IEPs. DLPs will be developed collaboratively in order to determine special education and related services. CCPS will be able to bring some small groups of students to school for in-person face-to-face instruction for partial days beginning later in September.
CCPS will be in the *e-learning/distance learning* phase with 100% online learning. CCPS was in the *Continuous Learning Opportunities* phase on the visual above in the spring of 2020 and is moving into the *e-learning/distance learning* for the start of the 2020-21 school year with 100% online blended learning (synchronous and asynchronous). This continuum of school closure represents the efforts of where our schools were from initial closure to eventually being completely open. When planning lessons both general and special educators should ask themselves the four “Focus of Efforts” questions for students with disabilities as outlined above.

### How Will We Provide FAPE?

As we have provided homework packets, online learning opportunities, Continuity of Learning, and move into the Recovery Plan phase of 100% blended learning (synchronous and asynchronous online/distance learning), consider:

- What is appropriate in light of the CURRENT circumstances? How does learning of students with disabilities compare to other students (learning is different for all students right now). The typical brick and mortar school day and hours/method of service delivery will be different.

- CCPS is 100% blended (synchronous and asynchronous online learning) at least through the first semester of the 2020-2021 school year.

- Related services will be provided virtually and, in some cases, in person.

- Ensure efforts are in place to avoid discrimination to the greatest extent possible (provide for adjusted reading and math levels, focused work for self-contained vs. grade level...
content, provide clear written instructions, reduce assignment lengths as needed, consider ability of parent/family to support learning).

- Create programming that provides a level of progress expected of other students in these circumstances.
- Specially designed instruction and related services should be considered through consultative and collaborative models, as well as direct instruction on IEP goals/objectives.
- Consider the need for in-person (face-to-face) instruction for students who meet the following criteria:
  - Who?
    - Elementary students with special education services (not speech only)
    - See In-Person Instructional Considerations Plus Factor (below).
    - Students participating in the Alternate Standards Framework (ES/MS/HS)
  - Anticipated Start Date?
    - September 21, 2020 earliest date
  - How often?
    - At this time, there will be no in-person (face-to-face) instruction on Wednesdays.
    - Days of the week and time (AM or PM) will have to be determined in accordance with the Department of Transportation as well as considerations for class size.
    - PreK students (3- and 4-year-olds in Special Education Regional Programs) may only attend two partial days per week (AM or PM on either Mon/Thurs or Tues/Fri) for safety and health/social distancing reasons.

**Options for Partial Days In-Person:**

<table>
<thead>
<tr>
<th>Two Days</th>
<th>Four Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon/Thurs AM</td>
<td>Mon/Tues/Thurs/Fri AM</td>
</tr>
<tr>
<td>Tues/Fri AM</td>
<td></td>
</tr>
<tr>
<td>Mon/Thurs PM</td>
<td>Mon/Tues/Thurs/Fri PM</td>
</tr>
<tr>
<td>Tues/Fri PM</td>
<td></td>
</tr>
</tbody>
</table>

- The number of days (two or four) must be documented on the DLP.
- Schedule for in-person (face-to-face) instruction should be during asynchronous/application time.
Planning
- Contacting families to determine interest and commitment
- Document the discussions/decisions for in-person instruction on the DLP
- Based on continuous student needs and progress each quarter

In-Person Instructional Considerations = +Plus Factor: Online + Face-to-Face Instruction (Small Group)
- All decisions should be based on the needs of the individual student:
  - Instruction will be 100% blended learning (online synchronous/asynchronous) when school reopens.
  - Review of DLP.
  - How successful was the student in accessing and participating in distance learning during the Spring?
    - Access and ease of use of technology – did this cause additional barriers and challenges for the student?
    - What was the student’s rate of progress (look at Q4 progress report and consider the entire 2019-20 academic year)?
  - Parent/Guardian Input:
    - What was noticed by the family during the initial distance learning period?
    - What are the parent/guardian’s thoughts on in-person face-to-face instruction?
  - Consider overall intensity of the student’s needs, intensity of IEP Goals and Objectives, PLAAFP, SDI, and SAS. What is the student’s achievement gap?
  - Consider accommodations and modifications of general education materials/assignments.
  - Consider resources/interventions that have been used in the classroom that now have opened online access. Further guidance and resources regarding reading interventions will be forthcoming.
  - Caption videos.
  - Consider individualized/small group instruction in a virtual /distance setting (specially designed instruction, related services).
  - Provide services in a way that allows students to access learning opportunities in nondiscriminatory ways, to the maximum extent possible.
  - IEP goals /objectives and the provision of FAPE should be considered individually as this will look different for each student.
• Make good faith efforts to address the child’s IEP or 504 in a way that enables him/her to access the general curriculum and make meaningful progress.

**Distance Learning Plans (DLPs)**

- DLPs must be reviewed, revised, and/or developed prior to the first day of school.
- Review student needs based on IEP to develop DLP (special education and related services).
- Prioritize development of DLPs for students with IEPs that meet criteria to receive in-person face-to-face instruction by September 1, 2020.
- Case managers will be compensated for up to 14 hours at their per diem rate prior to preservice staff days or outside of the workday for coordination/collaboration/communication with families.
- Students with IEPs identified to receive in-person face-to-face instruction may begin as early as September 21, 2020.
- An Amendment to the IEP (without a team meeting) to include Special Transportation as a Related Service must be done by September 1, 2020.
- It is imperative to know which students will be riding the bus.
- If a parent indicates the child will not be riding the bus an amendment to the IEP to include Special Transportation does not need to be completed.

**Case Management & DLPs**

Case managers will collaborate with teachers, providers, and the parent in order to support the Recovery Plan and review, revise, or develop the individualized Distance Learning Plan (DLP). Case managers will be responsible for ongoing consultation and collaboration with all involved in the Recovery Plan for the student. Case managers will be key communicators and collaborators. They will communicate with students and will communicate with parent/guardian. They will serve as point of contact for the DLP and supporting the student as needs arise. The case manager shall provide a copy of the DLP to the parent/guardian and notify general education teachers and other providers who provide instruction for the student that the DLP has been uploaded in Maryland Online IEP (MDIEP) and can be accessed in File Uploads. An appropriate DLP shall be in place prior to the start of school.

**Provision of SDI & Collaboration**

SDI will support the Recovery Plan phase for students with IEPs. Maryland College and Career Ready Standards will be taught in grades PreK through 12 in all content areas. SDI may be provided by the special educator, general educator, related service provider, or Instructional Assistant under the direction of the special educator. SDI provided by the special educator may occur through direct instruction or a consultative model with general education teachers to provide suggestions and strategies for students to access the general education curriculum, lessons and activities. Appropriate accommodations and modifications will need to be implemented as part of SDI. SDI may include collaborative planning with general education
teachers to focus on connecting to student’s IEP goals/objectives. For certain students with IEPs, SDI may be provided in-person (face-to-face). The special educator will need to collaborate with general ed. teachers to support students with IEPs who are struggling.

Collaborative planning will be able to occur to the same extent that it does in “regular” school.

SDI includes providing instruction (during synchronous and/or asynchronous times, and in some cases in-person/face-to-face), considering accommodations, modifications and supports, as well as providing strategies to parents/guardians to support their children. Special education teachers may consult with specialists and related service providers and engage in collaborative relationships to plan SDI.

Collaborative Relationships include: Consultation, Co-teaching (Targeted), or Co-teaching (Daily)*.

The collaborative instruction resulting from the intentional planning of co-teaching can translate to the virtual environment/blended learning. Co-teaching during the Recovery Plan phase should be intentional and focused on SDI. There should be a clear purpose for the need for two teachers to be in the same “virtual” space.

The special educator will need to focus SDI on goals/objectives to enable the student to maintain and make progress. This may occur through a variety of ways to include providing the student with instruction, resources, mini lessons, short videos, specific tasks, interventions, components of interventions, online programs student is already utilizing, etc. that are connected to the goals/objectives. It may be appropriate to have an Instructional Assistant provide SDI under the direction of a special ed. teacher. The following tips from the MSDE DEI/SES Technical Assistance Bulletin #20-03 (August 2020) are offered for co-teaching planning and delivery of instruction in this setting:

- As a co-teaching team, seek opportunities to “practice” instructing students in the virtual environment and create models before school starts for students. Using student IEPs, practice ways to deliver SDI supports (i.e., practice online classroom features to provide immediate feedback, model the use of an assistive technology device during a synchronous lesson).

- Clearly define roles and responsibilities among the general educator, special educator, and support staff. (Revisit these, even if they were defined and intact prior to school closures.)

- Develop and adhere to a collaborative planning schedule that allows for 1-2 weeks of lesson planning in advance. Build-in time to reflect on completed lessons, include assessing student progress, analyzing student responses, and troubleshooting any technology or other challenges that occurred.

- Develop a teaching schedule. Based on the learning objectives, content, and service delivery model(s) used, outline the schedule and various strategies for two teachers to collaborate to meet the needs of all students in the class, including the specially designed instruction (SDI) needs of students with disabilities.

  - **Synchronous Tip**: Don’t shy away from “high-use” co-teaching models that were effective in the school building (i.e., parallel teaching, alternative teaching, or stations implemented through breakout rooms). For example, if the day’s learning objective is
focused on citing text evidence in response to a class prompt in English Language Arts (ELA), plan for small group breakout sessions or rotations that include supports that students with disabilities may require as part of their SDI (i.e., projected annotated text group, sentence starter group, word bank group).

- **Asynchronous Tip**: Add scaffolds to pre-recorded or televised lessons (i.e., adding visual supports using video editing software such as iMovie) or break the lesson into smaller chunks. This same scaffold approach can be applied to hard-copy packets or other concrete learning materials.

- Determine together what criteria will be used to assess student participation, mastery of daily objectives, growth, and progress in the virtual setting. Use this information to gauge the effectiveness of instructional techniques and to group students who may require more support. For example, if the algebra teacher introduces a concept, the special education co-teacher may monitor student responses after an independent example, noting students who did not answer correctly and placing them into the appropriate breakout group.

- Collaboratively communicate with students and families so that the co-teaching relationship is strengthened and recognized by families and students.

Co-teaching (Targeted) during the Recovery Plan phase should be intentional and focused on SDI. There must be a clear purpose for the need for two teachers to be in the same “virtual” space.

The special educator will need to focus SDI on goals/objectives to enable the student to maintain and make progress. This may occur through a variety of ways to include providing the student with instruction, resources, mini lessons, short videos, specific tasks, interventions, components of interventions, online programs student is already utilizing, etc. that are connected to the goals/objectives. It may be appropriate to have an Instructional Assistant provide SDI under the direction of a special ed. teacher.

**Questions Related to Recovery Plan Phase and DLPs**

1. **How do I contact parents without having my personal phone number displayed?**
   a. You can dial "67 prior to dialing a number and your number will display as “Unknown” or “Anonymous”. If you use this method and the parent doesn’t answer the call, leave a message telling parents you will be calling back in a few minutes and try again as many people do not answer blocked numbers.
   
   b. You may use Google Voice as a way to mask your phone number when calling parents. It is a free app. Information on how to install is at the following link: [https://www.digitaltrends.com/mobile/how-to-set-up-google-voice/](https://www.digitaltrends.com/mobile/how-to-set-up-google-voice/)
   
   c. Microsoft Teams has the ability to call parents through a Teams meeting. Click on Participants and enter the parent’s phone number in the box. The number displayed on the parent’s phone will be a random number.

2. **The text boxes in the DLP do not allow for more text or the text gets very small and difficult to read. What do I need to do to fix this?**
There have been issues with the PDF format of the DLP. To make it easier to complete the DLP, we have created a version of the DLP in Word for you to use. If you have already completed the DLP in the PDF format, you do not need to recreate it. The new Word format is located in Office 365 > Share Point > Special Education > COVID-19 Guidance/Docs > Special Ed Distance Learning Plan – DLP.

3. Do parents need to sign the DLP?

   No, the DLP serves as the amended IEP and does not require a parent signature. The case manager needs to document on the DLP the name of parent that they collaborated with and the date the DLP was developed/revised. The DLP needs to be emailed to the parent and uploaded in MDIEP.

4. What if I have been unsuccessful at reaching a parent/guardian after multiple attempts via multiple methods?

   a. Case Managers should work with their administrator/IEP Chairperson to see if there are other ways the parent/guardian may be reached.

   b. It could be necessary to let the parent know via email that you are attaching the draft DLP (note on the DLP that it is a DRAFT before uploading in MDIEP) and let the parent know that the school will begin to implement the draft DLP in order to support the student, but is open to making any changes and wants the parent’s input. Document the attempted contacts in MDIEP contact log.

   c. If the Case Manager has had success communicating with the student, utilize the student to communicate with the parent.

5. Should DLP be given to resource/related arts teachers?

   The DLP must be made available to all general education teachers. All general education teachers will be provided read-only access to MDIEP for their students. The IEP chairperson should communicate with teachers how to access the documents.

6. Can the DLP be changed after it’s written if we find that we need to make changes?

   The DLP can be revised in collaboration with all providers and families. There would be a new date listed in the top box for DLP developed date and the revised one would be uploaded in File Uploads (keeping the first one in there, too). This gives providers and families flexibility if circumstances change.

7. Does the DLP need to address all goals and objectives on a student’s current IEP?

   You do not need to write the goals and objectives on the DLP; however, they should be addressed through the blended learning model during the Recovery Plan phase. Even during normal circumstances IEP goals and objectives are prioritized.

   Goal areas should be documented in the “accommodations and supports” box in the DLP.

8. For the DLP, are we expected to provide the same amount of service time as stated on a student’s IEP? How do we determine services on the DLP?
a. The DLP serves as the amended IEP during this time of national crisis. All students will be receiving instruction online/distance learning for the first semester at least. Individual determinations must be made in collaboration with a student’s providers and family regarding areas, services, and a schedule.

b. Services provided during distance learning are determined through collaboration between teachers (providers) and family as each student with an IEP has unique circumstances; therefore, there isn’t a formula that can be provided to determine services. Case managers need to collaborate with team members to discuss services for Recovery Plan appropriate in light of the current circumstances.

9. How are we to determine the amount of time for each student and each class period along with reading intervention times?

   The DLP will address the SDI that will be provided based on determinations providers and families make regarding goal areas and services. Consider what is reasonable, consider the instruction and the time expectations for all students.

10. How do we address interventions that were in place before school buildings were closed?

   Interventions will not be provided in the same manner as when school buildings were open. Generally, if a student receives an intervention this should be a goal area of focus on the DLP. Strategies, activities and instruction focused on the goal should be provided and may involve similar instructional methods/activities to that of the intervention. Please see the Reading Interventions During COVID-19 Crisis Questions and Answers document for specific information.

11. What will services look like for students receiving reading and math interventions?

   Some interventions have online components and options for remote learning. When considering services for students who were receiving interventions, it is important to identify the skill that will be addressed on the DLP and not a specific intervention. Additionally, providers could look for ways to provide intervention strategies while the student is working on general education materials. CCPS has created resources and information regarding Reading, Math, and Social Emotional Behavioral which can be found in Schoology > Special Education Professional Development Group > Resources > COVID-19 Instructional Resources.

12. Should we just focus on the most important goals/objectives like we do for ESY?

   The DLP is not comparable to ESY services; however, when making determinations for goal areas to focus on, providers should consider what is appropriate to address in light of the child’s current circumstances and prioritize goals/objectives if they are not all able to be addressed in the Recovery Plan/digital learning. Some students have one goal while others have multiple.

13. Can we add accommodations to the DLP that are not on the current IEP, given instruction looks different?

   No, additional accommodations or any other revisions to the IEP would require an IEP team meeting. However, the DLP may indicate instructional strategies and supports a student may require during this time.
14. When working with students, do we use that time to work on the content the general education teacher assigned them for the week or only on goals and objectives?

DLP should include services determined by the case manager/provider in collaboration with other providers and the family that are aligned to one or more goal areas on the student’s active IEP that will be addressed during this Recovery Plan. For some students, collaboration between the special educator and general educator for planning specially designed instruction, to identify accommodations, adaptation, and/or modifications will ensure the student has access and makes progress in the core content. Other students may require support directly from a special educator likely during small group time during synchronous learning time or asynchronous time. In-person face-to-face instruction is also a consideration for some students with IEPs.

15. Can Instructional Assistants (IAs) assist with the instruction as well?

Yes. It is recommended to work with your building administrator/IEP chairperson on this. Teachers are encouraged to schedule ongoing collaboration and a time to check in with instructional assistants regarding the SDI provided. IAs may support students during synchronous small group break-outs, asynchronous time, in-person face-to-face instruction, providing interventions during a designated time, etc.

16. How should social-emotional & executive functioning goals/objectives be addressed?

Teachers need to consider how instruction has been provided when school was in session and how the skills can be addressed in a home situation. It may not be possible to address the goal exactly as written outside of a brick and mortar school. Consider consultation with behavior specialists, school psychologists, and /or social workers. Resources in the area of social-emotional behavior will be available for parents on the CCPS website: Covid-19 Digital Learning page. Resources will be available for teachers in the Special Education Professional Development Schoology Page.

17. Can Special Education teachers get an example of a DLP?

Due to the extenuating circumstances that each family is dealing with a sample cannot be provided. The Special Education Department has shared considerations for special education teachers and related service providers when completing a DLP and Supervisors/Specialists are available to provide consultative support.

18. I have been recording my parent contacts in MDIEP. Do I also need to log service contacts (Microsoft Teams meetings and parent consult) on the Special Ed COVID19 Service Log spreadsheet?

a. If the DLP indicates parent contact/consultation as a component of the agreed upon SDI, then the parent contact should be recorded on the Instructional Tracking log and is not needed on the parent contacts in MDIEP.

b. Related Service Providers will continue to document services in Meduclaim.
19. When am I required to document parent contacts on the MDIEP contact log?
   a. Teachers should document the development of the DLP, attempts made with no response from parents, and any other parent concerns.
   b. A summary of weekly contacts is appropriate, provided they include the dates, format of contact, and brief description of contact.

20. How should we address the possibility of online sessions being recorded?
   At the start of each session, the provider should inform the parent that sessions may not be recorded. If there is a concern that parents may be recording the virtual lessons or teletherapy, remind parents this is prohibited. If necessary, stop the session and notify your immediate supervisor.

Questions Related to Related Service Providers

1. Can Clinical Fellows (CFs) do teletherapy?
   Yes. Supervision would still need to occur; supervising therapist can participate in session as they would with regular therapy.

2. What is considered a student absence?
   If a student does not attend the session via Teams at the scheduled time, the therapist will wait 5 minutes in the Teams room then make a call and/or send e-mail to the family. If there is no response the provider will wait in the Teams session for 5 more minutes before ending the session and counting it as a student absence. There is no obligation to extend sessions beyond the scheduled time if the parent or student are late but please do so if you are able in instances where it will not create back-log in scheduled sessions.

3. What is considered a therapist absence?
   Anytime a therapist is not available for a scheduled session.

4. Will the district be providing students or providers with mics/earphones?
   Therapists were provided headsets with microphones in the Spring if they were requested. This will be provided to therapists who need a headset.

5. Will we be assessing students while providing distance learning?
   Yes, if feasible and necessary. Some assessments are possible via telehealth. In-person testing is allowed following the parameters that have been set by the school system to ensure that safety requirements are in place and contract tracing can be conducted if necessary. Contact the parent and the school administration to schedule a time.
6. What do we do if we are taped/recorded without our permission?

An introduction letter about telehealth and service delivery will be sent to parents and will include a reminder that recording is not allowed. At the start of each therapy session you could remind students/parents that sessions are not to be recorded. If parents do not comply and continue to record, you may stop the session, inform the parent the reason why you are stopping and notify your immediate supervisor.

7. What if my Wifi is not reliable?

If you have spotty Wifi do the best you can with the situation and develop a back-up plan with the families if you are disconnected. This may include trying to reconnect and if unsuccessful calling via phone to finish the session as parent consult or rescheduling for another time if possible. If necessary, you may need to work in a room/office at a school to ensure you have reliable internet.

8. How do I assign resources in Schoology to students if I the student is in a different Schoology class or if I don’t have a Schoology class?

Students can be assigned to Schoology classes by building administrators. A new Schoology class can be created for related service providers.

9. Can parents refuse therapy?

The DLP should be developed in collaboration with parents in order for the student to maintain and make reasonable progress in light of the current circumstances. This may include direct services (teletherapy/in person) and/or consultation. We want to collaborate with families so that students can the services identified on their IEP/DLP. If an agreement cannot be reached, please follow-up with IEP chairperson.

10. If a student is not accessing services, what are the next steps?

If a student is consistently not accessing session through the agreed upon delivery method and scheduled time, talk with the family to problem solve and see if another time or method is needed. If the family is not responding after 1-week check with other service providers to see if they have been able to make contact and/or let the building IEP chairperson know about the situation. Be sure to document all attempts.

11. How do I prioritize my caseload and determine how much service to offer?

It is recommended to provide related services during Asynchronous/Application/Independent learning time. The expectation is that all students are receiving the services identified on their IEP or as determined through the DLP.

12. How are we tracking services provided and what services are missed?

Services sessions will be documented in Meduclaim which can be used to determine sessions provided and session missed.
13. Can providers send supplies/materials (e.g., fine motor tools) to the families?
   a. If required supplies/materials are needed and imperative for therapy, we can work with school administrators to provide materials to families. To the greatest extent possible, use the student’s natural environments for tools and supplies.

14. Do we have to wait for the case manager to contact the parent before we contact them to set up services?
   You should coordinate with case manager and call together or share information as much as possible to help reduce the calls that parents will receive. The case manager should coordinate the completion of the DLP. There should only be 1 DLP per student just like an IEP. Providers are not creating individual DLPs for students. If the SLP is the case manager, they will collaborate with team members, contact the family and complete the DLP.

15. Do we need to indicate the amount of services on the DLP or can that be flexible based on family needs?
   The DLP should indicate the amount of services to be provided. If circumstances change for the student/family, the DLP can be revised at a later date.

16. Do RSPs have to complete tracking sheet/Excel document and Meduclaim?
   No. You only need to log in Meduclaim.

17. When should services begin?
   The DLP must be in place by the first day of school and services should begin the first week of school.

18. Are there other meetings scheduled for RSP groups?
   Related Service Provider meetings have been scheduled for this school year: August 28 (8-11); November 18 (9-11); February 10 (9-11). Discipline specific meetings will also be scheduled by individual supervisors. You are welcome to set up support groups for yourselves as well to share ideas and strategies that are working for you. You may also consider reaching out to individual school teams and /or other groups that are meeting for support (alternate standards framework, regional programs, etc.).

19. What about if a family opts out of receiving services?
   We are required to provide the services agreed upon through the DLP process. The DLP may need to be revised or an IEP team meeting may need to be held if agreed-upon services are not able to be delivered. Work with families to determine how students can participate.

20. Is there any money available for obtaining appropriate materials to use online?
   Please make a request to your Supervisor.
21. How should we conduct combined OT/SLP sessions?

For the DLP you may want to consider providing services separately. If you are able to arrange for them to be provided together that is okay but it may be difficult to coordinate with family and multiple providers’ schedules. The DLP should document how services will be provided.

22. Can we provide instruction to groups? Is this a FERPA violation?

Yes. Instruction can be provided to groups. No special permission is needed to have students in groups. It is not a FERPA violation.

23. What to do about Consult services on the IEP?

If consult services are not specifically outlined on DLP, they do not need to be logged in Meduclairm. If consult services are included on the DLP, they do need to be logged in Meduclairm. Once office hours are established, providers should let parents and teachers know when those are so they can reach out for support, consult, and collaboration as needed.

24. Are related service providers to only use Meduclairm to document contact or do they also have to document it in the parent contact of MDIEP?

a. Related service providers document services and consultation as indicated on the DLP in Meduclairm.

b. MDIEP Parent Contact Logs shall be used for parent contacts for DLP development (SLP case managers only), contacts regarding unsuccessful attempts to deliver services, and the following statement regarding privacy risks: “Parent was notified that third-party applications could introduce privacy risks and encryption and privacy modes should be enabled when using these applications.” Note: A separate consent form is not needed for the delivery of related services.

25. Is signed consent needed to provide telehealth services?

Currently we are not requiring a consent form to provide telehealth services and NO consent form should be used by any individual SLP or other provider. We need to provide notification to parents of potential risks using the following language: “Parent was notified that third-party applications could introduce privacy risks and encryption and privacy modes should be enabled when using these applications.” This should be documented in the parent contact log of MDIEP.

26. How can we address the possibility of privacy risks with families when using applications such as Teams?

When scheduling services with the family, share the following statement regarding privacy risks: “Parent was notified that third-party applications could introduce privacy risks and encryption and privacy modes should be enabled when using these applications.” For privacy reasons also remind students/parents that they may not record the session.
This Distance Learning Individualized Plan (DLP) will be implemented for this student throughout the Distance Learning Period. These services are based on the student’s current Individualized Education Program (IEP) and serves as the amended IEP as the date of this document. Once the district is able to resume normal functioning, services outlined in the IEP will be implemented in their entirety.

<table>
<thead>
<tr>
<th>Special Education Distance Learning Plan (DLP)</th>
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</thead>
<tbody>
<tr>
<td>Student Name</td>
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<tr>
<td>Local ID</td>
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<tr>
<td>Grade</td>
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<tr>
<td>School</td>
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<tr>
<td>Case Manager</td>
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<tr>
<td>Parent/Guardian Participant</td>
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<tr>
<td>Date of DLP Development</td>
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<tr>
<td>Description of student disability</td>
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<tr>
<td>Implementation Date: Beginning First Day of School</td>
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<tr>
<td>Supports, accommodations, consultation, and services outlined in the DLP will be provided to ensure access to the academic program and materials utilized during the Recovery Plan Phase.</td>
</tr>
<tr>
<td>Goal Areas Addressed by the DLP</td>
</tr>
<tr>
<td>Schedule of direct instruction and related services</td>
</tr>
</tbody>
</table>
Schedule of teacher-parent consultation

Description of how progress toward goals will be tracked

List of other activities/supports that will be provided

This DLP was reviewed on: ______.

The team has determined:

☐ The DLP remains appropriate and will continue to be implemented as written during the Recovery Plan Phase.
☐ The DLP required revisions in order to provide access during the Recovery Plan Phase and has been rewritten – see new DLP document.

Other Related Documents
Special education guidance documents and forms addressing COVID-19 Crisis are listed below are linked to our folder in Office 365 for quick reference. All documents are housed in SharePoint in Special Ed. Department site in the COVID-19 Folder.

Guidance Documents
  o Guidance Document for IEP Programming and Compliance During the COVID-19 Crisis
  o The Role of the Special Educator & Questions Regarding Special Education During the COVID-19 Crisis
  o Instructional Assistant’s Role in Special Education Continuity of Learning During the COVID-19 Crisis
  o Special Education Distance Learning Plan (DLP) with Instructions
  o Special Education Core Class Guidance
  o Reading Intervention Questions and Answers 4.3.20

Forms
  o Special Education Distance Learning Plan, Form Only
  o Special Education Service Log Excel Sheet

Related Service Provider Guidance Documents:
  o Guidance for Related Services Online, Supplement Document to CEC Guidance (Revise - ?)
  o CEC Handout - Best Practices for Educating Online

MSDE and Federal Guidance Documents:
  Links to documents are available in this folder in COVID-19 Library
Compliance with Section 504 of the Rehabilitation Act

Guidance for CCPS 504 Coordinators

School-based 504 teams must ensure that students with disabilities have equal access to the same educational opportunities, including the provision of a free and appropriate public education (FAPE). Implementation of 504 Plan accommodations will likely look different than they did while school buildings were open. As a result of this pandemic with students learning in a virtual platform, the priorities are:

1. Focus on the safety, health, and welfare of our students, staff, and families.
2. Provide FAPE by delivering services to as many students as we reasonably can in the best way we know how.
3. To document our efforts and make sure documentation is focused, consistent, detailed, and demonstrates a good faith effort.
4. Ensure compliance during the pandemic.

504 Chairpersons at each school will:

- **Communicate with Parents** to discuss concerns related to the 504 Plan being implemented in a virtual setting.
- **Coordinate with all related service providers on 504 Plans** to review any concerns about a related service being implemented in a virtual setting.
- **Log** all communication related to a student’s 504 Plan.
- **Provide copies of 504 Plans to all teachers**
- **Conduct Section 504 Meetings**

504 Plan Implementation

Students with 504 plans are general education students and should follow grade-level lessons. During virtual learning, teachers will implement all relevant accommodations on a student’s 504 plan to the greatest extent possible. If a student receives a related service through their 504 plan, the relevant related service provider (Occupational Therapists, Physical Therapists, Audiologists, Counselor, Psychologist, etc.) will consult with teachers, families, and student to provide activities (online or via telephone) to support student progress, and will use technology to provide teletherapy for some direct services as appropriate. Any service provided should be documented in the related service provider’s log.
Accessibility of Instructional Materials

All instructional materials should be accessible to students with disabilities. 504 Chairpersons will review all 504 plans with an eye towards potential barriers that students may experience. If barriers are anticipated for any student to be able to access grade-level lessons or other educational materials due to their disability, the 504 Chairperson will discuss these concerns with the family and determine what needs to be done to meet the student’s needs.

Title I

CCPS recognizes that serving Title I students requires additional considerations in order to comply with Title I regulations, including ensuring continued access to the general education curriculum and Title I targeted instruction to meet individual student needs identified through assessments. Individual student needs will be considered throughout the recovery process and a variety of methods will be used to support students in the delivery of specially designed instruction. Ongoing progress monitoring of the student and communication with families, students and teachers will continue.

For the 2020-21 School Year, CCPS will begin with 100% online/distance learning through a blended learning format (synchronous and asynchronous instruction). CCPS will be exploring the opportunity to bring some small groups of students to school for in-person face-to-face instruction for partial days beginning later in September. Some Title I students may be given this face to face opportunity. Title I teachers will be in direct contact with Title I families once the school year resumes to design the best instructional model for their child.

McKinney-Vento

- School-based staff will collaborate with the McKinney-Vento Specialist to coordinate allocation of resources to families. The McKinney-Vento Specialist will participate in school meetings to expedite needed resources.
- School based staff will:
  - ensure all McKinney-Vento students have access to a laptop and internet and will assist in acquiring either or both for the family.
  - ensure families have adequate food and living conditions.
  - Communicate with Student Services staff (McKinney-Vento Specialist, PPW, Social Worker) if additional supports are needed.

English Language Learners (EL)

The United States Department of Education recognizes that English Language Learners (ELL) are likely to exhibit decreased proficiency because they have experienced limited instruction for an extended time during the school closures. ELL students are particularly challenged by gaps in
language and content standards. Many come to us with interrupted educations and a number with Special Education considerations as well. It is the job of the English as a Second Language (ESOL) teacher to catch students up while meeting grade level content standards as well as teach them English. The amount of support needed for this is intense.

ELL students’ English reading, writing, speaking, and listening skills were assessed using ACCESS in January of 2020; however, the scores are most likely no longer valid. We traditionally combat summer slide but leaving the schoolhouse in March and only getting limited virtual lessons has resulted in much less practice with English. In many cases, students have been immersed in their native language since March, and so they have lost more ground than the average English-speaking student. Often they do not have parents who can support them with their schoolwork virtually, because they themselves do not speak English well, have varying levels of formal education, or work in an industry that does not allow the time to support their children’s learning.

The Plan:
In order to fill some of these widening gaps and actually make gains, not just get them back to where they were in March, we will need to put the following parameters in place for instruction.

Elementary EL Students

ELLs must be provided daily supports from the ESOL teacher during the four days of synchronous instruction.

Active ELL students will attend synchronous support events with their ESOL teacher in addition to participating in their general education/content classes AM or PM on M/Tu/Th/Fri. So, if a child elects to have synchronous learning in the AM, he/she would have a PM synchronous event for 30 minutes with the ESOL teacher to provide direct ESOL services (and vice versa for the PM student who would receive direct ESOL services in the AM). Additionally, the ESOL teacher will schedule blocks of support time, labeling them ELA support, Math Support, Social Studies Support, and Science Support to help struggling students with their content coursework.

The ESOL teacher will also schedule herself into content classes to support in a push-in model as time allows and as technology allows for that to be productive. (We need a way to “grab” kids or small groups and put them in a short breakout session within a class period so that an ESOL teacher could work with them virtually as they would have by helping them at their desk in a Face to Face environment within a bigger classroom.)

Necessary Considerations:

- Classroom teachers should be hand selected by grade level (often they are already) to ensure that the ESOL teacher can have a group of students with the same work, follow the lesson plans easily to support the students, and be able to collaborate with the grade level or content teacher. No more than one AM and one PM teacher should have ESOL students per grade level (unless all students in that grade level elect the same half of the
day). Remember, ESOL teachers support students in multiple grades and multiple subjects, so as much as we can simplify the schedules to group grade level students with the same teacher or two, the more manageable the ESOL teacher’s load is.

- Each ESOL teacher has roughly 15 students to support daily. While a seemingly small number, if they are split between multiple grades and morning and afternoon, the ESOL teachers’ schedules will quickly become taxing, trying to make time for so many small groups.
- As it is safe and appropriate to bring small groups of students into the building for support, ESOL students and teachers will move to this support level.

**Secondary EL Students**

ESOL students are scheduled into a dedicated ESOL period and would follow the published schedules. The ESOL teacher would also be “pushing into” some classes that have ESOL students in them. We need a virtual tool that allows the ESOL teacher to create small breakout sessions if she sees a student struggling with the content. ESOL teachers will need to be supportive of students during the Application Time as well for different classes. The ESOL teacher will have to work closely with the teachers of ELs to determine how best to support select students during this Application Time in order to craft a workable schedule. If students need more support, ESOL teachers will need to be able to meet with select students on Wednesdays.

**Necessary Considerations**

- Students will need to be hand scheduled and grouped with content teachers to give the ESOL teacher the best access to students and their content teachers. They have students in multiple courses across the middle and high school and need to support them and can only handle so many teachers and lesson plans to work from and collaborate with.
- As it is safe and appropriate to bring small groups of students into the building for support, ESOL students and teachers will move to this support level.

**Additional Considerations with Exited ELs**

It may be the case that the some newly exited ELs are also exhibiting decreased proficiency because they have experienced limited instruction for an extended time during the school closures. Therefore, the United States Department of Education advises schools to closely monitor these ELs to evaluate whether such students need additional services or should be re-classified as ELs.

- We do follow these students for two years, but do not generally provide services. However, in the case of the pandemic, our recommendation is that on Wednesdays, the
Independent Learning time, ESOL teachers be given a portion of time to meet virtually with exited ELs to ensure that they are properly supported.

Screening Process for Potential New Students for ESOL Services

The Department of Education recognizes that, during the COVID-19 national emergency, many facilities are physically closed, including those normally used for registration and screening. If the Local Education Association (LEA) is operating via remote learning, the LEA must screen new students to determine EL status to the extent possible. Sections 1112(e)(3) and 3113(b)(2) of Elementary and Secondary Education Act (ESEA) require that students be identified for EL status within 30 days of enrollment in a school in a State; for students who enroll after the beginning of the school year, the LEA must send the required parent notice within two weeks of a student being placed in a language instruction educational program (LIEP).

In the spring, we attempted to identify ELs remotely to the greatest extent possible, as we were unable to meet them in person. We adjusted our statewide, standardized entrance procedures temporarily to allow for the use of available online resources and other options to identify likely EL students as quickly as possible in order to start services for those students. We took guidance from the State and applied temporary entrance procedures that permit the presumption of EL identification so that when schools reopen, students can be screened following standard assessment format.

As we move through the summer, the ESOL teacher specialist is officially screening new students coming through the Department of Instruction and Student Services as International Student new entries. This has been our process for the last three summers.

When school returns to session, identified kindergarten students and all other new entries that meet the parameters to be tested for ESOL services (based upon the Home Language Survey) will have to be officially screened by ESOL teaching staff.

The ESOL teachers from each building will be required to schedule in person appointments to screen their potential new students, as they have always done as part of their job description. This is a face to face screening. These students will be formally screened and either officially added to the ESOL population or released as appropriate.

Students who are Gifted and Talented

The Office of Advanced Learning strongly believes in the fundamental principles of equity and excellence in identifying and serving our students who are Gifted and Talented. We will apply an equity lens as we transition to school opening in the Fall. In addition, we will implement programming that gives educators an opportunity to customize learning while meeting the diverse needs of each learner. These diverse needs will be addressed as follows:
**Accelerated learning**, an individual student moves to a higher grade for instruction in one or more subject areas, or a student skips a grade level to move to a higher grade than one more typical for the student’s age group.

**Curriculum compacting**, this occurs when a student has already mastered is eliminated—the student is then allowed to pursue alternative curriculum options.

**Problem based or project-based learning** as embodied in assigned classes (cluster group) and Renzulli learning. Each approach leverages research-based curricula to engage students and then transitions those skills for use in solving real-world problems (problem-based learning) or in developing research and presentation skills as part of project-based learning.

In all cases, the information that follows reflects this ideology of customized instruction built upon known best practices in the field of gifted education.

**Elementary School (Cluster Grouping)**

Students that qualify for gifted education services (fourth and fifth grade) will be placed into an inclusive cluster grouped classroom to receive full time gifted education services. Students that receive gifted services are placed as a group (recommended 6-8 students) into a heterogenous classroom, rather than dispersed among all the classrooms at that grade level. During the first semester (2020-2021), fourth and fifth grade educators will implement Renzulli Learning. Renzulli Learning is an interactive online system that provides a personalized learning environment for students and educators. In addition, educators will utilize Lexia to extend learning for students who require advanced learning opportunities. Each student who qualifies for gifted and talented services will receive a login and password for Renzulli Learning. The Gifted & Talented Liaison, assigned by the principal, should provide feedback to the students, and review the weekly progress of each student receiving services. The classroom educator will differentiate instruction. It is essential that the Gifted & Talented Liaison establishes a check-in schedule to ensure the success of the students.

**Secondary School**

Students that qualify for gifted education services will have access to honors and AP courses (secondary).

Educators will plan differentiated learning activities within and across a specific grade levels, content area, course, class, and/or programming options to meet the diverse needs of students. The Gifted & Talented Liaison, assigned by the principal, should provide feedback to the students, and review the weekly progress of each student receiving services. It is essential that the Gifted & Talented Liaison establishes a check-in schedule to ensure the success of the students receiving gifted services. The Coordinator of Advanced Learning will continue to develop a Pre-K through grade 12 continuum of programming and services that is relevant to student talent areas. This will help to ensure that the district is responsive to the diverse needs of students that receive gifted services.
Elementary and Secondary Gifted & Talented Liaison (Enrichment & Acceleration)

Gifted and talented liaisons will help to develop and enhance virtual and face to face opportunities for high ability learners to thrive and be academically challenged in Calvert County Public Schools. In addition, the liaison will collaborate and assist with the development of students through virtual PD sessions, help analyze student data, and commit to serve as a liaison with parents and stakeholders. The liaisons will use enrichment options to extend and deepen learning opportunities within and outside of the school setting.

Pre – Kindergarten to Grade 12 Gifted Programming Standards

The Office of Advanced Learning will utilize the six Pre-K to Grade 12 Gifted Education Programming Standards to provide a basis for policies, rules, and procedures that are essential for providing systematic programs and services to any special population of students. The standards provide important direction and focus to designing and developing options for gifted learners within our district. These programming standards continue the focus on diversity and collaboration – two powerful principles that guide high quality programs and services.

The Six Gifted Education Programming Standards

Standard 1: Learning and Development

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Evidence-Based Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1. Self-Understanding</strong>. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.</td>
<td>1.1.1. Educators engage students with gifts and talents in identifying interests, strengths, and needs.</td>
</tr>
<tr>
<td></td>
<td>1.1.2. Educators engage students with gifts and talents in identifying their intellectual, academic, creative, leadership, and/or artistic abilities.</td>
</tr>
<tr>
<td></td>
<td>1.1.3. Educators engage students in developmentally appropriate activities that help them discover their talents and develop noncognitive skills that support their talent areas.</td>
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</table>

Standard 2: Assessment

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Evidence-Based Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1. Identification.</strong> All students in Pre-K through grade 12 with gifts and talents have equal access to the identification process and proportionally represent each campus.</td>
<td>2.1.3. Educators use universal screening and multiple indicators of potential and achievement at various grade levels from Pre-K through grade 12 to provide multiple entry points to services designed to meet demonstrated needs.</td>
</tr>
</tbody>
</table>
### Standard 3: Curriculum & Instruction

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Evidence-Based Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6. Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.</td>
<td>3.6.1. Educators use current, evidence-based curricular resources that are effective with students with gifts and talents. 3.6.2. Educators use school and community resources to support differentiation and advanced instruction appropriate to students’ interests, strengths, and academic learning needs.</td>
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### Standard 4: Learning Environments

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Evidence-Based Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</td>
<td>4.2.1. Educators provide learning environments for both solitude and social interaction. 4.2.2. Educators provide opportunities for interaction and learning with intellectual and artistic/creative peers as well as with chronological-age peers. 4.2.3. Educators assess and provide instruction on psychosocial and social and emotional skills needed for success in school, their community, and society.</td>
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### Standard 5: Programming

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<tr>
<th>Student Outcomes</th>
<th>Evidence-Based Practices</th>
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</thead>
<tbody>
<tr>
<td>5.1. <strong>Comprehensiveness.</strong> Students with gifts and talents demonstrate growth commensurate with their abilities in cognitive, social-emotional, and psychosocial areas as a result of comprehensive programming and services.</td>
<td>5.1.2. Educators use enrichment options to extend and deepen learning opportunities within and outside of the school setting. 5.1.3. Educators use multiple forms of evidence-based grouping, including clusters, resource rooms, special classes, or special schools.</td>
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<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Evidence-Based Practices</th>
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<tbody>
<tr>
<td>5.2. <strong>Cohesive and Coordinated Services.</strong> Students with gifts and talents demonstrate yearly progress commensurate with ability as a result of a continuum of Pre-K-12 services and coordination between gifted, general, special, and related professional services, including outside of school learning specialists and advocates.</td>
<td>5.2.2. Educators develop a Pre-K through grade 12 continuum of programming and services in relevant student talent areas that is responsive to students’ different levels of need for intervention. 5.2.3. Educators plan coordinated learning activities within and across a specific c grade level, content area, course, class, and/or programming option</td>
</tr>
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</table>
### Standard 6: Professional Learning

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Evidence-Based Practices</th>
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</thead>
</table>
| **6.3. Equity and Inclusion.** All students with gifts and talents are able to develop their abilities as a result of educators who are committed to removing barriers to access and creating inclusive gifted education communities | 6.3.1. Educators participate in professional learning focused on curriculum and pedagogy that are responsive to diversity for individuals with gifts and talents.  
6.3.2. Educators recognize their biases, develop philosophies responsive to diversity, commit themselves to removing barriers, and create inclusive learning environments that meet the educational interests, strengths, and needs of diverse students with gifts and talents |
Identifying Learning Gaps/Teaching to the Maryland College and Career Ready Standards

Reopening Plans and Procedures for Elementary Courses

Introduction

Strong evidence-based universal curriculum and instruction, along with identification of at-risk students and the provision of intervention are essential components of the Calvert County Public School’s Recovery Plan.

As part of Calvert County Public School’s Recovery Plan, the universal curriculum (Tier 1) will be adjusted to include:

- an analysis of the current curriculum to determine the extent to which content was delivered prior to and during the COVID-19 Continuity of Learning time period,
- identification, prioritization, and sequence of MCRR standards to be taught when schools reopen, using guidance from local/state/national professional organizations and CCPS stakeholder feedback, and
- administration of universal screener (NWEA Measures of Academic Progress) and/or ongoing informal assessments to
  - determine where individual students are along learning progressions,
  - identify gaps in learning,
  - identify foundational and/or key skills that require differentiated instruction and intervention
  - recommend instructional strategies and configurations to remediate and intervene for whole groups, small groups, and individual students

Instructional delivery will include evidence-based best practices, will be matched to student needs, and include content-specific instructional resources. Student progress will be evaluated and monitored on-going throughout the year and data will be used to inform and adjust instruction.
CCPS will prioritize access, equity, and progress for all students.

- Provide curriculum guidance documents that identify and prioritize standards using adjusted pacing guides and scope/sequence to inform instruction.
- Ensure that instructional resources are accessible for all learners.
- Build capacity of all teachers to deliver instruction in a blended model. (Face to Face and online)
- Analyze disaggregated data across content areas to identify gaps in academic achievement.
- Use formative assessments to adjust instruction and instructional groupings based on individual student need.
- Include instructional resources to be used by classroom teachers that promote a safe and secure learning community that is inclusive, culturally responsive and builds a positive classroom environment.

**Overview**

As a result of the spring 2020 COVID-19 school closures, CCPS students may not have received full content coverage and skill acquisition in their 2019-2020 courses. As a result, elementary instructional supervisors have created reopening plans and procedures for elementary school courses. These plans cover four areas of consideration: (1) identification of gaps in content and skill acquisition, (2) plans for closing learning gaps, (3) considerations for creating equitable learning opportunities for all students, and (4) modification of fall 2020 course content to accommodate blended or fully online learning.

Identification of gaps in content and skill acquisition began with an analysis of the curriculum modified by content supervisors to meet the demands of the Continuity of Learning phase of the 2019-2020 school year. Supervisors determined the extent to which content was delivered prior to and during the COVID-19 Continuity of Learning time period and will provide teachers with written guidance on material that was not fully covered and/or skills that were not fully developed in the spring.

The *NWEA Measures of Academic Progress* (MAP) universal screener will be administered to identify learning deficits in reading and mathematics, as well as provide information related to reading informational text in science and social studies. Additionally, content area supervisors will provide written guidance and professional development to teachers regarding the development of informal assessments to determine gaps in learning and identify foundational skills that require intervention.

Learning gaps will be addressed in a variety of ways. Gaps that occur due to content that either was not taught or was not fully covered during the Continuity of Learning period will be identified and supervisors will provide teachers with written guidance on content that will have to be taught in the current year because it is foundational to new learning or represents material that, while taught in the spring, was covered in an abbreviated or cursory fashion. Rather than providing a comprehensive review of abbreviated 4th marking period standards, co-requisite skills and knowledge will be identified as, “just in time review and accelerated standards” in CCPS guidance documents. Following guidance from CCPS instructional staff, MSDE, Achieve the Core, and other national professional organizations, these just in time reviews will be sequenced in the curriculum in a way that they can be taught and immediately built upon with subsequent grade-level content, where possible, to accelerate learning. In order to make room for this extra learning on the major standards of the
previous grade level, supervisors will give teachers guidance on which supporting and minor content standards will be modified or deemphasized.

Additionally, CCPS will prioritize access, equity, and progress for all students by providing curriculum guidance documents that identify and prioritize standards using adjusted pacing guides, ensuring that instructional resources are accessible for all learners, analyzing disaggregated data across content areas to identify gaps in academic achievement, and using formative assessments to adjust instruction and instructional groupings based on individual student need. Supervisors, based on data analysis, will also recommend instructional strategies and configurations to remediate and intervene for whole groups, small groups, and individual students who demonstrate deficits.

Finally, instructional supervisors will identify, prioritize, and sequence grade level standards and foundational skills. Below each content area supervisor has provided a brief narrative regarding their plans to address the prioritization of standards for their content areas.

**Integrated Literacy**

Elementary integrated literacy will continue to focus primarily on ensuring students have the skills and strategies necessary to read and write proficiently through an approach that integrates standards from all six strands (Reading Foundations, Reading Literature, Reading Informational Text, Writing, Speaking & Listening, and Language). Teams of teachers will work together this summer to identify critical content, standards, and skills as well as collaborate with the Office of Digital Learning to develop digital resources aligned with integrated literacy best practices that are developmentally appropriate and focused around digital engagement, collaboration, and opportunities for teachers to provide feedback. Teaching and learning resources created in Schoology will model the use of direct, explicit instruction and provide guided and independent practice tasks for students so that all teachers will take over the responsibility of planning for and creating an online learning environment based on individual student data and classroom need. The elementary supervisor will prioritize the purchasing of teaching tools for schools that support teachers in providing direct instruction in a digital learning format.

As we prepare for the fall 2020 school year, instructional literacy teams consisting of the supervisor, literacy teacher specialists, technology integration specialists, school librarians and general and special educators met in early June to determine the critical skills and standards needing to be addressed to prevent literacy learning gaps and strengthen the five components of the reading process. Identification of standards and skills were based on the spring 2020 continuity of learning curriculum guidance documents and teacher input and research-based models of literacy processes.

As determined by grade level literacy teams, the following plan will be implemented.

1. All grade levels Pre-K-5 will begin the year with an instructional unit that will “launch” a reading and writing community. These units will address such topics as establishing routines and procedures that support a community of readers and writers, learn when and how to use reading and writing tools including resources in Schoology and Clever, share books that offer diverse authors, genres, characters, topics, and themes, and incorporate read aloud texts that support social emotional needs and promote inclusive habits for all.
2. Instructional guidance documents will be provided Pre-K - 3 to identify the reading foundational standards (1,2, and 3) and skills necessary for all students to be efficient in print concepts, phonological awareness, phonics and word recognition. These guidance documents will include developmentally appropriate learning progressions and instructional resources and strategies.

3. Instructional guidance documents will be provided K-5 identifying critical standards in reading, writing, and language to be emphasized at the start of the year. While grade level standards identified for instruction are critical, resources will be created that allow for scaffolding and supports from the prior grade. Consideration of skills needing mastery to reach new grade level standards will help to reduce learning gaps for all. Resources provided for teachers and students will include teacher created videos that model instruction and allow for student practice, lesson plans using the gradual release model, and student learning activities including online tasks. Lessons and activities integrate and reinforce reading, writing, language and speaking and listening standards and resources. Reading literature and informational standards 1, 2, and 3 will be the priority. Writing instruction and language standards will make connections to the writing process (writing standards 4 and 5) to allow for review and reinforcement of language standards 1 and 2 as well as lay the foundation to prioritize writing standards 1,2, and 3 to be taught moving forward.

4. Professional development opportunities will be ongoing. The supervisor as well as literacy coaches and teacher specialists will be available weekly for designated Teams meetings to provide professional learning opportunities, support analyzing data, and planning for instruction to meet the needs of all learners. School based general and special ed teachers, including ESOL and Title 1, currently being trained in LETRS and Early Childhood LETRS can provide support by sharing literacy instructional best practices, use of teacher resources, and assessment options that will help to identify student learning needs. Continued technology professional learning will need to continue for teachers and students.

**Fine and Performing Arts**

Fine & Performing Arts (Music, Theatre, Visual Art) instruction for 2020-2021 will address all 4 Artistic Processes: Creating, Performing/Presenting, Responding, and Connecting through the Fine Arts Anchor Standards.

Fine & Performing Arts Teachers will craft learning experiences that allow students to document and share stories and diverse perspectives and prioritize relationship building to leverage engagement, rigor, and risk. Teachers will develop practices that build perception, classroom communities, the facilitator role of educators, and critical thinking processes such as leveraging relevance and intrinsic motivation with Big Ideas, Student Voice and Agency, and Collaborative Learning Structures. Students will use the Creative Process (inspire, explore, elevate, assess, and present) to problem solve. The Fine and Performing Arts will continue to promote growth in the Social Emotional Learning. Through thoughtful planned environment and arts opportunities from the teacher, students will increase their SEL competencies as they increase their knowledge in the arts through action, reflection, and contribution.
Fine & Performing Arts instruction and learning can take place in all learning environments. Adjustments may need to be made for health and safety for in-person learning based on the guidance from National Organizations (NAEA, ITS, EdTA, NAfME, & NFHS) and MSDE as well as CCHS and CCPS.

**Mathematics**

The Mathematics Priority Instructional Content for the 2020–21 School Year (*Mathematics Instructional Priorities, Student Achievement Partners, June 2020*) is designed to support decisions about how to elevate some of the most important mathematics at each grade level in the coming school year while reducing time and intensity for topics that are less integral to the overall coherence of college- and career-ready standards.

At each grade level from kindergarten through grade 5, the Mathematics Instructional Priorities name the grade-level mathematics that is of highest priority at each grade; provide a framework for strategically drawing in prior grade-level content that has been identified as essential for supporting students’ engagement with the most important grade-level work; and suggest ways to reduce or sometimes eliminate topics in a way that minimizes the impact to overall coherence.

**Sample Grade 2 Guidance Documents**

<table>
<thead>
<tr>
<th>Clusters/Standards</th>
<th>Considerations</th>
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<tbody>
<tr>
<td>2.OA.A</td>
<td>Emphasize problems that involve sums less than or equal to 20 and/or the related differences to keep the focus on making sense of different problem types; assign fewer problems with sums greater than 20 or related differences.</td>
</tr>
<tr>
<td>2.OA.B</td>
<td>Incorporate additional practice on the grade 1 fluency of adding and subtracting within 10 (1.OA.C.6) early in the school year to support the addition and subtraction work of grade 2 (2.OA).</td>
</tr>
<tr>
<td>2.NBT.B</td>
<td>Prioritize strategies based on place value in written work to strengthen the progression toward fluency with multi-digit addition and subtraction. (Note that grade 2 students are not expected to be fluent with three-digit sums and differences; repetitive fluency exercises are not required.) Incorporate foundational work on addition and subtraction within 100 from grade 1 (1.NBT.C) to support the addition and subtraction work of grade 2.</td>
</tr>
<tr>
<td>2.MD.B.5</td>
<td>Ensure word problems represent all grade 2 problem types, and refer to guidance for 2.OA.A.</td>
</tr>
<tr>
<td>2.MD.B.6</td>
<td>No special considerations for curricula well aligned to representing lengths on number line diagrams, as detailed in this standard. Time spent on instruction and practice should <strong>NOT</strong> be reduced.</td>
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</tbody>
</table>
Specifically, to support math instruction for the 2020-2021 school year, the Elementary Mathematics Team is working on developing and acquiring materials to support direct instruction, small group instruction, and independent practice, regardless of the configuration of school in the fall.

Our goal is to ensure consistency in instructional materials, evidence based strategies, and instructional resources that are aligned to the content standards, model effective instructional strategies, promote student engagement and collaboration, provide opportunities for teacher feedback, have a balance between on and off line learning tasks, and can be used in a variety of instructional configurations.

Curriculum Grade-Level teams are using the Math Priority Instructional Content document to identify any revisions needed to the Scope and Sequence and Curriculum/Pacing guides for each grade level. Beginning of the year Units include opportunities to build a positive mathematical culture in a face-to-face or online format.

- Teacher teams are currently working on developing instructional materials to support direct instruction in a face to face or synchronous online format using the Math In Practice grade level resources. Materials developed can be used for whole group, small group our individualized instruction. By the start of school, most grade levels will have the first 2-3 Units completed and ready for teacher use. This work will be ongoing throughout the 2020-2021 school year to complete the remaining units.

- K-5 Math Centers/Stations have been purchased that can be used for small group instruction in a face-to-face or synchronous online format. These materials, once modeled in small groups, can also be used independently by students off-line in a paper/pencil format.
• Continue to revise our Daily Number Sense Routines so that they can be used in a face-to-face or online, synchronous format. Number Sense Routines promote a sense of belonging and encourage students to see themselves as part of the learning community.

• Continuation of DreamBox as our primary online, adaptive math program. Ongoing support and PD for teachers will continue to be provided focusing on, interpreting student engagement and proficiency data, individual student conferencing and goal setting with students.

• Investigating the purchase of math workbooks (practice sets and problem solving) so that students have opportunities for paper/pencil independent practice. If acquired, teachers would have access to the online toolbox to support the use and integration of student workbooks into direct instruction and for use off-line as independent practice.

**Physical Education and Health**

Health and Physical Education will use guidance from our National Organization, SHAPE America, and the CDC from the Re-Entry Considerations Guidance document on the website located here: [https://www.shapeamerica.org/advocacy/Reentry/K-12_School_Re-entry_Considerations.aspx](https://www.shapeamerica.org/advocacy/Reentry/K-12_School_Re-entry_Considerations.aspx).

The curriculum will focus on critical social-emotional skills to help manage emotions and handle daily tasks and challenges. Health and PE teachers will continue to be trusted adults for students during this stressful time while teaching students age-appropriate skills to develop the mind-body connection, improve mental health, and enhance overall wellness. Health and PE will continue teaching social-emotional skills like managing emotions, setting goals, and building positive relationships with standards-based instruction.

Movement is medicine. Helping students understand different ways to move their bodies is essential to their overall wellbeing. Physical activity is extremely beneficial for students, such as decreasing stress, preventing chronic disease, and increasing academic performance. The HPE curriculum will continue to be an academic, skills-based class with lesson based on SHAPE America’s National Standards and Grade-Level Outcomes.

**Science**

Science content will be recovered through the process of 3-dimensional teaching. All science teachers will focus on science and engineering practices, disciplinary core ideas, and crosscutting concepts. Students will recover content when that background knowledge is again needed to support their understanding.

The science and engineering practices describe behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems.

Crosscutting concepts have application across all domains of science. As such, they are a way of linking the different domains of science. They include patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change.
Science research shows that teaching discrete science content is not the most effective way for students to learn science. Instead, ensuring students’ understanding of the nature of science, science, and engineering practices, and how science disciplines are connected through crosscutting concepts produce scientifically literate students.

As an example, students learned about pollinators connected with NGSS ESS3-1 in Spring of 2020. Students will address this standard again in second grade. Second grade teachers will be supported with assessing prior understanding and given resources to support students who were not able to reach the desired understanding during the Continuity of Learning. Also, as component of that unit, students addressed NGSS 1-LS1A From Molecules to Organisms: Structures and Processes. They will see that content standard again in third grade and Third grade teachers will be supported as described above. This standard’s proposed assessment also included engineering practices that were not able to be addressed fully with the Continuity of Learning. Engineering practices are included in a science unit in grades 2 - 5 so students will have those opportunities in the future.

**Social Studies**

Elementary Social Studies will move forward with its integrated program of study combining historical inquiry with literacy skills and processes. Teachers will be provided with a specific curricular document outlining content and skills and processes objectives to be taught. This document will also include suggested Lesson Essential Questions and instructional planning prompts as additional teacher supports.

In all instances, the outcomes included on the curricular document will be driven by and focused on the social studies skills and processes which will be taught through the critical content. The focus on skills and processes is prescribed by the MSDE Social Studies Department. Furthermore, all CCPS social studies skills and processes are aligned with the Maryland College and Career Ready Standards and the 6.0 social studies standards.

A collection of instructional materials specifically designed to support the curriculum will be available to teachers through Schoology. Teachers will be supported in their understanding of skills and processes expectations and curriculum amendments via monthly webinars provided by the CCPS social studies learning specialist.

**Special Education**

CCPS recognizes that serving students with disabilities requires additional considerations in order to comply with the IDEA, including ensuring continued access to the general education curriculum and an IEP designed and implemented to allow the student to make progress on their individualized goals through changing service delivery models as school re-opens. Throughout the COVID-19 school closure and re-opening process, continuity of learning has and will continue to change for general and special education, prioritizing the health, safety and welfare of students, teachers and service providers. Individual student needs will be considered throughout the recovery process and a variety of methods will be used to support students with disabilities in the delivery of specially designed instruction and related services. An ongoing process for conducting Free and Appropriate Public Education (FAPE) activities will include: ongoing progress monitoring of the student; ongoing communication with families, teachers, and service providers; and ongoing documentation of the student progress and services delivered. These activities will
help to support student-specific needs arising from the transition back into school buildings. Compensatory services/recovery services will be determined on an individual basis through a data-driven process. As school buildings re-open, IEPs may need to be amended, collaboratively with teacher(s), service provider(s) and families, through an individualized distance learning plan in order to provide FAPE within the systemic service delivery model.

**Library**

School Library instruction for 2020-2021 will address all the six Shared Foundations of the Maryland and National School Library standards: Inquire, Include, Collaborate, Curate, Explore, and Engage

School librarians will craft and create interactive learning experiences that allow students to engage with digital citizenship, research, and literacy. School librarians will encourage students to engage with literature, and non-fiction text through the use of databases and ebooks. We will continue to promote the foundational learning of literacy skills through inquiry and exploration and engagement with text and online resources.

School librarians will support both students and teachers in a virtual, hybrid, or fully face to face environment.

**Environmental Education and Literacy**

Calvert County Public Schools has and will continue to motivate students to make decisions and take action to preserve and protect Maryland’s natural resources through this pandemic. During the Continuity of Learning, students in grades 1 and 8 used their backyard or neighborhood for instruction related to supporting pollinators (1st grade) and reducing the use of single use plastics (8th grade). Students in grades 3 and 7 engaged in learning that typically included an outdoor field experience that was moved to an online experience through our LMS. Third grade students analyzed the Flag Ponds site as a potential release site for their head-started terrapin. Seventh grade students continued to learn about submerged aquatic vegetation (SAV) and the impact of an invasive species. The experience was recreated virtually so students completed the desired analysis and proposed solutions as in other years.

As we move forward, opportunities to engage students with environmental education will continue. For those grades that include MWEEs, as much of the process that can be created with students will continue. As possible, students will use outdoor spaces as a component of learning in multiple content areas. All current units that involve a field experience will create a virtual opportunity that will walk students through the process as closely as possible to the in person experience. Students will be asked to engage in discovery and problem solving and the creation of action plans as possible.

As we move to a model with students attending school physically, some environmental experiences could need to shift to occur on the school site rather than at the traditional field site.
**Schoology Organization for Elementary Teachers**

Calvert County Public Schools will begin the 2020-2021 school year with online instruction. To ensure ease of navigation on the Schoology platform, it is important that teachers use a consistent structure so that students and parents can quickly access materials, engage in learning activities, and submit assignments. Resources should be organized in a way that make them easy to locate and explicit directions should be provided to students.

A template aligned with these directions can be found in your grade level Group in Schoology.

**Class Organization**

**Class Directions**

Each class should begin with a **Page** titled, “How Schoology materials will be organized for this class”. This **Page** should provide students with information regarding the following:

- Class schedule including timing for synchronous and asynchronous instruction.
- Directions explaining that learning activities will be found in weekly folders.
- Information about the times you are available to support students and your preferred contact method.

**Organization of “Week of...” Folders in your class**

Each class (content area) should be organized by week, with each folder titled, “Week of...” (i.e. Week of Sept. 7, 2020). Place current week at the top of each folder. Teachers are encouraged to alternate the colors of each week’s folder. See the sample **Weekly Folder Organization** below.

- Week of Sept. 21, 2020
- Week of Sept. 14, 2020
- Week of Sept. 7, 2020

Each weekly folder should be organized as follows:

- **Week at a Glance** - Use a **Page** to provide an overview of work to be completed for the week, provide any special instructions for the week and include a timeline for completing work. **Please post your plan of learning activities for the entire week on Monday. Make a note on the page explaining to parents and students that you may adjust some activities or dates based on student needs.

- **Learning Activities Folders** – Each Learning Activity (single day or multi-day) should be organized in a single folder. This folder should include a title that is helpful for the student, such as the topic being covered. Inside **Learning Activity Folders**, teachers should begin with a **Page** that provides lesson directions and other information needed to complete the Learning Activity. The lesson page should also include the lesson essential question and learning outcomes to be achieved.

All resources needed to complete the lesson should be provided or linked in the lesson folder. The titles of the resources should match the language used in the lesson directions and the resources should be placed in the order in which they are to be used. Be sure to include any school/CCPS passwords or class codes needed for students to login into sites such as Epic, Pebble Go, or TrueFlix.
NOTE: It is important that all students know where to go to get their lessons and directions for learning. Learning Activities should only be provided via Schoology class, using the structure above. Email should not be used to assign work or provide directions.

**Schoology Class Materials**

Below is a list of the Schoology Class Materials. The options below mirror the Add Materials dropdown list in each course. Please review and use the tools for the intended purpose.

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- Pages allow you to embed links, videos, and text for students to easily access.
Reopening Plans and Procedures for Secondary Core Courses and Select Electives

Overview

As a result of the spring 2020 COVID-19 school closures, CCPS students may not have received full content coverage and skill acquisition in their 2019-2020 courses. As a result, secondary instructional supervisors have created reopening plans and procedures for secondary school core courses and select electives. These plans cover four areas of consideration: (1) identification of gaps in content and skill acquisition, (2) plans for closing learning gaps, (3) considerations for creating equitable learning opportunities for all students, and (4) modification of fall 2020 course content to accommodate blended or fully online learning.

Identification of gaps in content and skill acquisition began with an analysis of the curriculum modified by content supervisors to meet the demands of the Continuity of Learning phase of the 2019-2020 school year. Supervisors determined the extent to which content was delivered prior to and during the COVID-19 Continuity of Learning time period and will provide teachers with written guidance on material that was not fully covered and/or skills that were not fully developed in the spring.

The NWEA Measures of Academic Progress (MAP) universal screener will be administered to identify learning deficits in English-language arts and mathematics, as well as provide information related to reading informational text in science and social studies. Additionally, content area supervisors will provide written guidance and professional development to teachers regarding the development of informal assessments to determine gaps in learning and identify foundational skills that require intervention.

Learning gaps will be addressed in a variety of ways. Gaps that occur due to content that either was not taught or was not fully covered during the Continuity of Learning period will be identified and supervisors will provide teachers with written guidance on content that will have to be taught in the current year because it is foundational to new learning or represents material that, while taught in the spring, was covered in an abbreviated or cursory fashion. Rather than providing a comprehensive review of abbreviated 4th marking period standards, co-requisite skills and knowledge will be identified as, “just in time review and accelerated standards” in CCPS guidance documents. Following guidance from CCPS instructional staff, MSDE, Achieve the Core, and other national professional organizations, these just in time reviews will be sequenced in the curriculum in a way that they can be taught and immediately built upon with subsequent grade-level content, where possible, to accelerate learning. In order to make room for this extra learning on the major standards of the previous course, supervisors will give teachers guidance on which supporting and minor content standards will be modified or deemphasized.

Additionally, CCPS will prioritize access, equity, and progress for all students by providing curriculum guidance documents that identify and prioritize standards using adjusted pacing guides, ensuring that instructional resources are accessible for all learners, analyzing disaggregated data across content areas to identify gaps in academic achievement, and using formative assessments to adjust instruction and instructional groupings based on individual student need. Supervisors, based on data, will also recommend instructional strategies and configurations to remediate and intervene for whole groups, small groups, and individual students who demonstrate deficits.
Finally, instructional supervisors will identify, prioritize, and sequence course standards for core courses and select elective and related arts subjects to be taught. Below each content area supervisor has provided a brief narrative regarding their plans to address the prioritization of standards for their content areas.

**English Language Arts**

Secondary ELA will continue to focus primarily on writing instruction through an approach that integrates standards from all five strands (Reading Literature, Reading Informational Text, Writing, Speaking & Listening, and Language), keeping our quarterly focus on a specific type of writing and building to the systemwide writing assessment (SWA) at the end of the quarter—narrative writing for first quarter. Teachers will be provided with specific goals for student products that will prepare students for success on the SWA; our products for first quarter will focus on a personal essay (narrative non-fiction), poetry, and short stories. Students will read, dissect, and analyze mentor texts prior to moving through the writing process for each of these products. Teams of teachers will work together this summer to identify mentor texts, as well as collaborate with the Office of Digital Learning to develop digital resources aligned with ELA best practices focused around digital interaction, collaboration, and feedback that teachers can use to instruct and support students. Secondary ELA will also use book clubs, accessing digital texts through Sora (and hard/paper texts if we are able), to integrate more fully reading, speaking, and listening standards and allow students to engage in lengthier texts they find relevant and representative of who they are.

**Fine and Performing Arts**

Fine & Performing Arts (Music, Theatre, Visual Art) instruction for 2020-2021 will address all 4 Artistic Processes: Creating, Performing/Presenting, Responding, and Connecting through the Fine Arts Anchor Standards.

Fine & Performing Arts Teachers will craft learning experiences that allow students to document and share stories and diverse perspectives and prioritize relationship building to leverage engagement, rigor, and risk. Teachers will develop practices that build perception, classroom communities, the facilitator role of educators, and critical thinking processes such as leveraging relevance and intrinsic motivation with Big Ideas, Student Voice and Agency, and Collaborative Learning Structures. Students will use the Creative Process (inspire, explore, elevate, assess, and present) to problem solve. The Fine and Performing Arts will continue to promote growth in the Social Emotional Learning. Through thoughtful planned environment and arts opportunities from the teacher, students will increase their SEL competencies as they increase their knowledge in the arts through action, reflection, and contribution.

Fine & Performing Arts instruction and learning can take place in all learning environment. Adjustments may need to be made for health and safety for in person learning based on the guidance from National Organizations (NAEA, ITS, EdTA, NAfME, & NFHS) and MSDE as well as CCHS and CCPS.

**Mathematics**

Teams of teachers came in during the summer to review and synthesize the standards blueprint for Continuity of Learning 2019 – 2020, a CCPS teacher survey of content successfully learned in the
fourth marking period of 2019 – 2020, and guidance from Achieve the Core, MSDE, and the Dana Center to apply recommendations for content prioritization to CCPS curriculum documents.

It is critical that gains made in effectiveness of math instruction in recent years is not lost or abbreviated due to reduced face-to-face learning time. Teachers must continue to balance procedural, conceptual, and application work and give equal attention to major content and process standards (SMP).

The following three questions, offered by NCSM president Mona Toncheff, will communicate, inform, and drive the instructional approach

1. How will we embrace a strength-based view of learning? Rather than use deficit language to describe a student’s learning, how can we focus on the evidence of what is being learned versus what is not?
2. How will we focus on essential content and maximize instructional time? Instead of trying to “get through” the standards and constantly assess, how can we focus on using formative assessment processes to provide quality feedback that empowers learners?
3. How will we repair students’ relationships with mathematics? Instead of employing strategies that isolate mathematics concepts, how will we develop strategies that highlight student thinking in a blended learning experience? How will we foster student agency and a positive mathematical identity?

Sample Teacher Guidance

Considerations for Addressing REMAINING Grade-Level Content

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<td>Reduce time spent creating scale drawings by hand. Time spent on instruction and practice should not exceed what would be spent in a typical year.</td>
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<td>7.G.A.2</td>
<td>Eliminate lessons on drawing and constructing triangles, as detailed in the standard (7.G.A.2).</td>
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<tr>
<td>7.G.A.3</td>
<td>Eliminate lessons on analyzing figures that result from slicing three-dimensional figures, as detailed in the standard (7.G.A.3).</td>
</tr>
<tr>
<td>7.G.B.4</td>
<td>Combine lessons on knowing and using the formulas for the area and circumference of a circle in order to reduce the amount of time spent on this topic. Limit the amount of required student practice.</td>
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Physical Education and Health

Health and Physical Education will use guidance from our National Organization, SHAPE America, and the CDC from the Re-Entry Considerations Guidance document on the website located here: [https://www.shapeamerica.org/advocacy/Reentry/K-12_School_Re-entry_Considerations.aspx](https://www.shapeamerica.org/advocacy/Reentry/K-12_School_Re-entry_Considerations.aspx).
The curriculum will focus on critical social-emotional skills to help manage emotions and handle daily tasks and challenges. Health and PE teachers will continue to be trusted adults for students during this stressful time while teaching students age-appropriate skills to develop the mind-body connection, improve mental health, and enhance overall wellness. Health and PE will continue teaching social-emotional skills like managing emotions, setting goals, and building positive relationships with standards-based instruction.

Movement is medicine. Helping students understand different ways to move their bodies is essential to their overall wellbeing. Physical activity is extremely beneficial for students, such as decreasing stress, preventing chronic disease, and increasing academic performance. The HPE curriculum will continue to be an academic, skills-based class with lesson based on SHAPE America’s National Standards and Grade-Level Outcomes.

**Science**

Science content will be recovered through the process of 3-dimensional teaching. All science teachers will focus on science and engineering practices, disciplinary core ideas, and crosscutting concepts. Students will recover content through cross curricular connections made using scientific phenomenon, problem-based learning, and storyline teaching.

The nature of science is a critical component of scientific literacy that enhances students’ understandings of science concepts and enables them to make informed decisions about scientifically-based personal and societal issues.

The science and engineering practices describe behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems.

Crosscutting concepts have application across all domains of science. As such, they are a way of linking the different domains of science. They include patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change.

Science research shows that teaching discrete science content is not the most effective way for students to learn science. Instead, ensuring students’ understanding of the nature of science, science, and engineering practices, and how science disciplines are connected through crosscutting concepts produce scientifically literate students.

**Social Studies**

Secondary Social Studies will move forward with its integrated program of study combining historical inquiry with literacy skills and processes. Teachers will be asked to teach the prescribed curriculum for their first units of study and special emphasis will be placed on argument and expository writing, source analysis, and connecting content with the social studies enduring themes. The focus on historical inquiry and social studies skills and processes will continue through the school year, even as content in later curriculum units is abbreviated.

Social studies teachers will be given specific curricular outcomes to be achieved beginning with Unit Two of their respective curricula. In all instances, the outcomes will be driven by and focused on the
social studies enduring themes and these themes will be supported by the unit’s enduring understanding and emphasized in embedded and system-wide constructed response assessments.

The focus on skills and processes discussed above is prescribed by the MSDE Social Studies Department and the use of enduring themes as an organizer of essential curriculum is supported by the National Council for Social Studies. Furthermore, all CCPS social studies skills and processes are aligned with the Maryland College and Career Ready Standards and the 6.0 social studies standards.

Teachers will be supported in their understanding of skills and processes expectations and curriculum amendments via monthly webinars provided by the CCPS social studies supervisor and teacher curriculum leads from across the school system.

**World Language**

The CCPS World Language program will use guidance from MSDE and consult recommendations from national world language organizations to modify CCPS curriculum. Curriculum will continue to focus on the acquisition of essential skills and students speaking the target language. The CCPS World Language supervisor will work with teacher leaders to provide specific guidance regarding review of skills abbreviated at the end of the 2019-2020 school year. Additionally, strategies will be provided for integrating new curriculum with previously taught content in a way that accelerates learning and ensure students are ready to matriculate successfully through the world language course sequence.

**Special Education**

CCPS recognizes that serving students with disabilities requires additional considerations in order to comply with the IDEA, including ensuring continued access to the general education curriculum and an IEP designed and implemented to allow the student to make progress on their individualized goals through changing service delivery models as school re-opens. Throughout the COVID-19 school closure and re-opening process, continuity of learning has and will continue to change for general and special education, prioritizing the health, safety and welfare of students, teachers and service providers. Individual student needs will be considered throughout the recovery process and a variety of methods will be used to support students with disabilities in the delivery of specially designed instruction and related services. An ongoing process for conducting Free and Appropriate Public Education (FAPE) activities will include: ongoing progress monitoring of the student; ongoing communication with families, teachers, and service providers; and ongoing documentation of the student progress and services delivered. These activities will help to support student-specific needs arising from the transition back into school buildings. Compensatory services/recovery services will be determined on an individual basis through a data-driven process. As school buildings re-open, IEPs may need to be amended, collaboratively with teacher(s), service providers(s) and families, through an individualized distance learning plan in order to provide FAPE within the systemic service delivery model.

**Library**

School Library instruction for 2020-2021 will address all the six Shared Foundations of the Maryland and National School Library standards: Inquire, Include, Collaborate, Curate, Explore, and Engage
School librarians will craft and create interactive learning experiences that allow students to engage with digital citizenship, research, and literacy. School librarians will encourage students to engage with literature, and non-fiction text through the use of databases and ebooks. We will continue to promote the foundational learning of literacy skills through inquiry and exploration and engagement with text and online resources.

School librarians will support both students and teachers in a virtual, hybrid, or fully face to face environment.

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**Schoology Organization for Secondary Teachers**

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To ensure continuity of access for students, all CCPS teachers should use the following organizational design when creating their Schoology courses. A template aligned to this design will be available on Schoology in the Group where you access your curricular materials.
Course Organization

Course Directions
Each course should begin with a Page titled, “How to Engage in This Course.” This Page should provide students with information regarding the following:

- Course schedule and requirements for accessing the course synchronously and asynchronously
- Instructions for how to access weekly folders
- Expectations for discussion posts
- Class protocols and guidelines
- Norms of behavior and etiquette when communicating in the online course

Organization of Course Folders
Each course should be organized by week, with each folder titled, “Week of...” (i.e. Week of Sept. 7, 2020). Place current week at the top of each folder. Teachers are encouraged to alternate the colors of each folder. See the sample Weekly Folder Organization below.

➢ Week of Sept. 21, 2020
➢ Week of Sept. 14, 2020
➢ Week of Sept. 7, 2020

Each weekly folder should be organized as follows:

- **Week at a Glance (Adjusted as Needed)** - Use a Page to provide an overview/checklist of work to be completed for the week, provide any special instructions for the week and include a timeline for completing work. The “Week at a Glance” page should also list materials and resources students will need to complete the learning activities.

- **Learning Activities Folders** – Each lesson (single day or multi-day) should be organized in individual folders. This folder should include a title that is helpful for the student, such as the topic being covered. Teachers should also include dates for the lesson. Inside Learning Activity Folders, teachers should begin with a Page that provides lesson directions, learning dates, assignment due dates (if any), and a materials list. The lesson page should also include the lesson essential question and state outcomes to be achieved by engaging in the lesson.

  All resources needed to complete the lesson should be provided or linked in the lesson folder. The titles of the resources should match the language used in the lesson directions and the resources should be placed in the order in which they are used.

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Role/Responsibilities of Non-classroom Staff

All staff will be responsible for completing all roles and responsibilities which fall under the applicable job description, as allowable in the stages of reopening. The roles/responsibilities of the positions listed in this section are appropriate and required due to teaching in the Blended Learning Environment.

**Principals**

- Communicate expectations for teaching in a Blended Learning Environment to staff, students, and community
- Lead outreach process for all students in the building
- Understand how instruction is delivered at their level and monitor instruction virtually
- Connect families who need devices to the Information Technology Department
- Facilitate PLC and departmental meetings regularly to understand grade level/content level issues and concerns
- Facilitate staff meetings regularly
- Coordinate virtual school events such as Back to School Night, PTA events, etc.
- Conduct virtual “walk-throughs” and provide feedback to teachers regarding instructional practice
- Conduct formal observations and hold post observation and intermediate evaluation conferences
- Participate in professional learning opportunities provided to teachers and administrators
- Provide outreach to families whose children are not engaged in learning
- Facilitate administrative leadership meetings, School Improvement Team meetings and other committees as appropriate
- Maintain ongoing communication and supervision of all staff assigned to the building
- Maintain ongoing communication with the school community
- Ensure all staff and school visitors comply with health and safety precautions in compliance with processes and procedures outlined in the CCPS Road to Recovery
- Communicate with central office staff as needed to request assistance and guidance for maintaining a safe and healthy school environment

**Assistant Principals**

- Understand how instruction is delivered at their level and monitor instruction appropriately
• Coordinate IEP/504 meetings and guide the development of the Individualized Distant Learning Plans
• Connect families to the local food bank as needed
• Connect families who need devices to the Information Technology Department
• Support the distribution of student materials as needed
• Attend PLC and departmental meetings to understand grade/content level concerns
• Provide outreach to families whose children are not engaged in learning
• Coordinate virtual school events such as Back to School Night, PTA events, etc.
• Complete formal observations and hold post observation and evaluation conferences
• Conduct virtual “walk-throughs” and provide feedback to teachers
• Participate in professional learning opportunities provided to teachers and administrators
• Monitor student attendance and grading
• Ensure all staff and school visitors comply with health and safety precautions in compliance with processes and procedures outlined in the CCPS Road to Recovery
• Communicate with central office staff as needed to request assistance and guidance for maintaining a safe and healthy school environment

**Special Education Teachers**

The role of the Special Educator during the COVID 19 Crisis is to support the Recovery Plan phase through individualized Distance Learning Plans (DLPs).

During the crisis, the responsibilities of Special Education Teachers must shift to primarily:

• providing case management
• developing/implementing DLP for students with disabilities
• supporting general education in a digital environment through consultation and collaboration
• providing specially designed instruction in a blended learning format (synchronous and asynchronous instruction)
• providing in-person (face-to-face) instruction to small groups
• providing Specially Designed Instruction (SDI) to target goals and objectives
• preparing for and attending IEP meetings
**School Counselors**

Counselors will assist students and families in the same ways that they have when learning is face-to-face in the building however it will take place in a virtual setting until students can return to their school building.

At the beginning of the year, school counselors will:

- Be available by phone, email, web conferencing tools, and possibly in-person to meet with students and families.
- Coordinate with the administrative team and mental health colleagues to address the unique needs of their school and to assist students returning to school in a virtual setting.
- Meet with individual students and families to support them with the return to school.
- Assist with scheduling changes for individual middle and high school 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.

**During the year, counselors will:**

- Be available by phone, email, web conferencing tools, and possibly in-person to meet with students and families.
- Participate in school team meetings such as IEP, 504, SST, BIP, and parent-teacher conferences.
- Review student attendance, grades, and progress toward graduation.
- Work with students on academic, social/emotional, personal, and career skills through classroom lessons, small groups, video presentations, crisis intervention, referrals to outside organizations, etc.

Each level has a committee of four counselors that are working on plans for the school year. These plans will include sample lessons, professional development on virtual platforms and web-based conferencing tools, parameters for small groups and individual counseling, and many other tools for school counselors.

**Pupil Personnel Workers (PPWs)**

Pupil Personnel Workers will continue to work with their schools and families to provide needed services and resources. Tasks that will be completed, either in person or remotely, will include:

- Residency issues – complete residency verifications, MFDs (Multiple Family Disclosures), approve registration for new builds and relocations of families to our district.
- Review and approve pending child custody cases.
- Assist with registration and withdraw issues.
- Find students who are “no shows” at the beginning of the school year.
• Help school staff locate and assist McKinney-Vento students
• Complete remaining transfer requests.
• Check in with students and families.
• Complete home visits.
• Delivery of supplies to families.
• Help coordinate community services and provide resources to families.
• Help with food delivery (if needed).
• Consult with staff.
• Mentor students and facilitate groups, as appropriate.
• Attend school and county meetings: SST, IEP/504 (as needed), Local Care Team, Multi-D, etc.
• Conduct home schooling reviews (if needed).

**School Psychologists**

School Psychologists will assist schools, staff, students, and families in the same ways that they did when we were in person; however it will take place in a virtual setting, with the exception of in-person cognitive testing. These activities will include

• Completing psychological assessments
• Teletherapy
• Updating BIPS
• Completing FBAs
• Attend necessary meetings- Staff meeting, IEP, SST, PBIS and 504 meetings
• Write IEP goals
• Committee group planning
• Consult and coordinate with other service providers
• Participate in webinars and other professional development activities
• Supervise Interns and mentees

**School Social Workers**

School Social Workers will continue to assist students and families in the same ways that they did when we were in brick and mortar; however it will take place in a virtual setting. These duties will include:

• Coordination and collaboration with community resources
• Helping with the distribution of food
• Calling families to check on children
• Providing Teletherapy
• Updating BIPS
• Completing FBAs
• Attend necessary meetings  IEP, SST, PBIS, 504 and staff meetings
• Write IEP goals
• Committee group planning.
• Consult and coordinate with other service providers
• Participate in webinars and other professional development activities

School Librarians

School libraries and certified school librarians are essential to provide every learner a rich learning experience. Research\(^1\) has shown that the presence of a certified school librarian in a well-supported school library program has positive effects on academic and reading achievement, helps to alleviate resource inequalities, and creates positive relationships to satisfy the social and emotional health of learners and educators.

School librarians have shown expertise and training in the following areas:

• **Library Librarians are Teachers and Instructional Partners**
  
  • Collaborate and/or co-teach with educators to plan and implement instructional lessons and units that integrate inquiry, information literacy, technology skills, and resources with content curriculum.
  
  • Provide teachers with digital resources related to specific units and proactively reach out to educators to support their instruction, including collaboration with colleagues using web conferencing tools.
  
  • Participate virtually in grade level content planning meetings and local school system curriculum development.
  
  • Help structure student assignments for deeper thinking, research and increased rigor of lessons.

• **1Suggested activities include, but are not limited to:**
  
  • Collaborate with content area teachers through virtual meetings and shared documents to create lesson plans.
  
  • Develop tutorials on how to access digital resources and databases that will aid content areas and post in a shared area of an electronic platform.
  
  • Create screencasts for teachers demonstrating how to set up a Flipgrid assignment and for students to understand how to use Flipgrid.
• Curate/create digital resources addressing netiquette, online safety, and online learning platform navigation that can be accessed by educators through the local school system electronic platform.

• Request to be added to team, content, and grade group virtual meetings to support student learning.

• Host virtual meetings for teachers who plan to teach units addressing sensitive topics.

• Provide guiding questions and supporting resources such as database articles, that align with student learning outcomes.

• Plan and deliver synchronous and asynchronous professional learning opportunities that support instructional needs.

1 Why school librarians matter: What years of research tell us.

• School Librarians are Information Specialists

  • Develop and provide professional learning opportunities for educators to understand the depth and breadth of digital resources owned by the library and how to use them most effectively.

  • Locate, evaluate and integrate innovative technologies and digital resources in multiple formats to target diverse student needs.

  • Act as the school’s resource on privacy, intellectual property, and best practices for data and identity management.

  • Create online opportunities for students to use library resources for research, individual exploration, independent reading, and personal inquiry.

• Library Media Programs Provide Unique Learning Environments

  • Create and maintain a virtual library presence that ensures equitable access to tools and resources for the entire school community, including technical support for accessing and using hardware and software.

  • Leverage systemwide online platforms to communicate regularly with staff, students, and families regarding access to library resources, and to deliver digital and information literacy instruction.

  • Develop a scheduling policy and virtual office hours that facilitates open and flexible access to the library media specialist during the scheduled school day.

  • Develop programming in various forms (e.g., social media, email, digital newsletters, website, etc.), integrating resources from public, academic, and special library partners.

• Library Media Programs Support Literacy and Student Achievement

  • Ensure that age appropriate digital citizenship, inquiry and information literacy lessons and resources are available to students to integrate with content area lessons.
• Promote independent reading for all students as part of the school’s program and curate e-resources to support it.
• Develop and implement reading initiatives with videos, eBooks, virtual assignments, and collaborative tools to motivate and engage each student in independent reading.
• Host online library sessions and book studies that align with curriculum.
• **Library Media Programs Foster Equity and Connections**
  • Promote information equity by curating culturally responsive print and non-print resources and digital tools that address multiple literacies and diverse perspectives to inspire inquiry and creativity.
  • Ensure the continuity of positive relationships between every learner in the school and the School Librarian, through activities such as office hours, virtual lunch meetings or book clubs, in order to provide a sense of safety and security.
  • Ensure resources are provided that reflect student groups and the school community so that all feel seen, heard and appreciated.
  • Provide materials for bibliotherapy and trauma-informed instruction that encourage personal growth.

Regardless of the learning environment, it is critical that the lessons School Librarians conduct continue for all students at school. These lessons ensure that students are able to effectively navigate the library’s digital resources, locate and evaluate high quality online information sources, and ethically and responsibly contribute to digital products.

**Sources**

*Handling Materials During Covid-19* by Maryland State Library Resource Center

*Road Back to Student Success Through Your School Librarian* from the New Jersey Association of School Librarians

*School Librarians at the Center of School Renewal and Transformation* by the Pennsylvania School Librarians Association

*School Librarian Role in Pandemic Learning Conditions* from the American Association of School Librarians

*Translation of Practice for School Librarians* by New York City Department of Education

**School Nurses**

• Provide basic education to staff, students, and community regarding good hygiene practices to combat COVID-19
• Provide information to staff on *Health Room Guidelines for Teachers and Staff*
• Complete health assessment or visits to the classroom as appropriate and needed
• Communicate with health care providers for students who are “high-risk” or medically fragile
Facilitate and monitor isolated ill staff and students in designated area
- Report positive COVID-19 staff cases to School Administrator/HR.
- Maintain information on all suspected COVID-19 students/staff on Line List for COVID-19 Tracking Document.
- Communicate with parents and students regarding student chronic health conditions
- Connect with students regarding their social emotional needs

**Instructional Assistant**

For many students with disabilities, during the school year, necessary instructional supports are routinely provided by a Special Education Instructional Assistant (IA). During the COVID-19 Crisis, school teams should be determining ways IAs can continue to provide these necessary supports to students with disabilities.

**Expectations**

- All instruction delivered by an instructional assistant shall be done under the direction and supervision of a qualified educator (special education teacher, general education teacher, related service provider).
- Direct instruction provided by an instructional assistant should be provided according to written plans and corresponding data collection formats prepared by a special education teacher.
- Instruction and support to students may be provided virtually or in person face-to-face (f2f). During the Recovery Plan Phase some students will be attending school for some in person f2f small group instruction.
- The instruction provided by IAs should be supplemental to the instruction provided by general educators, special educators, and related service providers.
- IAs should only be assigned to complete tasks they are qualified to undertake and for which they have been appropriately prepared. Past experience in completing these tasks is preferred.
- The instructional assistant and the special education teacher should meet virtually at least weekly or onsite in person using PPE/social distancing guidelines. The meeting would serve as a format to guide instruction, report on student progress, develop plans for data collection, and plan for upcoming lessons.
- Coordinating communication with families and scheduling instruction for students must be the role of the special education teacher and not an expectation for instructional assistants.
- IAs should be provided guidance from the case manager and/or school-based administrator on directing parents when they have questions or concerns.
Suggested Responsibilities for Instructional Assistants

The following is a non-exhaustive list of responsibilities which may be assigned to instructional assistants during the COVID-19 Crisis. As described above, all tasks must be under the supervision of a qualified professional.

Preparation of Instructional Materials

- Creating materials to support instruction/learning of academics, executive functioning, communication, behavior, etc.
- Adapting materials (e.g. adding picture symbols, reducing text complexity, limiting the number of problems on a page)
- Creating “read alouds” (These must be created using specific guidelines to avoid copyright violations. A suggested format is included below)
- Creating videos of task analyses to teach life skills and everyday tasks (e.g. tying shoes, setting the table, logging onto a website, etc.)
- Create videos of 5-minute vocabulary or sign word review sessions
- Creating task lists, checklists and visual schedules
- Creating social stories
- Creating paper manipulatives to be made available to parents electronically (e.g. word cards, number cards)
- Researching materials and videos which may be appropriate for instruction
- In rare circumstances, preparing task boxes, file folders, or other manipulatives (delivery of any materials must be in accordance with CCPS procedures)

Delivery of Instruction

Schedules for the delivery of instruction by the teacher and/or IA are to be coordinated by the building admin./teacher.

- Providing direct instruction for specific skills/tasks assigned by the teacher
- Delivery of intervention-like strategies to address specific skill deficits for students with or without IEPs (continuity of learning for students who were receiving evidence-based intervention)
- Checking in with students regarding social-emotional/behavioral needs
- Leading small group meetings/instruction
- Facilitating virtual social activities (e.g. lunch bunch or craft activity) for students with and without disabilities
- Calling/video conferencing with a student to review questions and/or provide support with assigned instructional tasks
• Attending select “live” class sessions at the same time as a student. Follow up with the student to answer any questions and/or provide support for difficult concepts

• Calling / video conferencing with a student for decoding or oral reading fluency monitoring

**Planning and Monitoring of Instruction:**

• Participation in individual student planning meetings, regional program team meetings, staff meetings, etc.

• Posting assignments created by the teacher

• Monitoring a student’s completion of assignments

• Data collection on IEP goals/objectives

**Supporting Assistive Technology:**

• Supporting students with access to text to speech/Kurzweil

• Creating core language boards

• Video conferencing with a parent and student to model how to help the student use the device

• If appropriate, be a resource to provide guidance for a parent when problems with an AT device arise

**Professional Development:**

• Participate in virtual trainings as assigned by the Department of Special Education, school-based administrator, or recommended by teacher/case manager or for own personal professional growth as related to assignment.
Student Support Programs

Elementary Support Programs

Summer School 2020

As a result of school closures due to COVID-19 Pandemic, CCPS was aware that not all students were able to engage in learning to the greatest extent possible. An opportunity to revisit missed teaching and learning through a four week summer program, four days per week was provided to small groups of students in grades K – 5 in all twelve elementary schools and Calvert Country School. Targeted students included students without internet connectivity during the period of Continuity of Learning and students with more intensive academic needs. Students participated in a three hour instructional day, Monday through Thursday. The goal of this program was to provide students with extended learning opportunities in the areas of reading, math, and social/emotional learning, three hours a day. Approximately 53 teachers provided services to about 345 students during this summer school program. Transportation was provided for students.

Students and staff were required to wear face masks and practice social distancing.

Saturday School

CCPS will explore offering a Saturday School Program as we enter into Phase 3 of the Maryland Recovery Plan for the purpose of decreasing learning gaps in students who have had no or limited internet access during the first semester.

School Assistance for Special Needs and At-Risk Students

The Calvert County Special Education Department is offering sessions to support students who may have been impacted due to the COVID-19 crisis in the areas of reading and math. These short virtual sessions are open to all students K-12.

Secondary Support Programs

Secondary Summer Programs

CCPS will be offering summer school courses exclusively online this year. This includes our typical online courses that are offered for both original and review credit as well as our traditional review courses that are offered only for review credit.

The middle school summer school program is designed to meet the needs of students who were unsuccessful in one or two core courses (English and Language Arts, Math, Science, or Social Studies) during the school year. Middle school students who do not pass one or two core classes are required to attend summer school for each class that they failed to be promoted to the next grade.

In 2020, Calvert County Public Schools (CCPS) will offer summer school for all eligible CCPS middle and high school students using Apex, an online learning platform.
**Original Credit**

Calvert County Public Schools offers summer programs for original credit. These courses are offered online and include Financial Literacy, Foundations of Technology, Health, Music Appreciation, Spanish I and II. This summer the required meetings will be held virtually.

**Credit Recovery**

Calvert County Public Schools offers summer school programs for students who have not received a passing grade and/or credit in specific core courses. For the summer of 2020, these courses will be held virtually with required virtual meetings weekly for each course. Students may take the online courses above for review credit as well.

**Enrichment Classes for Middle and High School**

Calvert County Public Schools does not currently offer enrichment classes for Middle and High School during the summer.

**School Assistance for Special Needs and At-Risk Students**

The Calvert County Special Education Department is offering sessions to support students who may have been impacted due to the COVID-19 crisis in the areas of reading and math. These short virtual sessions are open to all students K-12.

**Saturday School**

Calvert County Public Schools offers Saturday School options at both middle and high school. School principals are reviewing data and will be charged with developing Saturday School programs to extend learning opportunities, address attendance concerns, and encourage positive student behavior.

**Dual Enrollment**

Calvert County Public School partners will the College of Southern Maryland to offer dual enrollment courses both in the high school and on the college campus. Currently this relationship includes more than 35 different course opportunities. Three courses in math and English are offered at our high schools that can earn dual enrollment credit. The secondary supervisors are currently working with the College of Southern Maryland and the Supervisor of Student Services to identify other courses that could be approved for dual enrollment in the coming year.
Technology Readiness for School Year 2020-2021

Hardware

Laptops

In terms of devices, Calvert County Public Schools was well positioned to transition into learning in a digital environment during the COVID-19 closure. All students in grades 3-8 were already assigned laptops, and high schools had enough laptops to lend to students who did not have a device at home. School year 2020-2021 marks the third year of our Future Ready plan, and we will expand our one-to-one device program to all high school students. Because the purchase of additional devices had been planned, we were able to place the order early enough to avoid delays resulting from the pandemic. All students in grades 3-12 will have a device to use at home for the upcoming school year.

In terms of staff, all administrators and classroom teachers have laptops, as well as some librarians and instructional assistants. We are attempting to acquire additional laptops to be assigned to more school-based staff during the 2020-2021 school year.

iPads

In accordance with the CCPS Future Ready plan, preK-2 classrooms have iPads for student classroom use in a ratio of 1 per 4 students because they are more developmentally appropriate than laptops for our youngest students. Last year, we did not have enough iPads to lend to families of preK-2 students if they did not have a device to use at home, but we did have some laptops. At the start of the school year, we will have enough laptops to provide most of our families with PreK-2 students. Based on our suppliers, we believe we will have enough for every single family sometime in the fall. CCPS is exploring additional available options to meet the needs of these students.

Webcams

One of our goals for the upcoming school year is to provide teachers with the resources to increase the amount of direct instruction they provide remotely. While teachers have cameras on their laptops, external webcams will give added flexibility for teachers to create videos or record what is happening in class for students who are learning remotely. CCPS will attempt to acquire additional webcams, contingent upon availability, for teacher use at home and in their classrooms. The school system will train teachers to utilize the webcams and to make videos accessible with closed captioning.

Document Cameras

Document cameras are already used in our schools, and teachers would like to expand their use to enhance remote learning. CCPS will attempt to acquire additional document cameras to increase the availability to teachers.
**Hardware Support**

The Information Technology department will staff a helpdesk email and call center that will provide service Monday through Thursday from 8:00 a.m. until 8:00 p.m. and on Fridays from 8:00 a.m. until 4:00 p.m. This support model was successful and received positive feedback during the COVID-19 closure.

**Applications**

**Learning Management System**

CCPS deployed Schoology as our learning management system (LMS) several years ago, which enabled us to transition as smoothly as possible to remote learning. To leverage the Schoology platform to provide an even more robust remote learning environment for students, a combined effort is taking place between the Department of Instruction and the Office of Digital Learning.

During the upcoming year, all learning materials from face-to-face classes and online classes will be posted in Schoology for students to access any time.

- All learning materials posted in the Schoology platform need to meet the accessibility guidelines (see the accessibility section).
- All learning materials posted for asynchronous/independent learning need to be created in a way that students can work independently.
- Supervisors and teachers will participate in professional learning on best practices for creating learning materials that will be posted in Schoology.
- Teachers will participate in professional learning on best practices for providing instruction remotely using the Schoology platform.
- Teachers will participate in professional learning on best practices for using Schoology to communicate with students and parents. School Counselors will be accessing Schoology to help in supporting and monitoring students learning.

**Virtual Classroom Synchronous Instruction**

Currently Calvert County Public Schools supports the use of Microsoft Teams and Schoology Conferences as the applications to be used for virtual classroom synchronous instruction. To support remote learning, we understand that learning online needs to be more active than passive moving forward. There are two ways that virtual classroom synchronous instruction can be used, the first is to provide social emotional support to students by providing times when students are able to get online to interact with their peers. The second is provide direct instruction. Professional learning opportunities will be provided to help teachers understand best practices for conducting virtual classroom synchronous instruction sessions.

**Screencast Applications**

One way that teachers can enhance their online instruction is through creating screen casting videos. These videos allow teachers to create how-to videos for students and parents to access through the Schoology platform. There are several free screen casting applications and CCPS will determine the best application for teachers to use and will provide professional learning on
creating screencasts, saving the screencasts, adding closed captions, and uploading the screencast to the Schoology platform.

**Digital Curriculum**

Providing consistent digital curriculum for staff and students is crucial for successful online learning. Under the direction of the Department of Instruction, digital curriculum will be created, purchased, or curated from OER resources, in accordance with accessibility guidelines. Any digital curriculum created or used by the system will follow an identified preset course structure for ease of use.

**For Application Support**

The Office of Digital Learning will staff an email helpdesk to assist students and staff with Schoology and other learning applications. This helpdesk email will be monitored from 8am-4pm, M-F.

**Internet Access/Connectivity**

Not all Calvert County families have reliable, high-speed internet, either because it is cost prohibitive or because some of the more remote areas are not serviced by a provider. At the start of the COVID-19 closure, the Department of Information Technology identified sources within the county to help families that do not have reliable access. We will work with families in the upcoming school year to utilize many of the same resources. For example, Comcast has extended a program that allows qualifying economically challenged families to get internet in their home free for 2 months, and then for $9.95 a month, thereafter. We added extended external access points at three of our schools to make wi-fi available in vehicles in the parking lots—not ideal, but nevertheless a safe and socially-distanced place to work. We will also publicize the locations of other free, public wi-fi that is available outdoors, including Calvert County libraries and Xfinity hotspot locations. In addition, CCPS purchased a small number of hotspot mobile devices. Because of the high demand nationwide, availability of these devices is severely limited. If we are able to procure more this summer, the system will allow families that do not live in an area where they can get internet to borrow these devices for the 2020-2021 school year.

**Data Governance**

Keeping students safe while working online is a high priority for CCPS. For several years, the Department of Information Technology and Office of Digital Learning have provided training and shared information to ensure that all staff understand the practices that help keep our students and their information safe. The transition to digital learning has increased the urgency of establishing stronger data governance practices. In September of 2020, a new Student Data Governance policy will be presented to the CCPS Board of Education for approval. In addition, plans for professional learning on student data privacy for all staff who use student data will occur during this school year.
**Internet Cafes**

Understanding that there are areas of Calvert County without any ability to access the internet. In an effort to provide access to these families, CCPS is exploring the creating of “internet cafes” with a small number of schools. Schools would be identified across the county where the café would be set up in a cafeteria or gymnasium. The café would be set up to provide social distancing between students. Facial coverings would be required. Staff will be identified to supervise students in the café and also provide support as appropriate.
Digital Learning Professional Learning

Providing professional learning opportunities for staff is critical to the success of our students learning online this fall. Last spring our professional learning efforts in digital learning focused on providing teachers support on the Schoology Platform, Microsoft Teams, Schoology Conferencing, Virtual Classroom Meetings, screencasting, Office 365 products, Databases, and Wixie. As we move into the fall with the additional requirement of teachers instructing synchronously, we understand that we will need to continue to and expand provide professional learning opportunities that focus on best practices for providing instruction both synchronously and asynchronously.

Summer Professional Learning Opportunities

This summer the Office of Digital Learning has provided three opportunities for teachers to sharpen their skills for providing instruction in both asynchronous and synchronously.

The first is our Digital Learning Bytes Program, this program provides 3-hour learning sessions that focus on enhancing instructional practice using technology. Topics included in the program range from Schoology to transforming instruction using technology tools, techniques, and pedagogy. For a list of summer sessions you can use this link: Digital Learning Bytes Summer. The Digital Learning Bytes program repeats in the fall and in the winter.

The second opportunity offered was our Teaching in a Digital World course. Teachers participated in 7 hours of course work that focused on examining instructional decision making when integrating technology. Topics included in this course were digital citizenship, copyright, creative commons, student data security and privacy, best practices for technology integration, learning beyond the classroom, project based learning, and personalized learning.

The third opportunity is a set of webinars that will be provided in August on using Microsoft Applications for synchronous and asynchronous online instruction. This training will be provided by a Microsoft Innovator Education Expert and will focus on Teams basics, running effective meetings using Teams, and creating a culture of video expression.

Fall Professional Learning Opportunities

As in the spring, the Office of Digital Learning will be providing choice webinar sessions that will help teachers in building their skills for providing instruction both asynchronously and synchronously. These sessions will be provided after school and weekly on the day dedicated for teacher professional development.
The Office of Digital Learning and the Department of Information Technology will work collaboratively to provide professional learning opportunities and support that focuses on using hardware such as document cameras and Software such as Microsoft Teams to enhance live online learning sessions.

SafeSchools is a platform we use to track compliance training that our staff is required to complete during preservice. We used this same platform in the spring to offer two required modules, Moving Learning into a Digital Environment and Virtual Classroom Meetings. This fall we will use this same platform to provide training on Starting the School Year Virtually and Live Online Instruction Best Practices.

Starting in August we were able to offer the Online Teaching in Maryland course (3 credits) to twenty of our educators. This course prepares participants to facilitate asynchronous online courses for students and other educators. Readings, hands-on activities, discussions, roleplaying activities, and other activities support learning the pedagogy behind successful online learning, teaching, and assessment. Practice in the course’s “Sandbox” helps participants apply their knowledge and utilize the course features of the Learning Management System. We had a large request from teachers to take this course and hope to be able to provide it again during the school year.

Teacher Induction

To help prepare our new hires for a successful start of the school year, we will be providing professional learning opportunities focusing specially for new hires on Schoology, Microsoft Applications, Hosting Virtual Meetings, Clever and Student Data Privacy. This training will occur the week of Orientation. Mentoring support is a critical component of the induction process for all new hires. Each non-tenured teacher is assigned a mentor that will work with them throughout the school year. Mentors will receive training in August on how they can support our non-tenured teachers in a virtual environment. Our mentors will also have the option of participating in trainings monthly that will focus on building their mentor/coaching skills.

School Administrators

As instruction shifts online, our administrators will participate in professional learning on helping them to understand effective instructional practice both asynchronously and synchronously. Each month our administrators meet to grow professionally at these meetings will have the opportunity to focus on best practices for supporting teachers as they teach online this fall. We will also provide professional learning on how to effectively evaluate teacher practice through observing and evaluating during live synchronous sessions.
Helping our students and families navigate the Schoology platform will be vital in the success of online learning this fall. Our parents with email accounts in student information system, will have a Schoology account created. Within the student and parent account, we will provide a how to course that contains videos and documentation on how to navigate the platform. A how to video is also provided on the parent Schoology link on the Calvertnet website.
CCPS Before and After School Child Care Program

The mission of CCPS Before & After School Child Care Program is to provide a safe, affordable, nurturing environment for all the elementary school district’s children who need access to before school and after school services. Our CCPS Before and After School Child Care Programs are located in most elementary school buildings and are licensed through the Maryland State Child Care Administration and they follow all requirements and regulations. We serve elementary school children from Pre-K-5. Families may enroll their child(ren) in either the morning session, the afternoon session or in both sessions. Our centers are open from 6:30 a.m. until the start of school and reopen at the end of the school day until 6:30 p.m. This service is only available when schools are in face to face operation.

On July 24, 2020, the Board of Education of Calvert County Public Schools voted in favor of a virtual opening for the 2020-2021 school year. School will be conducted online for the first semester unless the trajectory of the COVID-19 pandemic changes significantly. CCPS will begin with 100% online/distance learning. Because instruction for students will not require students to be in the school building, the need for a Before and After School Child Care is not necessary. The Before and After School Child Care Program will not be opening its doors until the Calvert County School Board determines it is appropriate to bring students back into the school buildings for face to face instruction full time.

As Governor Hogan moves the state of Maryland into Phase 3 of recovery, CCPS will again engage stakeholders to develop a plan to open up the schools, office buildings and child care programs to all students and staff.
School and Community Nutrition Program

Personnel
- All Child Nutrition staff will self-assess daily using the CCPS health screening questions and respond accordingly
- If a Child Nutrition staff member becomes ill while working, they must notify their immediate supervisor and cease work immediately
- All Child Nutrition staff, Lunchroom Monitors and any additional staff in the cafeteria must wear masks and gloves
- All Child Nutrition staff will follow handwashing protocols
- All Child Nutrition staff will follow Calvert County Health Department Regulations

Cleaning Protocols
- Child Nutrition staff will clean the kitchen and serving areas at beginning of each workday
- Child Nutrition staff will clean the serving lines prior to, between, and after meal shifts at a minimum
- School staff will clean cafeteria tables and seating areas prior to, between, and after meal shifts at a minimum

Meals
- Via the Cafeteria
  - Meal Service
    - Schools and the Child Nutrition Office will encourage parents/guardians to utilize the online payment system (MySchoolBucks.com)
    - Floor markings will be used as visual cues for social distancing in the cafeteria lines
    - Menu selections
      - Elementary Schools – No changes, will operate as usual with entrée selections being tallied by classroom staff/teacher and provided to Child Nutrition staff in the morning. Students will make selection of remaining meal items while going through the serving line
      - Secondary Schools – No changes, students will make all menu selections while going through the serving line
• Bulk self-service areas
  • Child Nutrition staff will remove all bulk self-service stations from student areas. This includes fruit and vegetable bars, utensil caddies, condiment dispensers, etc.
  • All bulk foods will be served by staff or be available in individual pre-portioned containers (Per Calvert County Health Department all items not placed under an approved sneeze guard are to be individually wrapped or have a lid)
  • Utensils and Condiments
    o Elementary Schools – Will be provided by Lunchroom Monitors
    o Secondary Schools – Will be placed on meal trays by Child Nutrition staff member on the serving line
• Checkout
  • Child Nutrition cashiers will be responsible for entering student ID numbers to complete transactions (students will NOT use pin pads)
  • Child Nutrition cashiers will wear face shields or have plexiglass dividers as a physical barrier
  • Menu substitutions will continue to be made for all students who have a medically documented special dietary need
  • Schools will continue to follow the CCPS procedure for students with insufficient meal funds
• Meal consumption
  • Location
    • In the cafeteria, seating will be marked with visual cues for social distancing while eating
    • In the classroom, schools will arrange seating to maintain social distancing
  • Schools will clean tables and seating areas prior to, between, and after meal shifts.
  • The sharing of foods/beverages among students will be strongly discouraged
  • Share tables will be discontinued until further notice
  • Schools will dismiss tables using a staggered process to allow for social distancing while discarding any refuse
  • Floor markings will be used as visual social distancing cues for refuse area(s)
    o Via the Classroom
      • Meal Service
        • Meal options will include two entrée selections
• Each entrée will include all required components (vegetable, fruit, milk, etc.); however, no choices, other than entrée, will be available
• Students will provide their entrée selection to classroom staff/teacher at the start of each day
• Student entrée selections will be recorded using an attendance roster
• The attendance roster with selections along with money/checks will be provided to the cafeteria at least 2 hours prior to the first scheduled lunch shift.
• Meals will be prepared by Child Nutrition staff using the attendance roster provided by classroom staff/teachers
• Menu adjustments will be made at this time for all students who have a medically documented special dietary need

□ Meal Delivery
□ Single-use, disposable packaging will be utilized
□ Meals will be transported and placed on designated tables/desks outside of classroom entry
  □ Additional assistance may be needed from school staff to deliver meals to classrooms.
  □ Meals modified for special dietary needs will be labeled with the student’s name. Special care must be used to ensure students with special dietary needs receive the correct meal

□ Classroom staff/teachers will distribute meals to students and mark the meal as received on the roster. This roster must then be returned to the Child Nutrition staff at the end of the meal shift so meals can be entered into the system, ensuring we are following MSDE regulations regarding meal distribution
  □ Child Nutrition staff will provide a list of students with insufficient funds on account to purchase a meal to the school’s financial secretary. Schools will continue to follow the CCPS procedure for students with insufficient meal funds

□ Meal Consumption in the classroom
□ Schools will arrange seating to maintain social distancing
□ Schools will clean tables and seating areas prior to, between, and after meals
□ The sharing of foods/beverages among students will be strongly discouraged
□ Classroom staff/teacher will dismiss students/tables using a staggered process to allow for social distancing while discarding any refuse
□ Floor markings will be used as visual social distancing cues for refuse area(s)

○ Meals via the Grab ‘n Go Program
□ Purchasing Meals
The Grab ‘n Go program will operate from 10:00 a.m.-1:00 p.m. on Wednesdays until further notice.

The program will be available at designated school locations.

Meal kits will include breakfast and lunch for the school days in which students are assigned distance learning for the week.

Parents/guardians wishing to participate in the Grab ‘n Go Program for their students during the 2020-2021 school year will need to register with the Child Nutrition Office, even if they previously registered for the summer program. Registrations can be completed by calling 443.550.8680.

The Child Nutrition Office will verify meal status along with any medically documented special dietary needs.

These special dietary needs will be marked on the registration list to ensure cafeteria staff are aware and able to provide approved menu substitutions.

Students eligible for free or reduced meal benefits will receive meals at no cost. Students who do not qualify for these benefits will be charged the regular menu price ($1.65 for breakfast, $2.65 for elementary lunch, $2.80 for secondary lunch).

Parents will be able to register and pick up meals for their children at the same CCPS site, even if one or more of their children attend a different CCPS site.

Meal distributions and any related charges will be recorded using a registration list by Child Nutrition staff once meal kits are picked up by the parent, guardian, or student.

Child Nutrition staff will notify the parent/guardian when a student’s account balance is getting low if the student is not eligible for free or reduced-price meals.

Meal Consumption at Home
- Items that require heating/cooking will contain directions on how to prepare.

The above is subject to change based on federal, state, and local guidance. Questions/concerns should be directed to Donald Knode, Supervisor of Child Nutrition, or Valarie Parmer, Dietitian/Nutrition Specialist.
Health and Safety Plan

Health Education Staff/Students/Parents:

- Provide basic information on COVID-19 and good hygiene practices (teach and reinforce handwashing with soap and water for 20 seconds or use of hand sanitizer)
- Staff will watch Safe School Training Video at beginning of school year (COVID Awareness and Coronavirus: Managing Stress and Anxiety)
- Students will watch You Tube Video on proper hand washing https://youtu.be/seA1wbXUQTs
- Staff to be educated on Health Room Guidelines for Teachers and Staff – to keep students in class for care when possible to avoid unnecessary exposure to illness.
- CCPS will communicate to parents and guardians return to school plan and expectations for screening of student for COVID-19 symptoms prior to sending students to school.
- HR/School Administrator to communicate with staff screening expectations prior to reporting to work.

Health Room Management of Student Care:

As schools begin to reopen for small groups of students:

- Principals will designate two separate spaces to provide student care:
  - One space for healthy students coming for routine needs, medication, diabetic checks, first aid/injury assessment and care etc.
  - Second space for students/staff who are ill to be evaluated for possible communicable illness.
- CCPS will provide classroom teachers with basic first aid supplies to provide care in class when possible to avoid exposing students unnecessarily to illness.
- School nurse will wear PPE when working with students.
- Staff and students will practice hand washing prior to and after each student interaction or use of alcohol hand sanitizer.
- Building service workers will sanitize commonly touched surfaces, such as counters, health room beds with disinfecting wipes or cleaners after each student/staff interaction around the surface area used.
- Staff will maintain social distancing between students.
- Teacher will notify nurse or office prior to sending ill students to the health room.
- Teacher will use supplies provided to handle basic first aid care in the classroom, when possible.
• School nurse will do assessments or visits to the classroom when possible.

• School nurse will refer students considered “high risk” or medically fragile to their health care provider to determine when school re-entry is recommended.

• Principal will ensure appropriate COVID-19 accommodations, modifications and assistance for students with special health care needs or disabilities are provided.

Health Management of Ill Students/Staff:

• School nurse will reference and follow Communicable Disease Policy/Procedures and Communicable Disease Guidelines.

• Staff will consider the traffic pattern of healthy/ill students reporting to the health room to limit possible exposure.

• Ill students and staff will be isolated to designated area.

• Face coverings will be applied to any student or staff with suspected respiratory illness.

• Social distancing will be maintained between ill students/staff.

• Any students/staff with a potential communicable illness will leave school as soon as possible.

• Building service workers will sanitize commonly touched surfaces, such as counters, health room beds with disinfecting wipes or cleaners after each student/staff interaction around the surface area used.

• School nurse will report positive COVID-19 student cases to School Health Supervisor.

• School nurse will report positive COVID-19 staff cases to School Administrator/HR.

• School nurse will maintain information on all suspected COVID-19 students/staff on Line List for COVID-19 Tracking Document.

• School nurse must wear a gown before entering the isolation area. Nurse will remove gown and practice proper hand hygiene after leaving isolation area. Nurse must implement proper hygiene practices when moving between student treatment areas.

Management of Positive COVID-19 Cases:

• CCPS will follow guidance from the Calvert County Health Department for all positive cases effecting the instructional day or any extracurricular activities.

• HR will track staff who have been exposed or tested positive for COVID-19.

• Any exposed staff/student must self-isolate at home for 14 days.

• Positive staff/students who are asymptomatic may return to school/work 10 days after positive test results.

• Positive staff/students with symptoms may return to school/work 10 days after test results if:
they have been free from fever for 3 days without fever reducing medication and,

have a reduction in illness symptoms.

- HR will notify school administrator when a staff member is able to return to work.

**Health Safety Recommendations Inability or Noncompliance with Wearing a Face Covering or Social Distancing:**

- Students in any indoor space must wear a face covering when able. Medically fragile, very young, or sensory sensitive students may not be able to tolerate wearing a face covering.

- Students should not be excluded from instructional activities if unable to wear a face covering.

- When wearing a face covering is not possible ensure other safety measures of social distancing or utilizing a barrier are implemented.

**Guidance Prior to Providing Instructional Services or Testing in School Buildings**

- Staff will contact parent/guardian to ask the following screening questions prior to student reporting for school services or testing. The questions below will be included on the letter of intent for parents.

  - Has the student or anyone in the family been sick with dry cough, shortness of breath, chills, fever, muscle or body aches, sore throat, or loss of sense of taste or smell in the last 14 days?

  - Has the student or anyone in the family been exposed to COVID-19 and asked to isolate for 14 days? If yes who was directed to isolate and what date did the isolation to start? *(Ensure isolation time is up and no symptoms were present during the 14-day isolation time.)*

  - Has the student or anyone in the family tested positive for COVID-19? If yes who and when? Were they having any symptoms? *(If not having symptoms a student can report for testing or services if 10 days have passed since positive test.)*

  - If unsure if it is safe for a student to report for instructional services consult with Student Services Kim Roof or Chris Knode.)

  - If the student becomes ill while at school, the student must be sent home as soon as possible and can only return to school with a health-care provider’s note.

  - If the staff person becomes ill while at school or during the school day, they must stop immediately, notify the building administrator and the staff person is to leave the building immediately.
• Note: The notification to families and staff members is the responsibility of the Calvert County Health Department. We must be compliant with HIPPA in maintaining confidentiality regarding health issues.

**Guidance During and After Instructional Services in School Buildings**

• Staff and students must wear face covering at all time, when providing instructional services, except when removal of the face covering is required for the instructional task. (ex. Modeling appropriate pronunciation of sounds or words for young children)

• Student must always wear face covering when able (medically fragile, very young, or sensory sensitive students may not be able to tolerate wearing a face covering).

• Provide structure to allow for breaks from wearing face coverings.
  • Ideally, mask breaks should be outside
  • A mask break could be inside for a few minutes, away from others, sitting on the floor in the back, reading/working, etc.

• If a student is unable to use a face covering, they should be in a well-ventilated space with the ability to social distance from other students and staff. If they need to interact or be within the 6ft. social distance recommendation, a barrier should be used.

• If a student is refusing to wear a face covering provide education on the importance of wearing a mask. Contact and meet with the parent to determine any underlying reason for failure to wear. If no reason exists, then options for providing instruction other than face to face need to be explored.

• Staff must always practice proper hand washing or use of hand sanitizer. Staff must wash or sanitize their hands after working one on one with a student or with a small group of students before moving on to work with another student.

• Staff and students should avoid touching their face and eyes.

• When needed staff and students are to cough or sneeze into a tissue or elbow and wash their hands before continuing with testing or providing instructional services. Reminder: students may need to be taught and reminded to do this.

• Consider proximity and distance between students and staff. Maintain 6 feet of distance when possible.

• Limit close interaction with students when possible:
  • Clean/sanitize workspace and all materials used prior to individualized/small group instruction. Note: BSWs will clean/sanitize each afternoon.
  • Provide directions to student and step away to maintain 6 feet distance while students are completing tasks.
• Chunk instruction into 15 minute or less blocks of time when possible. Make every effort not to stay in the same location for longer than 15 minutes.

• Use screen between staff and student when working closely 1:1 with a student.

• Use large space with ventilation or circulating air when possible. (Possibly consider using outdoor space or courtyards or a room where window can be opened.)

• When using manipulatives, they must be sanitized prior to using with another student.

Guidance for Bathroom Usage
• Class groups must use only their assigned bathroom.

• Bathrooms to be sanitized daily or as required.

Guidance for Snack/Meals and Water
• Students must always wash or sanitize their hands prior to eating meals or snack.

• When more than one student is being provided a meal or snacks the students must eat in their designated space with 6 feet being maintained between students.

• Student must wash or sanitizer their hands prior to returning to instruction or testing.

• Students should bring their own water bottles and not use water fountains.

Guidance for Recess
• If playing 6 or more feet apart, masks are not required outside.

• If playing less than 6 feet apart, masks are required.

• No games or interactions where touching or rough-housing might occur.

• Students may bring their own equipment to play with

• Equipment can be used, however be sure to wash hands/sanitize at the end of recess AND monitor/remind students not to touch their face

Guidance for Sanitizing Manipulatives and other Instructional Items
• At the end of each day, items to be sprayed with disinfectant should be clearly marked for Building Service Workers

• Consider each student having their own set of manipulatives to use each day, labeled with their name.
Supports for Staff

A primary goal of the CCPS Road to Recovery is to ensure that all staff – instructional, operational, and administrative have the resources needed to feel safe and comfortable returning to the workplace. Elements of this staff support model include the following:

- Flexible Work and Leave Options
- Provide updated resources and procedures, including:
  - An updated telework regulation;
  - Support accessing emergency leave, Families First Coronavirus Response Act (FFRCA), and other related benefits; and
  - Use of the CDC Health Inventory, as it pertains to employees who may need an accommodation

Personnel

Preparation for Opening

CCPS has continued to work with the Calvert County Health Department (CCHD) since the onset of COVID-19. The guidance and information received from this collaboration has been used to determine when it is deemed safe to begin resumption of use of your educational facilities. The responses below are aligned to guidance provided at the time of writing this Recovery Plan. CCPS understands that as the health status changes, information below may be revised.

Determine how faculty and staff will receive timely, factual information regarding return to work

- The School Superintendent, with guidance from the Calvert County Health Department is committed to sending information to CCPS employees that is timely and factual regarding the return to work. This information will be delivered via emails, memos, individual meetings and staff meetings.

Identify faculty/staff shortages due to:

- loss of staff life, staff sickness
  - In conjunction with HIPPA guidelines, the Department of Human Resources will work with the Superintendent of Schools, School Administrators and Directors to keep them abreast of faculty/staff shortages/vacancies due to loss of staff and/or sickness. The Department will keep data to be shared with appropriate staff.

- staff with underlying health issues
  - The Department of Human Resources will work very closely with employees who report underlying health issues to provide assistance. The underlying health conditions must be documented by a physician. Staff members will be offered Family Medical Leave (FML).

- staff caring for sick relative or loss of staff family member
• The Department of Human Resources will work very closely with employees who report that they are caring for sick relatives or the loss of a family member. Employees will be offered Emergency Family Medical Leave (EFML) and/or Family Medical Leave (FML).

• Resignations of faculty/staff
  o Calvert County Public Schools employees will submit resignations to the Director of Human Resources. The Director will contact the immediate supervisor and make arrangements for a replacement and a substitute.

• Retirement of faculty/staff
  o Calvert County Public Schools employees will be directed to contact the Retirement Specialist in the Department of Human Resources for assistance. The Retirement Specialist will be in contact with the Director of Human Resources. The Director will contact the immediate supervisor to make arrangements to fill the vacancy.

Note: If loss of any kind is determined to have occurred, see Mental Health Section

• Determine if face coverings (not PPE) are to be utilized by faculty/staff/students and what the LSS policy will be for adherence to the policy
  o Calvert County Public Schools requires the wearing of safety masks/face coverings in all CCPS buildings. The following message is posted on all information sent to CCPS administrators and supervisors to be shared with all CCPS employees:

• Safety masks are required in the buildings. If an individual is alone in an office, masks are not required. However, when another individual enters that office, both individuals must wear masks. If individuals are walking through a building, masks must be worn.

Review procedures for sending ill persons home from the school facility
  o If an individual becomes ill while at his/her work site, the following procedures will be followed:
    • School nurses are to reference and follow Communicable Disease Policy/Procedures and Communicable Disease Guidelines
    • Utilize an alternate traffic pattern of ill students and staff reporting to the health room to limit possible exposure.
    • Isolate ill students and staff to a designated area.
    • Ensure face coverings are used with any student or staff with a suspected respiratory illness.
    • Maintain social distancing between ill students/staff.
    • Any student/staff with a potential communicable illness will leave school as soon as possible.
    • Sanitize commonly touched surfaces, such as counters, health room beds with disinfecting wipes or cleaners after each student/staff interaction around the surface area used.
    • Resume regular use of exposed area, once the area has been cleaned.
Note: The following topics are not applicable at this time due to the reopening of schools in a blended learning environment. However, as small groups of students begin to reenter the schools, the following guidance will be applicable.

Determine if pre-designated entry and exit paths will be utilized.
- Student Services and School Facilities will work together to make this determination

Determine pre-designated drop-off points for buses, parents.
- School administrators will work in conjunction with the Departments of Student Services, Transportation and School Facilities to make the determination.

Determine if class changes are static (students remain in room, teachers change classrooms) or Fluid (Students change classrooms)
- Decisions will be made by school administrators in conjunction with the Superintendent of Schools, the Department of Instruction, and the Department of Student Services.
- If fluid period/topic changes occur, determine: Is locker use allowed, if not, secure from use
- Determine distance and flow paths through facility, mark flooring, walls appropriately

Determine communication and outreach methods to students and parents for notification of above
- Social media, school messenger and weekly e-mail newsletters from principals will continue to be used to communicate with parents.

Post Opening

Communicate to Faculty/Staff/Students proper hygiene techniques
- CCPS will provide basic information on COVID-19 and good hygiene practices by encouraging handwashing with soap and water for 20 seconds or use hand sanitizer.
- All CCPS employees will watch a Safe School Training video at the beginning of the school year.
- As students begin to reenter classrooms, the “Use of restroom” policy will be communicated to students
- Additional signage has been posted within restrooms on proper hygiene practices

Mental Health:

Support services for loss of any staff, students, or family
- CCPS will send All Staff emails from its Employee Assistance vendor that will address coping skills. The vendor is offering “on-demand” webinars for employees to view.
- The Department of Human Resources will send a link from the EAP vendor to employees who are in need of extra supports (psychological, financial, etc.)

Mobilize crisis recovery team to provide emotional and psychological support
The Department of Human Resources will work with the Department of Students Services and the Superintendent of Schools to provide crisis teams consisting of School Psychologists, Social Workers and School Administrators and School Counselors to provide emotional and psychological support to employees.

If school community has experienced a loss of life, establish “safe rooms” as needed within each facility for counseling service provision

- Each school administrator will identify a “safe room” that will be used as needed should there be a need for counseling.

Announce counseling support services available to faculty and staff via Employee Assistance or other programs that are available

- The Department of Human Resources sends links provided by the Employee Assistance vendor monthly to all staff. The vendor offers “on demand” webinars and pamphlets that will help the employees cope with the COVID-19 pandemic.

Hold faculty and staff meetings to provide information on signs and symptoms of stress to observe in students, faculty, and staff

- School Counselors with the assistance from their administrators and the Department of Student Services will provide information at staff meetings that address signs and symptoms of stress to observe in students, faculty, and staff.

Identify and provide information on safe room function and location

- School administrators will identify and provide information to their staffs that address the function and location of a safe room.

Communicate counseling support services available to students

- Educational materials on loss and grief and ways to cope with stress will be made available to staff, parents and students

Work with faculty and staff on identifying families in need of long term physical and mental health support and intervention and provide resources to families

- The Department of Human Resources will make available upon request FMLA and EAP to any employee who requires long term physical and mental health support and intervention.

- School administrators will provide the Department of Human Resources with the names of staff members who are in need of long term physical and mental health support and intervention.

**Facilities**

Classrooms will be set up with desks separated for social distancing.

Spacing and floor markings are in place. Some teachers have determined alternative methods to mark for social distancing within elementary schools.

During the period of Blended Learning, prior to staff or students entering buildings, each individual should respond to the following questions:
o Has the individual or anyone in the family been sick with dry cough, shortness of breath, chills, fever, muscle or body aches, sore throat, or loss of sense of taste or smell in the last 14 days?

o Has the individual or anyone in the family been exposed to COVID-19 and asked to isolate for 14 days? If yes who was directed to isolate and what date did the isolation to start? *(Ensure isolation time is up and no symptoms were present during the 14-day isolation time.)*

o Has the individual or anyone in the family tested positive for COVID-19? If yes who and when? Were they having any symptoms? *(If not having symptoms the individual can report for testing or services if 10 days have passed since positive test.)*

o If unsure if it is safe for an individual to report for instructional services consult with Student Services Kim Roof or Chris Knode.

o If a student becomes ill while at school, the student must be sent home as soon as possible and can only return to school with a health-care provider’s note.

o If a staff person becomes ill while at school or during the school day, they must stop immediately, notify the building administrator and the staff person is to leave the building immediately.

- Note: The notification to families and staff members is the responsibility of the Calvert County Health Department. We must be compliant with HIPPA in maintaining confidentiality regarding health issues.

The Department of Student Services will train all administrators and supervisors on the current screening processes. Building administrators and department heads will train staff.

Spacing and floor markings are in place. Some teachers have determined alternative methods to mark for social distancing within elementary schools.

When students reenter buildings, lockers will not be in use. Students will be encouraged to only carry materials needed for the day of instruction.

**Daily Cleaning Procedures**

CCPS will provide building service workers with disposable gloves, aprons and other Personal Protective Equipment (PPE) as needed.

To ensure all surfaces are clean and free of germs, dirt, and impurities CCPS will disinfect all frequently touched surfaces with a disinfectant and use cleaner as needed. This practice will be followed daily. Areas used more often will be cleaned on a more frequent schedule.

All tile and hard surface flooring will be swept and mopped daily when schools are in use.

Hourly restroom checks will be conducted to ensure all restroom remain clean and sanitized.

All restroom will be cleaned and disinfected thoroughly at the end of each day.

A 3 – 5 month supply of cleaning products and materials are currently in stock and will be distributed to schools as needed.

**High touch surfaces, to be cleaned more frequently include but are not limited to the following:**
• Tables, doorknobs, light switches, countertops, handles, hand railings, door windows, telephones, door plates, phones, keyboards, toilets, faucets, sinks, etc.

**Suspected: Contamination Procedures**

When an area within a school building or office building is suspected of being contaminated, the following procedures will be followed:

• Pre-spray the room with disinfectant & wait 15 minutes. After 15 minutes staff will begin wiping the entire room with disinfectant.
• Sweep and mop the hard surface flooring. If the room has carpet, the extractor will be used to clean the carpeted area.

This procedure will be done as soon as possible to prevent contamination of other areas.
Transportation

All students in Calvert County Public Schools are eligible for Transportation services, therefore resuming service is critical to our recovery effort and providing in-person instruction. Safety is the singular focus of our Transportation operation for over 15,000 students, 200 bus drivers, 40 bus assistants, 24 contractors, 7 office-based staff and the 3 service technicians. We have engaged numerous stakeholders and reviewed information from multiple sources to implement safety protocols to combat the spread of COVID-19.

Since March 2020 Transportation has surveyed stakeholders on multiple occasions to understand their concerns, answer their questions, and consider their suggestions. Staff is familiar with recommendations from the Centers for Disease Control, consults with local government transit bus operators, and regularly received updates from the local health department. Transportation staff continues to participate in multiple webinars and phone calls with the Maryland State Department of Education-Office of Pupil Transportation, the Maryland Association of Pupil Transportation, the National Association of Pupil Transportation, and other pupil transportation industry vendors and organizations on reducing the transmission of COVID-19. Staff also actively participated in CCPS Risk Management Committee activities to consider options for obtaining personal protective equipment as well as cleaning equipment and disinfecting supplies.

Integrating information from these activities led us to develop safety protocols for bus drivers, technicians, and staff so we could safely inspect all buses in June and July 2020. Further refinement led to the development and implementation of safety protocols for bus drivers, bus assistants and students for in-person instruction in July 2020. Prior to providing any transportation services each bus driver and bus assistant must complete this training on COVID-19 awareness, cleaning and disinfecting, expectation for face coverings for adults and students, and how to manage stress during the pandemic. In early July forty bus drivers and bus assistants completed in-person training on COVID-19 safety protocols. Successful completion of this training allowed us to provide transportation services this summer when two non-public schools, our Extended School Year (ESY) program, and our Summer School program serving all twelve elementary schools in Calvert opened for in-person instruction. In anticipation of targeted student groups being provided in-person instruction this fall, the Transportation safety protocols were revised again. On August 5 - 6 another 160 bus drivers and bus assistants were trained on the safety protocols. Throughout this process our safety protocols have been developed with consideration for the recommendations of the Centers for Disease Control and from our local health department.

CCPS has provided disinfectant and cleaning supplies for use on the buses. CCPS has also notified bus contactors that they must also obtain disinfectant and cleaning supplies. Bus staff will clean and disinfect the high touch areas of the bus after each trip to each school, and after the bus parks after each morning, mid-day, and afternoon route. High touch areas include, but are not limited to bench seats, seat backs, walls, passenger windows, handles on emergency windows, roof hatches and doors, safety vests, wheelchair liftgate and securement equipment, grab rails, dashboard switches, the steering wheel, and the transmission shifter.

CCPS provided face masks to all bus drivers and bus assistants upon successful completion of training on the COVID-19 safety protocols. CCPS also has a supply of face shields, disposable gloves and gowns which can be provided to the bus assistant, as needed. For summer routes, bus drivers and bus assistants were provided a supply of masks to provide to any student who arrived at the bus without one. Bus drivers and bus assistants must always wear face coverings while on board buses. Students must wear face coverings on board the bus as they are able (as
some students with medical or sensory issues cannot tolerate them). When appropriate for
individual students, Transportation will collaborate with families and appropriate school system
staff to develop and implement social stories, behavior plans, and other strategies designed to
assist these students to develop their capacity to wear face coverings and maintain social
distance. Students who do not have a medical or sensory issue which is verified by their families
through the school-based administration and nursing staff will be transported on the bus but
may be referred to the school administration for appropriate behavior intervention.

At this time our safety protocols maintain social distancing on board buses by keeping the seat
behind the driver empty at all times, (unless a student living in the same household as the driver
is on board), limiting capacity to one student in every other seat, in a zig-zag pattern across the
aisle (17% capacity). Students living in the same household may be seated in the same seat but
count as “one” student. When disembarking the bus each student will be dismissed individually,
so social distance is maintained in the aisles and in the stepwell.

To enhance circulation of air in to and out of buses while on their routes all passenger windows,
roof hatches and the driver window will be opened and the windshield fans will be operating on
buses not equipped with air conditioning, barring significant weather events. On buses equipped
with air conditioning, the air conditioning will be utilized, however, the roof hatches and driver
window must be open, the windshield fans must be operating, and three passenger windows on
each side of the aisle must be opened one or two notches from the top. To reduce the possibility
of transmission of germs via touch, only the adults on the bus will open and close the windows
and roof hatches.

To facilitate contact tracing when a case of COVID-19 is confirmed each bus driver and bus
attendant will “log in” to each bus, each trip, using a mobile data terminal CCPS has installed on
buses. Transportation staff will access this data, as needed. CCPS also plans to create
attendance sheets identifying each student assigned to each bus run to each school. Bus drivers
and bus assistants will complete these sheets. Transportation staff will coordinate with staff on
buses and school-based administrators to collect student attendance data for buses.

All safety protocols for Transportation are subject to enhancement, revision, or relaxation as
conditions in our community warrant and as guidance from the federal, state, and local
authorities is revised.
Communication

As CCPS plans to begin the 2020-2021 school year virtually, our communication will focus on safety, learning, and flexibility. As we enter this new world of school, we recognize the need to continually reflect and adapt to meet the needs of our students and staff.

CCPS will continue to use the multiple avenues of communication with which our community is familiar: our website, social media, and direct messaging through School Messenger, our vendor-supported communication system for email, texts, and phone calls.

CCPS believes that families are most closely connected with their schools, so the majority of communication will be sent via School Messenger by principals. Some information will be school specific; other messages will be generated at the district level and given to principals to disseminate.

District-level communication to families will include:

- Safety and cleaning protocols that will be followed in school buildings and on buses for the staff working on site and small groups of students who are attending school for specific services;
- Calendar updates;
- Sources of internet connectivity for families that do not have broadband in their homes;
- Helpful information about navigating Schoology, the learning management platform used in CCPS; and
- Any districtwide changes that will be implemented as we navigate the start of the school year.

District information for the community as a whole will go through the Public Information Officer, who will disseminate to the press.

During Continuity of Learning last spring, CCPS emphasized to teachers the importance of regular communication with parents. Teachers were directed to copy parents on every email they sent to students about new assignments posted in Schoology. Parents quickly told us that they were overwhelmed by the volume of emails, especially in families with multiple children. After receiving that feedback, we standardized an email subject line with the school, course, and teacher name to make it easier for parents to track assignments. We will continue to use parent feedback to refine our communication and enhance its usefulness to families.

The terms “unprecedented” and “uncharted” have now become overused to describe education during the COVID-19 pandemic, but they are both accurate. We are well aware that our plan to start school nearly fully online will have growing pains. We are, however, committed to flexibility and learning through experience. When we need to shift directions, we will share detailed information to support our families in whatever changes we make.
Interscholastic Athletics

CCPS has allowed for our high school athletic teams to have their usual summer conditioning programs this summer. This program is weight training and conditioning both indoor and outdoor. We have followed strict guidelines set forth by our local health department to ensure social distancing and disinfecting of any equipment used by our students. We are one of sixteen school systems allowing outdoor conditioning and one of only three allowing indoor weight training. The program has run without any issues due to COVID-19 to this point. It will end on August 21.

CCPS chose to announce that we would not be starting our fall sports practices on August 12 as is allowed under MPSSAA rules. That decision was made because of the possibility of the MPSSAA postponing the fall season, which it did just days later. As part of the postponing of the fall season, the MPSSAA has made it possible for LSS to hold conditioning, workouts, practices and scrimmages for teams during this postponement as their conditions and health departments will allow. Teams may not play any games during the postponement. The Southern Maryland Athletic Conference is meeting on August 17 to discuss options for this fall as a conference as well.
Evaluation of the CCPS Road to Recovery Implementation

The CCPS community is well aware of the much higher level of teaching and learning which must occur during the 2020-2021 school year. There is also an understanding of the barriers to teaching and learning which are present for staff, students, and parents with online teaching and learning. Therefore, CCPS will engage in an ongoing monitoring and evaluation process during the period of the Blended Learning Environment. The following practices will be implemented:

• Conducting a monthly survey of parents to determine effectiveness of instruction, access to all instructional activities, and any barriers to the child’s education. Such feedback is important to know that adjustments can be made for blended learning.

• Monitoring the use of evidence-based instructional strategies through conducting virtual “walk-throughs” of classrooms and providing feedback to teachers

• Conducting the required formal observation/evaluation process

• Monitoring student achievement through the administration of the MAP assessment, county wide assessments and student work

• Reviewing all feedback submitted to central office staff via the Calvertnet website, e-mails to staff and School Board members.

• Reviewing and analyzing the health data of staff, students, and community.
Appendix A: COVID-19 Checklist

The following checklist is designed to be a simple, yet useful tool in prioritizing system and school needs as school systems plan for the reopening of schools. A checklist can assist in organizing personnel, resources, and stake holders and determining student, faculty, and community needs.

✓ Establish a crisis team and outline steps that should occur to implement reopening plans. Decisions may include mean of communicating with faculty and staff, communication with community members, communication with board members, updating social media, and social distancing considerations.

✓ Make a list of responsibilities and assign individuals to those tasks
✓ Determine what the most essential needs are and resolve those issues first.
✓ Determine resources on hand and resources that will be needed to successfully transition back to school.
✓ Determine professional development, as well as processes and procedures that will be needed to address concerns created by the pandemic.
✓ Develop predetermined responses to questions and concerns that may be asked by community members.
✓ Communicate with your constituents and brainstorm effective means of reopening school with them.
✓ Explore and determine digital and social media platforms that can utilize to share information.
✓ Be prepared to communicate with the press realizing that everything that you share will be of the utmost importance.
✓ Maintain regular contact with leaders and policy-makers at the State and local levels.
✓ Remain open and receptive to ideas and suggestions.
✓ Take action when necessary and utilize the crisis team for reflection and determination of next steps.
Appendix B: Stakeholders Work Group

Executive Staff

Dr. Daniel D. Curry, Superintendent
Anthony Navarro, Executive Director of Administration
Diane Workman, Assistant Superintendent of Instruction

Elementary Work Group

LaNisha Robinson, Assistant Principal, Dowell Elementary School, Work Group Facilitator
Theresa Booker, Head Start Program Coordinator
Brock Fulton, Principal, Huntingtown Elementary School
Nancy Gregory, Special Education Supervisor
Danesha Gross, Parent
Keyona Hameed, Parent
Melissa Huffman, Teacher, Huntingtown Elementary School
Pam Kasulke, Principal, Sunderland Elementary School
Joyce King, Supervisor of State and Federal Grant Programs
Beth Morton, Principal, Plum Point Elementary School
Tony Navarro, Exec. Director of Administration
Jason Patton, Principal, Dowell Elementary School
Crystal Ricks, Coordinator of Advanced Learning
Bryan Sammons, Inclusive Programming Specialist
Ashli Stanford, Parent
Tammie Rudzinski, Assistant Principal, Sunderland Elementary School
Sandy Walker, Supervisor of Equity and School Improvement
Rebecca Willard, Instructional Assistant, Huntingtown Elementary School
Diane Workman, Asst. Superintendent of Instruction
Rabin Ung, Parent

Middle School Work Group

Danielle Swann, Assistant Principal, Northern Middle, Work Group Facilitator
Christine Cook, Supervisor, Fine and Performing Arts
Jackie Jacobs, Supervisor, Digital Learning and Professional Development
Susan Johnson, Director, Secondary School Improvement
James Kurtz, Principal, Windy Hill Middle
Cecelia Lewis, Principal, Southern Middle
Janel McPhillips, Supervisor, Elementary and Middle School Science
Sarah Noland, Special Education Teacher Specialist
Debra Rantanen, Community Member (Chesapeake)
Juanita Ridenour, Teacher, Northern Middle
Brittni Sammons, Inclusive Programming Specialist
Jamie Smith, Assistant Principal, Southern Middle
Jaime Webster, Principal, Northern Middle
Lynette Zentgraf, Parent

High School Work Group

Michelle Bell, Assistant Principal, Patuxent High, Work Group Facilitator
Carrie Akins, Principal, Career and Technology Academy
Robin Baney, Teacher, Patuxent High
Kristen Craft, Teacher, Calvert High
Loren Grimes – Assistant Principal, Huntingtown High
Kristine Guthrie, Technology Integration Specialist
Kelly Hutter, Parent
Susan Johnson, Director, Secondary School Improvement
Julie Morrison, Secondary Math Teacher Specialist
Matt Poteet, Supervisor, Dept. of Information Technology
Trey Sirman, Assistant Principal, Northern High
Cathy Sutton, Assistant Principal, Calvert High
Marc Watson, Principal, Patuxent High
Rick Weber, Principal, Huntingtown High
Stephen Williams, Principal, Northern High

**Safety, Health, and**
**Departmental Work Groups**

Ed Cassidy, Director, Transportation
Molly Gearhart, Supervisor, Student Services
Gregg Gott, Director, School Facilities
Christine Harris, Director, Special Education
Kevin Hook, Supervisor, Transportation and Athletics
Edith Hutchins, Chief Financial Officer
Laveeta Hutchins, Director, Human Resources
Christine Knode, Supervisor, Student Services
Donald Knode, Supervisor, Child Nutrition
Rick Lippert, Supervisor, Informational Technology
Jon McClellan, Director, Informational Technology
Kevin Michael, Director, Procurement and Resource Management
Cathy Page, Supervisor, Information Technology and Public Information Officer
Dr. Laurence Polsky, Calvert County Health Officer
Kim Roof, Director, Student Services
Larry Titus, Community Resource and School Safety Specialist
Sandy Walker, Supervisor, Equity and School Improvement
Shuchita Warner, Director, School Construction

**Calvert Education Association and Calvert Association of Educational Support Staff**

Emily Alexander, School Nurse
Julie Andrewlevich, Secretary
Millie Baer, Teacher
Michael Barnhardt, Safety Advocate
Amy Cox, Teacher
Leigh Cox, Teacher
Carla Delamarre, Instructional Assistant
Cheryl Dick, School Nurse Specialist
Wenique Eberly, Teacher

Jennifer Elliott, Instructional Assistant
Leslie Ellis, School Nurse
Carin Fleshman, School Nurse
Barbara Ganley, Secretary
Jeanette Gionfriddo, Technology Integration Specialist
Lynda Hampshire, Teacher
Dean Jones, Safety Advocate
Tracy Jones, Instructional Assistant
Frani Knobbe, Instructional Assistant
Michelle Leclerc, Secretary
Kelly McLaughlin, Teacher
Monica Mower, Computer Programmer
Lea Nerby, Teacher
Dona Ostenso, President, CEA
Crystal Samodurov, School Nurse
Michael Spahr, UniServ Director MSEA/CEA/CAESS
Joanna Stallings, Teacher
Karin Stewart, Teacher
Melissa Stuart, Secretary
Stacy Tayman, President, CAESS
Jackie Waul, Building Service Worker
Lisa West, School Nurse

CCPS is also extremely grateful and appreciative of the time that all administrators and supervisors and multiple teachers spent participating in work groups in the beginning stages of planning for the reopening of our schools. This work could not have been completed without such dedicated individuals.
Appendix C: CCPS Operating Schedule

In accordance with Governor Hogan’s recommendation that Maryland residents telecommute if possible and the CCPS Road to Recovery, Calvert County Public Schools will be modifying its operating schedule for schools and offices for the fall semester. Below is an overview of the plan to be implemented. Given the everchanging nature of the pandemic, the plan will be updated as needed.

Schools

- **Beginning August 17, 2020**
  - administrators and secretaries will telecommute
  - at least one administrator will be present onsite when teachers are teaching from the classrooms
  - essential staff will report on an as needed basis
  - buildings will be closed to non-essential personnel
  - building service staff will clean/sanitize buildings and assist administration in making essential instructional materials and electronic devices available for pick up
  - as targeted small group instruction begins, administrators and other essential personnel must be onsite

Brooks Administrative Building

- **Beginning August 17, 2020**
  - the building will be closed to the general public; the main phone number for the Central Office is 443-550-8000
  - essential staff may use the side entrance to access the building via their swipe card

Administration

- **Beginning August 17, 2020**
  - staff will telecommute
  - essential staff will report on an as needed basis

Child Nutrition

- **Beginning August 17, 2020**
  - Meal kits consisting of a week’s worth of breakfast and lunch meals will continue to be available to students on Wednesdays from 11:00am -12:00pm at four distribution sites (PHS, SMS, CHS, WHMS)
  - staff will work onsite following a rotating schedule or otherwise telecommute
- **Early September 2020**
  - Distribution of meals will be re-evaluated to determine if the number of sites can be expanded. In addition, plans for serving meals to students receiving specialized onsite instruction will be considered as needed
Copy Center/Mail Room

- Beginning August 17, 2020
  - staff will work onsite Tuesday through Thursday and telecommute otherwise
  - requests for copying are to be emailed to Dillon Thatcher at thatcherc@calvert.net.k12.md.us
  - phone issues are to be reported to Dillon Thatcher at 443-550-8155 or thatcherc@calvert.net.k12.md.us
  - outgoing U.S. Mail will be processed Tuesday through Thursday
  - pony mail will be delivered to CCPS sites on Tuesdays and Thursdays

Finance

- Beginning August 17, 2020
  - staff will telecommute
  - essential staff will report on an as needed basis

Human Resources

- Beginning August 17, 2020
  - The HR Director will continue working in the office daily
  - The Supervisor and Coordinator will report to the office twice weekly (M/W or Tu/W)
  - All other staff will continue to work one day per week and telecommute the remaining days

Information Technology

- Beginning August 17, 2020
  - All IT staff will work onsite as needed. If staff can execute their responsibilities and tasks while off-site in a teleworking situation, then they will work with their supervisor to do so.
  - Responsibilities and roles will vary based on many factors, eg. - support in schools for staff, support for online learning, helpdesk email and phone support etc.

Instruction & Special Education

- Beginning August 17, 2020
  - secretarial staff will work onsite following a rotating schedule or otherwise telecommute
  - supervisors/specialist will report on an as needed basis and otherwise telecommute
  - A special education director or supervisor will be in the office daily as much as possible
  - Instructional supervisors will report to work at least one day per week to complete essential tasks.
School Facilities

- Beginning Aug 17, 2020
  - maintenance and building services workers will work regular shifts.
  - office staff will rotate between onsite and telecommute days

School Construction

- Beginning August 17, 2020
  - staff will report to central office on a rotating schedule and otherwise telecommute
  - staff will visit sites to support ongoing/future school construction activities as needed

Student Services

- Beginning August 17, 2020
  - secretarial staff will work onsite following a rotating schedule or otherwise telecommute
  - supervisors will report to the office and may telecommute if necessary.

Transportation

- Beginning August 17, 2020
  - staff will telecommute
  - essential staff will report on an as needed basis

Warehouse

- Beginning August 17, 2020
  - staff will work onsite Monday through Friday to receive and distribute orders and assist with the Child Nutrition Grab n’ Go Program
Appendix D: Letter to Parents of Students with Disabilities

August 12, 2020

Dear Families of Children with Disabilities:

I sincerely hope that you and your children are safe and healthy during this continued COVID-19 pandemic. The safety, health, and welfare of everyone are our greatest priority during this pandemic.

CCPS recognizes that serving students with disabilities requires additional considerations in order to comply with the IDEA, including ensuring continued access to the general education curriculum and an IEP designed and implemented to allow the students to make progress on their individualized goals through changing service delivery models as school re-opens. We have moved from the Continuity of Learning phase in the spring to beginning the school year in a Recovery Plan phase, which may continue to change for general and special education as we prioritize the health, safety, and welfare of students, teachers, and service providers. Individual student needs will be considered throughout the recovery process, and a variety of methods will be used to support students with disabilities in the delivery of specially designed instruction and related services.

For the 2020-21 school year, CCPS will begin with 100% online/distance learning through a blended learning format (synchronous and asynchronous instruction). CCPS will continue to revise/develop and implement individualized Distance Learning Plans (DLPs) for students with IEPs. DLPs will be developed collaboratively in order to determine special education and related services. Specially designed instruction and related services will be provided virtually.

CCPS will also be able to bring some small groups of students to school for in-person instruction for partial days beginning later in September. Information regarding in-person instruction is below.

An ongoing process for conducting Free and Appropriate Public Education (FAPE) activities will include: ongoing progress monitoring of the student; ongoing communication with families, teachers, and service providers; and ongoing documentation of the student progress and services delivered. These activities will help to support student-specific needs. Compensatory education/recovery services will be determined on an individual basis through a data-driven process.

Case managers of students with IEPs will be contacting parents/guardians to review, revise, or develop DLPs prior to the start of the school year. Please contact the IEP chairperson at your child’s school if you have questions regarding your child’s IEP and/or DLP.

The following explains the criteria for consideration for in-person instruction:

- Who is eligible?
  - Elementary students with special education services (not speech only)
  - Students participating in the Alternate Standards Framework (elementary, middle and high school)
- Anticipated Start Date?
  - September 21, 2020
- How often?
  - In person instruction may be 2 or 4 partial days.
  - At this time, there will be no in-person instruction on Wednesdays.
  - Days of the week and time (AM or PM) will have to be determined (in accordance with the Department of Transportation, considerations for class size, and the school schedule).
PreK students (3- and 4-year-olds in Special Education Regional Programs) may only attend two partial days per week (AM or PM on either Mon/Thurs or Tues/Fri) for safety and health/social distancing reasons.

Options for Partial Days In-Person

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Please know that we are committed to doing all that we can in the coming weeks to prepare for a successful start to the school year, and we look forward to working collaboratively with you in order to set your child up for success.

Again, please know that our concern for the safety of your children and the impact of this crisis is our highest priority.

Sincerely,

Christina Harris
Director of Special Education
Appendix E: MPSSAA Roadmap to Recovery

Calvert County Public Schools

Roadmap for Return to Extra Curricular Activities
Table of Contents

Guiding Principles................................................................................................................3
Non-Athletic Activities........................................................................................................4-8
Athletic Activities..............................................................................................................9-23
Annually over 3,000 student-athletes participate in interscholastic athletic competitions administered by CCPS with an additional 1,500 participants in other extracurricular activities. Education-based athletics distinguishes itself from youth sports as an extension of the classroom that supports the educational mission of our school system. Research on student participation in interscholastic athletics and activities shows the undeniable enhancement they bring to the academic mission of schools as an inherent educational extension to the classroom that keeps students more engaged in academics which in turn fosters post-graduate success. Research has also shown that interscholastic athletics and activities promote the health and well-being of students mentally, emotionally, and physically creating positive psychological and academic outcomes. With a focus on students’ mental health and social and emotional well-being, research has shown the benefits of exercise, social interaction, and sense of belonging - all components of interscholastic athletics participation. Additionally, coaches play an integral role in mentoring students’ social and emotional growth and development.

This guidance is built specifically for education-based athletic and extra-curricular programs based on the fundamental values, structure, competition level, and logistical frameworks that separate interscholastic athletics from all other levels of sport offerings. Interscholastic athletics and activities benefit the physical and social-emotional well-being of participants and their communities statewide. These programs instill a sense of pride in school and community, teach lifelong lessons and skills of teamwork and self-discipline, and facilitate the physical and emotional development of our state’s high school students.

Through participating in extracurricular activities, students learn lifelong lessons that complement the academic lessons taught in the classroom, therefore, school athletic and activity programs are one of the most effective investments made in secondary school education programs. The benefits of education-based athletics, or extra-curricular activities, are inimitable. These well-known benefits are based on research regarding social, emotional, and physical well-being focusing on the student-athlete and the mission of the school.

Students who participate in athletic and extra-curricular programs generally tend to have higher grade-point averages, better attendance records, lower dropout rates, and fewer discipline problems. Evidence that interscholastic athletics supports the academic mission of the school, or school system, and is not a diversion, but rather an extension of a great educational program. Mental and physical health are improved through interscholastic athletics. Self-concept, self-image, physical activity, and weight management are a few of these health benefits realized through activity participation. Athletics provide valuable lessons and skills for practical situations like leadership, teamwork, fair play, and hard work.

Through participation in athletic programs, student-athletes learn self-discipline, build self-confidence, empathy, and develop skills to handle competitive situations. These are qualities students need if they are to become responsible adults, productive citizens, and skilled professionals. Furthermore, participation in high school athletics is often a predictor of later success in college, a career, and becoming a contributing healthy member of society. Education-based athletics support the academic mission of schools, are inherently educational, and are a significant part of the school, or education system.

When the experience of participating in extra-curricular activities is paired with what a student learns throughout the school day, that’s the point where we impact our students’ lives in
a positive way, an impact beyond the sole purpose of winning. The purpose of interscholastic athletics is education, human growth, and development of young people.

In this regard, this roadmap forward for extra-curricular activities embodies these guiding principles, while aligning with the MSDE and the CCPS educational and health and safety decisions in order for education-based athletics and activities to resume during Stage one and Stage two of the Governor’s Maryland Strong: Roadmap to Recovery. As such, the staged in reopening of interscholastic athletics should mirror CCPS instructional and logistical decisions by allowing for an incremental return of participation, using factual data and aligning with local and state health department recommendations and restrictions.

I. Non-Athletic Extra and Co-Curricular Activities

Introduction

The COVID-19 pandemic presents unique challenges for co-curricular activities including performing arts programs and NJROTC programs in schools. The purpose of this document is to provide Calvert County Public School Activity Sponsors with guidelines for gathering students and student groups in a safe and healthy environment. The document provides guidance for our first level of activity opening which allows for rehearsals, trainings, and practices in small groups, primarily outdoors.

This guidance is fluid and will be updated as CCHD parameters change and CCPS procedures adjust. Decisions related to Covid-19 considerations regarding events such as marching band camp, the fall marching band season, theater rehearsals, NJROTC Basic Leadership Training, and other fall activities will be made as soon a reasonably possible. Summer rehearsals, practices and training do not guarantee a full return to activities for the fall. We are working to allow our students to participate as normal as possible while following all guidelines and guidance from our local and state health department as well as the CDC.

Rehearsals, Practices, Meetings, Trainings, or any other gathering of students for a co-curricular or extra-curricular event are hereby known as “Activities” for the purpose of this document.

Considerations

- Consider limiting the number of physical surfaces that are required to be moved and handled. Limit or exclude the use of materials that are non-essential or require students to share.
  - Considerations for Performing Arts: props, sets, multiple instruments per student in, excess Cologuard equipment, etc.

- Persons entering and exiting the facility should be reduced to only those needing to retrieve large items, equipment, or instruments which cannot be left at home.
  - Considerations for Performing Arts- limit school instrument storage to drumline instruments, front ensemble equipment or tubas. Encourage color guard students to keep equipment individually if possible.
• Equipment should not be shared, whenever possible.
• Consider limiting the number of adults and staff members required to attend events/activities.
• Activities should take place outdoors as much as possible. If weather prevents outdoor activities, the number of students may need to be reduced to maintain a 6-foot distance.
• Consider canceling activities due to poor weather or scheduling to avoid the hottest part of the day.
• Singing is not permitted at this time.
• Building Service Staff are currently working on summer cleanings of the building. They cannot be expected to clean multiple rooms and spaces daily in addition to that, so be mindful of using indoor spaces, limiting your extent as much as feasible. Only one designated bathroom should be used for all participants to keep tracking and cleaning more efficient.

Limitations on Gatherings

• Gatherings must be limited to the current guidelines from CCHD and CCPS for individuals in one location (including staff and students). Individuals must be able to social distance with at least 6 feet between them through the entire activity.

• Activities should be conducted in “pods” of students. The pod must be limited in number according to the current guidelines from CCPS & CCHD. These students should remain grouped together and not mixed. Multiple pods can participate simultaneously if working in separate areas and each pod has a designated staff member with them. If working with multiple pods, the pods must be visibly separate, significantly more than 6 feet. It should be visibly clear where each pod of students is and should not look like one large group of students. Consider grouping your pods in sub sections that will fit the needs of your group.
  o Performing Arts: Marching band may consider using sectionals (brass, woodwind, drumline, front ensemble, color guard)

• Classrooms may only hold a maximum number of people as set by the current guidelines from CCHD and CCPS. Larger rooms such as auditoriums, cafeterias, or gyms may have more than one “pod”, but the “pods” must be able to maintain a 6-foot social distancing and there must be ample space between pods. Consider using separate doors for entering and exiting.

• Social Distancing should always be observed.
  o Performing Arts: Marching Band - students should learn the music/guard work standing still, spaced at a minimum of 6-foot intervals. Students should be spaced at a minimum of 4 step intervals (22.5” per step) while learning marching basics and drill. Theatre- blocking should at a 6-foot distance.
• NJROTC - If practicing marching formations, students who are closer than 6-foot intervals should practice with masks on and for no longer than 15-minute increments to lessen transmission probabilities.

• Activity Sponsors will outline and communicate a clear process for entering and exiting the building, activity space and storage areas to allow for social distancing. This includes limiting the number of people who need access to the storage room by allowing students to keep equipment, instruments, and materials at home, as appropriate.

• Each student should have their own area (4’ x 3’) designated for their belongings, case and other equipment that is their space alone and not touching another student’s area. Suggestion: students utilize beach towels to mark their space for equipment.

• Carpooling to and from events is discouraged.

Pre-Activity Screening

• All Activity Sponsors and students should be screened for signs/symptoms of COVID-19 before attending each activity.

• When events are back to back or within one week of each other, only one screening is required prior to the event(s). If there is more than one week between scheduled events, staff and students should be screened each time.

• The questions below must be used for screening. Teachers may use Microsoft Forms or Google Form for parents/guardians to complete. Please include the instructions: “We are asking parents/guardians and students to self-assess. If the answers to any of the questions change between the time of screening and the school sponsored events, please contact the Activity Sponsor directly”

1. Has the student or anyone in the family been sick with dry cough, shortness of breath, chills, fever, muscle or body aches, sore throat, or loss of sense of taste or smell in the last 14 days?
   ▪ If yes, what day did symptoms start?

2. Has the student or anyone in the family been exposed to COVID-19 and asked to isolate for 14 days?
   ▪ If yes, who was directed to isolate?
   ▪ What date did the isolation to start?

3. Has the student or anyone in the family tested positive for COVID-19?
   ▪ If yes, who and when?
   ▪ Were they having any symptoms?

• Guidelines for return when Yes is answered for the questions.
• Any person who answers yes to question #1 (symptoms) or question #2 (exposure) and the dates are two weeks (14 days) before the event is not allowed to take part in or attend. If they answer yes and the dates are more than two weeks (14 days) before the event, they may attend.

• Any person who answers yes to question #3 (positive test) and the dates are 10 days before the event is not allowed to participate. If they answer yes and the dates are more than 10 days before the event and if they have been fever-free without medication for 3 days and have experienced a reduction in symptoms, they may attend.

• The Activity Sponsor is responsible for recording the responses to screening questions for each person, keeping daily event attendance and assigned “pods”. This should be stored to keep for documentation of everyone present in case a student or staff member develops COVID-19 with appropriate attention being given to privacy and confidentiality.

• A signed COVID-19 Acknowledgement Form shall be completed for each student before attending their first activity.

• Vulnerable individuals should not oversee or participate in any activities/events at this time.

Face Coverings
• Face coverings will be worn indoors, when possible.

  • All staff and students should wear face coverings during, before and after activities, during uniform fittings, during set up and tear down, and transitions.

  • If students are to be within 6-feet of each other, such as marching formations, drill, or color-guard exercises, face coverings should be worn, and time should be limited to 15 minutes or less.

  • Face coverings may be removed for the following reasons if social distancing is maintained.
    ▪ Performing strenuous work or exercise which the wearing of a mask interferes with the ability to breathe or causes overheating.
    ▪ Performing on a wind instrument

• For outdoor activities, individuals should wear face coverings to the extent possible, as long it does not interfere with the ability to breathe, cause overheating or their ability to play a wind instrument. Face coverings are not required for outdoor activities if social distancing is continually maintained.

  • NJROTC: When social distancing is not feasible for an activity like drill, face coverings should be worn, and students should be limited to 15 minutes increments or less of work.
• Students must provide their own face coverings.

Facilities
• Work with administration and building service to develop a schedule that allows for cleaning. Clearly communicate the dates, times, which locations (indoor and outdoor) are being used for activity and designate one set of bathrooms for the group to use.
• Minimize indoor spaces that require custodial support over multiple days, as they are working on summer deep cleaning and inspection.
• Students should wash their hands or use hand sanitizer at the start and end of an activity.
• Hand sanitizer should be available throughout the activity.
• Shared equipment and instruments must be wiped down thoroughly before and after an individual’s use of the equipment.
• All students shall bring their own water bottles/jugs. Water bottles must not be shared. Hydration stations (water fountains, water trough etc.) should not be utilized. Designate one water fountain for water bottle refill, not to drink from directly.

Student Responsibilities
• COVID-19 Screening Questions must be completed prior to activity. These questions shall be completed again if more than a week between scheduled activity.
• COVID-19 Acknowledgement must be completed prior to attending the first activity. This only needs to be completed once.
• Appropriate clothing and shoes should always be worn.
• All students shall bring their own water bottle/jug.
• All students shall bring their own face masks.
• Students should report to practices/events in proper gear and immediately return home to shower after the event.

II. Athletic Activities

Introduction
The Maryland Public Secondary Schools Athletic Association (MPSSAA) is committed to providing guidance and recommendations to assist all interscholastic athletics’ stakeholder groups with recovery from the ramifications of the COVID-19 pandemic. The MPSSAA Roadmap for Return to Interscholastic Athletics provided a framework of action items that were used to create this guideline.

This guidance is built specifically for education-based athletic programs by high school athletic administrators based on the fundamental values, structure, competition level, and
logistical frameworks that separate interscholastic athletics from all other levels of sport offerings. The recommended guidelines found in this document represent options for CCPS to gradually resume interaction between student-athletes based on local, state, and federal guidelines. This document is intended to be fluid and will adapt as needed based on guidance from the National Federation of High Schools (NFHS), Maryland State Department of Education (MSDE), the MPSSAA, the Maryland Department of Health (MDH) and the Calvert County Health Department (CCHD).

Maximizing Participation Opportunities

CCPS believes it is crucial not only to the physical, emotional, and mental well-being of our high school students to return to physical activity and athletic competition but for attaining a high level of academic engagement as well. CCPS recognizes that it is likely that ALL students will not be able to return to – and sustain – extra-curricular activity at the same time. There will also likely be variations in what sports and activities can be played and held around the state, based on Local School System (LSS) protocols and procedures. All stakeholders must also understand that CCPS may raise or lower the current level for activities at anytime based on the current situation at that school or in that program.

The Roadmap Forward

CCPS in aligning to MSDE’s *Maryland Together: Maryland’s Recovery Plan for Education*, envisions that interscholastic athletics and activities will be reimagined based on the needs of our students. In order to successfully administer a safe, education-based athletics and activities program during the current COVID-19 pandemic, CCPS recognizes that there will be varying degrees of participation across different activities and geographic areas of the state. There are three possible levels of athletic activities, based on the guidance of MPSSAA, CCPS and local and state health departments. These levels incorporate instructional decisions, social distancing requirements, size of gatherings, transportation, and many other factors that are deemed necessary to administer interscholastic athletic activities. The three levels are as follows:

Cancellation of All Activities

Cancellation of all athletics and activities may take place in various geographic areas or statewide at any given time based on local and state health department decisions. CCPS should be prepared for interruptions to athletic schedules and operations during a season.

Modified and Gradual Resumption and Administration of Athletic and Activities

Modified and gradual resumption and administration of athletics and activities are aligned with the *Maryland Strong: Roadmap to Recovery* stages one and two and with the instructional options found within *Maryland Together: Maryland’s Recovery Plan for Education*. CCPS will operate within the modified and gradual resumption until reaching stage three of the Governor’s recovery efforts.

Within stages one and two of the Governor’s recovery plan there will be segmented approaches for gradual resumption and administration of athletics and activities. The Center for Disease Control and Prevention (CDC) describes the segmented approach through a risk assessment.
- Lowest Risk: Performing skill-building drills or conditioning at home, alone or with family members.
- Increasing Risk: Summer out-of-season school-based open conditioning, exercise, weight training, and non-sport specific student gatherings/In-Season Team Based Practices
- More Risk: Within-team competition.
- Even More Risk: Full competition between teams from the same local geographic area.
- Highest Risk: Full competition between teams from different geographic areas.

The health and safety of student-athletes, coaches, athletic administrators, event staff, spectators, and officials is of paramount importance to CCPS. Schools must be mindful that different sports could be operating at different risk assessment levels. Each sport carries its own risk based on the ability of social distancing to be maintained, indoor versus outdoor participation, duration of contact, face-to-face contact, and shared equipment.

**Full Resumption and Administration of Activities**

Full resumption and administration of athletics and activities coincides with the Governor’s stage three, which includes the resumption of large-scale events and engaging students at full capacity and functionality. The MPSSAA will issue additional detailed guidance periodically, as deemed necessary by the state’s movement toward phase three and schools operating under a new modified sense of normalcy.

**MPSSAA Guidance**

The MPSSAA is committed to providing guidance and recommendations to assist all interscholastic athletics’ stakeholder groups with recovery from the ramifications of the COVID-19 pandemic. The MPSSAA has been working with the heads of athletics from all 24 LSSs, the MPSSAA Medical Advisory Committee, and a cohort of sports medicine and pediatric infectious diseases professionals from the University of Maryland Medical System, Johns Hopkins Hospital, Medstar Health, and Lifebridge Health as well as contributors from U.S. Lacrosse and the Maryland Athletic Trainers Association to provide recommendations as it relates to the resocialization of high school sports and physical activity during the COVID-19 pandemic.

The MPSSAA has created an update page on www.mpssa.org. This page will focus on the latest information on the stage of the Maryland Recovery Plan, size of gatherings allowed by state ordered guidance, up-to-date resources for implementation of athletic practices and contests, expectation dates, and other pertinent information to assist and direct school systems in the return of interscholastic athletics. This page will also serve for continued resources related to the preparation, preseason, participation, and postseason phases.

On June 23, 2020, the Maryland State Board of Education approved a request of waiver to certain regulations for the specific use of LSS navigating delayed, modified, or interruptions during the 2020-2021 academic year. These regulations, at the request of the MPSSAA and local Superintendent of Schools, will give the LSS the flexibility to navigate county COVID-19 restrictions and administer interscholastic athletic opportunities based on local conditions.

MPSSAA member schools are reminded these waiver requests have been identified for specific purposes to assist schools related to delayed or modified instructional decisions. MPSSAA
member schools are expected to be in full compliance with COMAR 13A.06.03 unless specific needs arise that require LSS to implement plans with the flexibility found in the waiver requests.

Please note the following important points regarding the waiver requests (APPENDIX A).

• As MPSSAA members, the LSS agrees to institute schedules that adhere to defined practice and seasonal structure based on MPSSAA decisions. The MPSSAA maintains authority on defining sport seasons. The waiver request provides flexibility for athletic administrators to modify in-season sport schedules related to increased or decreased participation opportunities.

• MPSSAA does not seek a waiver of the requirements for B(1)(a) through (q) for seasonal and weekly limitations for the number of contests allowed per school athletic team and student participation during a season. MPSSAA member schools in any scheduling must adhere to the seasonal and weekly limitations on the number of contests.

• As MPSSAA members, the LSS agree to institute a set out-of-season practice time frame per sport before operating any out-of-season practices and obtain approval from the MPSSAA Executive Director for the out-of-season practice time frame. These requests must be school system-based requests through the LSS administrator for interscholastic athletics and be directly related to specific purposes regarding the LSS response to COVID-19. The intent of the out-of-season regulation waiver is for the specific purpose of LSS operating participation opportunities within an intra-school setting for an extended period of time or for the reconditioning of the deconditioned athlete.

• MPSSAA member schools must continue to follow all regulations regarding sanctioning. The waiver request gives the MPSSAA office flexibility in approving sanction requests after deadlines.

Preparation, Preseason, Participation, Postseason

The MPSSAA has broken each season into four separate time frames based on the cyclical operations member schools face throughout the course of an interscholastic season.

PREPARATION

CCPS began the preparation phase by assembling a return to play committee to assess guidance from the MPSSAA and begin to implement policies and procedures related to health and safety measures and operational measures for the return of interscholastic athletics and extracurricular activities. This section has been divided into health related and operational related guidance.

Health-Related Items -

Pre-Participation Physicals – Athletes must continue to follow the state regulations regarding completion of an annual pre-participation physical examination. All other clubs or organizations who require physicals must continue to follow their respective guidelines. Each school will be responsible for ensuring that all students have an up-to-date physical on file before beginning any athletic activities. Pre-participation physical forms may be found at on the CCPS website under the athletics page or on any of the high school pages.

Parent/Student-Athlete Participation Acknowledgement Statements - Included among pre-participation forms, CCPS is implementing a sign off acknowledging both parent/guardian and
student athlete has read provided information on the risk of COVID-19 as it relates to their participation in interscholastic athletics and activities. This form also includes acknowledgement of the symptom free requirements from the CDC for attendance at any gathering or event. (APPENDIX A)

**Attendance Tracking Sheet** - Athletes, coaches, officials/referees/umpires, and other essential athletic administrators (i.e. athletic trainers, facility managers, grounds crew, etc.) MUST be listed on an attendance tracking sheet. These documents should be saved to document attendance at events for contact tracing if it should become necessary. (APPENDIX B)

**School Health Service and Athletic Administration Communication** – It is imperative that schools ensure appropriate communication between school nurses and athletic administration staff. This communication is necessary to ensure properly administered, athletic health decisions are aligned with everyday instructional decisions and schools are prepared to handle a positive case.

**Communication & Social Media** - Schools should communicate the game plan and framework for student-athletes to be eligible for participation.

○ Communicating the game plan/framework effectively

○ Promoting expectations

**Positive Cases** – If and when a student athlete is found to have a positive case of COVID-19 or has been exposed to a person testing positive CCPS procedures will be followed. These procedures will follow guidelines created with assistance from the CCHD.

**Operational Guidelines** -

**Facility Assessment, Preparation, and Equipment Needs**

- Each school should assess each facility and prepare for various extra-curricular opportunities. CCPS and CCHD guidance for cleaning and disinfecting will be followed.
- Each school will ensure daily equipment and facility disinfection needs are met.

**Entrance/Exit Strategies**

- Practice or games times should be spaced out to decrease the number of individuals coming and going at the same time and facilitate social distancing.
- Limit spectators allowed at any workouts or practices. Parents/caregivers can remain in their cars during this time. No congregating should be allowed in the parking lot or fields. A drop-off for practices is recommended to avoid unnecessary exposure.
- CCPS and CCHD guidelines must always be followed.

**Limitations on Gatherings**

- Follow most recent CCPS and CCHD guidance on the size of gatherings.
- During competitions, spectators should practice social distancing as permissible and spectators will wear masks/face covering. The maximum number of spectators should be posted at all gates, along with reminders of 6 ft. social distancing.
- Only essential individuals should be present on the field for games.
Pre-Work Out Screenings

● Athletes, coaches, officials/referees/umpires, and other essential athletic administrators (i.e. athletic trainers, facility managers, grounds crew, etc.) MUST undergo a health care screening prior to starting any activity (practice, workout, scrimmage, or games). This will follow CCPS and CCHD guidelines for screening.

Face Coverings

● To the extent possible, individuals engaged in the sport and at the venue shall wear a face covering, especially when social distancing is not feasible. (Maryland Health Department Order: 6.12.01)

● Participants on the sideline are recommended to use face coverings.

Hygiene Practices

● Hand hygiene is essential. Schools need to promote frequent and effective, hand hygiene with ample hand sanitizer dispensers and areas with soap and water in many different locations. Families may be asked to provide their own.

Hydration and Nutrition

● No sharing of water bottles. An individual athlete should use their own clearly marked bottle.

● Coolers, which should be limited in use, should be properly sanitized after each use, and a new cooler should be used for each team or group. CCHD guidance for cleaning and disinfecting should be followed.

● Hydration stations (water cows, water trough, water fountains, etc.) are not recommended. If used, they should be utilized only for the refilling of personal water bottles and must be cleaned after each use.

● Ice towels should be marked for individual use only, then discarded or washed properly.

● No whirlpool should be used during any of the listed phases.

● Have a cold-water immersion tub on-site or within 5 minutes of the field. CCHD guidance for cleaning and disinfecting should be followed.

● On field, having ice towels ready in addition to the cold tub is recommended for cooling during breaks and for covering the head if an athlete has an exertional heatstroke and needs to be immersed.

Locker Rooms and Training Areas

● The use of locker rooms is not recommended during these stages. However, it is understood that the need for privacy when changing may be necessary. When locker rooms are used CCPS and CCHD guidelines must be strictly enforced. Proper area for equipment storage and cleaning is recommended as well as appropriately spaced individual areas for athletes to store their personal belongings during activity. CCHD guidance for cleaning and disinfecting should be followed when the room is empty.

Physical Activity and Athletic Equipment
● No handshakes or fist bumps should take place.
● No team huddles.
● No spitting or sunflower seeds.
● Any equipment used during activities should be disinfected.
● Any jerseys used during these workouts should be washed daily and not switched to different players during workout. No sharing of pennies will be permitted.

Return to Exercise, Conditioning, and Weight Training

● Athletes have had a prolonged break from organized sports and conditioning. Although some athletes may have continued independent strength and conditioning and cardiovascular training, some athletes may return deconditioned. Coaches need to reassess the physical conditioning status of all athletes on their return and plan for a graduated return in duration, frequency, and intensity of athletics. Please reference the National Federation of High Schools joint statement with other appropriate health and sport national organizations on the Return to Sports and Exercise during the COVID-19 Pandemic: Guidance for High School and Collegiate Athletic Programs.

● All policies of the MPSSAA regarding heat acclimatization and heat related illnesses must be followed. Duration and heat indexes must be monitored during non-season conditioning sessions.

Accommodations for students with special needs

● Exceptions may be needed for some of these conditions based on circumstances.

● Showers may be needed after practice in some circumstances (e.g. Homeless students). Coaches and administrators can make these exceptions. Social distancing should be maximized, and proper cleaning should occur.

● Water bottles that can be clearly marked for individuals should be made available. Daily cleaning should occur after an individual uses them.

● Schools and organizations should attempt to have extra masks/face coverings available for students who cannot afford them. These should be washed after each use if cloth based.

● For athletes not able to wash workout clothes at home, attempts should be made by the school to help in providing this for them.

● Additional situations may arise based on social vulnerabilities. Schools should attempt to think of these situations and develop solutions that continue to practice the key elements of preventing COVID-19 transmission.

PRESEASON

The preseason timeframe focuses on the re-engagement of students and coaches throughout the first three CDC described risk assessments.

● Lowest Risk: Performing skill-building drills or conditioning at home, alone or with family members.

● Increasing Risk: Team-based practice.
More Risk: Within-team competition.

Lowest Risk: Performing skill-building drills or conditioning at home, alone or with family members.

Goals: Re-engagement of student-athletes and the reintroduction of athletics and activities for the betterment of the social, emotional, and physical well-being.

- Under no circumstances may CCPS coaches engage in in-person contact with students.
- Any virtual contact with students must occur on CCPS-approved platforms such as MS Teams.
- Similar to previous operations in normal conditions, coaches may provide recommended conditioning workouts to students, for their use on their own time.
- Optional virtual conditioning sessions are allowed, per the parameters that follow in this document. In order for students to participate in virtual conditioning sessions, they must have a current physical on file.
- Coaches may not conduct virtual team-specific practices in-person or virtually. During the summer, no CCPS teams exist and MPSSAA regulations do not allow for offseason practices.
- School coaching staffs may meet virtually regarding sport-specific instruction with up to two returning student-athletes per day, per MPSSAA regulations.
- Regarding the well-being of students during the global pandemic, coaches may provide two one-hour virtual sessions per week to check in with students and provide guidance and inspiration. Such sessions may not be team practices or team-specific instruction.
- Any virtual engagement by coaches with students must be communicated to activities directors and must include the activities directors as invitees for each such meeting.
- Coaches must comply with all CCPS policies, regulations, code of conduct, and other previously established expectations when virtually meeting with students. Coaches should not meet one-on-one with students and must use CCPS-approved virtual platforms.

Conditioning Programs

In-person conditioning programs and activities of any kind are cancelled. Under no circumstances may coaches, school personnel, parents/guardians or student-athletes engage in in-person organized conditioning programs or activities.

Virtual Optional Conditioning Opportunities

While in-person conditioning programs and activities are prohibited, certified CCPS athletic coaches or CCPS employees certified in strength and conditioning may offer virtual optional conditioning opportunities under the following requirements:
• Programs shall not be conducted by outside agencies or individuals representing outside agencies. Programs may only be conducted and delivered by current CCPS employees as noted above.

• Programs are voluntary and include the following elements:
  o Students shall not be coerced or pressured to participate.
  o Programs must be oriented exclusively toward conditioning of a general nature—not specific sports-related skills.

• Programs must align with all CCPS, Calvert County, and Maryland mandates regarding social distancing.

• All participating students must have a valid physical on file with the school.

• Money shall not be collected from students, school booster clubs, or (any) other sources to sponsor or participate in virtual optional conditioning programs.

• Program plans, including the dates, frequency, and hours shall be approved by the activities director. Participation is limited to one one-hour session per day. Meeting logistics must be provided to the activities director.

• Live virtual conditioning sessions must be conducted through approved CCPS communication platforms which at this time is MS Teams. Live sessions must never be recorded.

• Resources for students must be provided through CCPS-approved e-mail and communication platforms.

• Coaches working with students must have a signed current contract for the coming school year.

Coaching/Instructing Returning Players on an Individual Basis

Similar to conditioning programs, all in-person contact with returning players and students is strictly prohibited. As a reminder, MPSSAA regulations do not allow school teams to practice or assemble after the season. School teams are defined as “any school group or team gathering consisting of three or more players that has assembled for the purpose of drilling or instruction.” This includes virtual team gatherings or virtual sessions aimed at providing sports-specific instruction.

While in-person contact is prohibited, school coaching staffs may meet virtually with a maximum of two returning players per day. Under no circumstance, however, may the total number of players per day exceed two, no matter how many coaches may be involved (this includes engaging with returning players in a virtual setting for team-specific instruction or practices). When engaging with returning players, coaches must comply with the nine requirements listed above when conducting conditioning programs.

Supporting the Well-Being of Students
In order to support the well-being of students during the global pandemic, coaches may provide two one-hour virtual sessions per week to check in with students and provide guidance and inspiration. Such sessions may not be team practices or team-specific instruction. Coaches are expected to uphold the integrity of the CCPS Athletics program when conducting such sessions – these sessions are for supporting the well-being of students, not conducting practice sessions and “gaining an edge.”

**Note Regarding Non-School Teams**

While CCPS does not administer non-school teams, coaches and student-athletes must comply with all regulations and standards set by CCPS and the MPSSAA. If conditions change and outside leagues are able to operate within various guidelines, coaches and others are reminded that non-school teams must meet the definition of a non-school team and participation by CCPS coaches and returning players must comply with all regulations and standards. In this regard, any operations and communications for non-school teams may not occur through the CCPS Web Conferencing Center or CCPS platforms.

**Increasing Risk: Summer out-of-season school-based open conditioning, exercise, weight training, and non-sport specific student gatherings.**

**Goals:** The resocialization of sport to increased physical activity and practice while being mindful of the health and safety of our youth and high school athletes, coaches/personnel, parents/caregivers, and spectators.

**Guiding Principles**

For the Phase Two or Increased Risk level, the following guiding principles apply:

- CCPS coaches may engage in in-person contact with student athletes for conditioning and workout purposes.

- Any virtual contact with students must occur on CCPS-approved platforms such as MS Teams.

- Coaches may not conduct team-specific practices in-person or virtually prior to the start of the fall season. During the summer, no CCPS teams exist and MPSSAA regulations do not allow for offseason practices.

- School coaching staffs may meet for sport-specific instruction with up to two returning student-athletes per day, per MPSSAA regulations.

- Regarding the well-being of students during the global pandemic, coaches may provide two one-hour virtual sessions per week to check in with students and provide guidance and inspiration. Such sessions may not be team practices or team-specific instruction.

- Any virtual engagement by coaches with students must be communicated to activities directors and must include the activities directors as invitees for each such meeting.

- Coaches must comply with all CCPS policies, regulations, code of conduct, and other previously established expectations when meeting with students. Coaches should not meet one-on-one with students and must use CCPS-approved virtual platforms.
Conditioning Programs

In-person conditioning programs and/or weightlifting may begin. These programs must strictly follow the following guidelines and procedures. If a program is found to not be following these guidelines it will be cancelled indefinitely.

Health Related Guidelines

• **Pre-Participation Physicals**: All students participating in conditioning/workouts must have a current physical on file with the school.

• **Covid-19 Acknowledgement Form**: All students participating in conditioning/workouts must have a signed acknowledgement form on file with the school.

• **Daily Health Screening**: All students participating in conditioning/workouts must have a daily health screening prior to beginning conditioning/workouts.

Operational Guidelines

• **Entrance/Exit Plans**:
  - All weight rooms must have a hand washing or hand sanitizing station at the entrance/exit door.
  - Anyone entering or exiting the weight room must wash/sanitize their hands.
  - If there is an exterior door and temperatures allow, it is always preferred to have doors left open allowing fresh air into the room.

• **Number of Participants**:
  - There may not be more than the CCHD recommended number of people in the weight room at any time.
  - This may be a combination of coaches and players but may not exceed the CCHD recommended number of persons.

• **Face Coverings**:
  - Face coverings are required for anyone not currently engaged in lifting.
  - Face covering are preferred for the person performing lifting unless temperatures in the weight room prohibit them from breathing properly with the covering.
  - Face coverings are not required on anyone doing outdoor workouts so long as proper social distancing is taking place.

• **Hydration and Cooling**:
  - Sharing of water bottles is strictly prohibited and athletes should bring their own water.
  - Sharing of towels or any other cooling device is strictly prohibited.
• All CCPS heat guidelines must be followed when temperatures are above ninety degrees.

• **Locker Rooms and Bathrooms:**
  
  o The use of locker rooms is not recommended however if the need for changing is necessary no more than the CCHD recommended number of people per room will be allowed.
  
  o Only one designated bathroom should be used for all participants to keep tracking and cleaning more efficient.

• **Athletic Equipment:**
  
  o Any equipment used must be cleaned after each use. Example: bar and bench must be wiped after each person lifts.
  
  o Any clothing such as gloves or towels etc. must be washed every day.

• **Gradual Return to Conditioning:**
  
  o Because many athletes may not have been properly conditioning while out of school a gradual plan to return to normal must be followed.
  
  o Please reference the NFHS plan at: [https://ksi.uconn.edu/covid-19-return-to-activity/#](https://ksi.uconn.edu/covid-19-return-to-activity/#)

• **Workout Groups:**
  
  o Groups may not be larger than the CCHD recommended number of athletes.
  
  o Groups must be created prior to arrival at the school.
  
  o Groups must be maintained throughout the workout session for contact tracing purposes.
  
  o Multiple groups may work outside at the same time with proper supervision while only one group may be in the weight room.

**More Risk: In-Season Team Based Practices**

**Goals:** The resocialization of sport to increased practice and competition between a larger squad that may incur limited contact while being mindful of the health and safety of our youth and high school athletes, coaches/personnel, parents/caregivers and spectators.

**Guiding Principles**

For the More Risk level, the following guiding principles apply:

• CCPS coaches may engage in in-person contact with student athletes for full team practices.

• Coaches may conduct team-specific practices in-person or virtually.
• All CCPS heat guidelines must always be followed.
• Minimal protective equipment should be used during the initial stages and may gradually increase over time.
• Coaches must comply with all CCPS policies, regulations, code of conduct, and other previously established expectations when meeting with students. Coaches should not meet one-on-one with students and must use CCPS-approved virtual platforms.

Team Practices

In-person full team practices may begin in this phase. These practices must strictly follow the following guidelines and procedures. If a program is found to not be following these guidelines it will be cancelled indefinitely.

Health Related Guidelines

• Pre-Participation Physicals: All students participating in conditioning/workouts must have a current physical on file with the school.
• Covid-19 Acknowledgement Form: All students participating in conditioning/workouts must have a signed acknowledgement form on file with the school.
• Daily Health Screening: All students participating in conditioning/workouts must have a daily health screening prior to beginning conditioning/workouts.

Operational Guidelines

• Entrance/Exit Plans:
  • All team practice areas must have a hand washing or hand sanitizing station at the entrance/exit location.
  • Anyone (coaches/players/staff) entering or exiting the practice area must wash/sanitize their hands.
• Number of Participants:
  • There may not be more than the CCHD recommended number of people at any time.
  • This may be a combination of coaches and players but may not exceed the CCHD recommended number of persons.
• Face Coverings:
  • Face coverings are required for anyone not currently engaged in a sport activity but are indoors.
  • Face covering should be worn by anyone not currently engaged in an activity and not social distancing. Standing on the sideline watching a drill for example.
o Face coverings are not required on anyone practicing outdoors so long as proper social distancing is taking place.

- **Hydration and Cooling:**
  o Sharing of water bottles is strictly prohibited and athletes should bring their own water.
  o Sharing of towels or any other cooling device is strictly prohibited.
  o All CCPS heat guidelines must be followed when temperatures are above ninety degrees.

- **Locker Rooms and Bathrooms:**
  o No more than the CCHD recommended number of people per room will be allowed at any one time.
  o Locker rooms and bathrooms must be cleaned and disinfected daily.
  o Only one designated bathroom should be used for all participants to keep tracking and cleaning more efficient.

- **Athletic Equipment:**
  o Any equipment used must be cleaned and disinfected after each use.
  o Any clothing or towels etc. must be washed every day.

- **Gradual Return to Conditioning:**
  o Because many athletes may not have been properly conditioning while out of school a gradual plan to return to normal must be followed.
  o Please reference the NFHS plan at: [https://ksi.uconn.edu/covid-19-return-to-activity/](https://ksi.uconn.edu/covid-19-return-to-activity/#)

- **Practice Groups:**
  o Groups may not be larger than the CCHD recommended number of people.
  o Groups must be maintained throughout the practice for contact tracing purposes.
  o Team drills may occur where players are less than six feet apart. This should be limited to brief one-on-one drills.
  o Two teams should not be on the same field or in the same gym at one time.

- **Game Play:**
  o NO games or scrimmages will be played outside of in-team competitions or game-like simulations during this phase.
  o Social distancing must take place with anyone not participating in the simulations including coaches, staff, players, and spectators.
PARTICIPATION

Even More Risk: Full Competition between teams from the same local geographic area

Goal: To increase competition opportunities for schools through expanding their geographic area to include local schools in competition and scrimmages within a set boundary. Communication between athletic administrators is paramount during this phase.

For the Even More Risk level, the following guiding principles apply:

- CCPS student athletes may engage in in-person competitions with student athletes from other CCPS schools or in the Southern Maryland Athletic Conference.
- Hosting schools must communicate effectively on their school’s facility plan, entrance/exit strategies, and all logistics to schools and officials.
- Transportation decisions must align with cost effectiveness and not interfere with instructional purposes.
- Number of spectators may be limited based on size of the facility and the promotion of social distancing by schools and based on the recommendation of the CCHD.
- Game play may be modified in order to make the competition safer for all involved.

Highest Risk: Full Competition between teams from different geographic areas

Goals: The increased competition opportunities for schools through expanding their geographic area to include competition and scrimmages from larger geographic areas. Communication between athletic administrators is paramount during this phase.

For the Highest Risk level, the following guiding principles apply:

- CCPS student athletes may engage in in-person competitions with student athletes from other areas outside of Southern Maryland.
- Hosting schools must communicate effectively on their school’s facility plan, entrance/exit strategies, and all logistics to schools and officials.
- Transportation decisions must align with cost effectiveness and not interfere with instructional purposes.
- Number of spectators may be limited based on size of the facility and the promotion of social distancing by schools and based on the recommendation of the CCHD.
- Game play may be modified in order to make the competition safer for all involved.
- CCPS will only play schools from areas that are also able to be at the Highest Risk level of play.

POSTSEASON – MPSSAA State Tournament and Championships
The MPSSAA recognizes the highest risk, according to the CDC, is increased participation opportunities that includes statewide competitions among different geographic areas. This reality places state championships or culminating events in jeopardy depending on the sport. Each respective sport will be evaluated by the MPSSAA on an individual basis to make calculated and informed decisions dependent on the characteristics of the MPSSAA-administered sport, the number of programs being administered by member schools, and local and state health department guidance on the status quo of statewide participation.