CCPS Road to Recovery

July 16, 2020
Guiding Document
Reopening Maryland Schools
K-12 Decision Matrix

**STEP ONE:** The Governor’s Office, in coordination with members of the coronavirus recovery team and experts at the Maryland Department of Health, monitor key health metrics and identify the appropriate stage within Maryland’s Roadmap to Recovery. The State Superintendent of Schools, in consultation with the State Board of Education, subsequently determines the operational status of schools within each stage.

**Impacts on School System Decisions**

- **When the State is in Stage 1:**
  - All school activities are to be conducted online and through distance learning platforms.

- **When the State is in Stage 2:**
  - Some in-person school activities may commence, in accordance with the governor’s gating and social distancing measures.

- **When the State is in Stage 3:**
  - In-person school activities may fully resume, and schools can begin normal operations.

**STEP TWO:** When the State is in Stage 2, each local school system must meet the Requirements for Opening Schools as outlined in the Maryland Together: Maryland’s Recovery Plan for Education.

- Develop and submit local education plans with a plan for communication
- Incorporate equity as a component in the local recovery plan
- Establish local education recovery stakeholder groups
- Identify learning gaps and instructional placement of students
- Follow and maintain curricular frameworks and MD College and Career Ready Standards
- Adhere to components of IDEA, Section 504 of the Rehabilitation Act, and ADA
- Adopt and follow health procedures outlined by the MSDE, MCH, and CDC
- Ensure safe transportation for all students
- Develop system for tracking attendance

**STEP THREE:** Local school systems make determinations regarding which groups of students and staff will be able to re-enter buildings. Specific schedules, calendar modifications, and delivery of instruction are at the discretion of the local school system. School systems can be more restrictive than the requirements outlined in the State Recovery Plan, and the health and safety measures outlined by the...
CCPS Planning Process and Timeline

- May 26: Met with Administrators & Supervisors (A&S) and teacher leaders to review Maryland's Recovery Plan for Education
- May 27 – June 17: Work groups met to research options for reopening
- June 17: Decision made to plan for Two-Day Rotation
- June 24: Meeting to debrief recovery plan work with group facilitators
- June 25: Leveled Two Day Rotation Groups and Support Groups meetings began to plan details for the reopening
- July 2: First meeting of the So. MD Blended Learning Consortium
CCPS Stakeholder Groups

• Central office directors and supervisors from all departments
• Principals, assistant principals, deans
• Teacher specialists and other teacher leaders
• School counselors
• Instructional assistants
• Head Start staff
• Calvert Education Association and Calvert Association of Educational Support Staff representatives
• Parents
Strategies for Reopening Process

• Local School Systems must:
  • Post recovery plans to the district website by Aug. 14.
  • Ensure that the Maryland College and Career Ready Standards (MCCRS) Pre-K-12 are taught in all content areas and the state frameworks are followed.
  • Reflect the district Equity Plan throughout the recovery plan.
  • Establish a recovery plan stakeholder group.
  • Follow the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act.
  • Follow safety protocols for collection of materials, cleaning of schools, daily cleaning and nutrition
  • Follow protocols for the safe transportation of students
• Procedures developed by Maryland State Department of Education (MSDE) in collaboration with the MD Dept. of Health, and guidance from the CDC for an individual who tests positive for COVID-19.

• Schools must determine where the students are instructionally, identify the gaps in learning and prepare a path for instructional success and recovery.

• A system for tracking attendance when students are engaged in distance learning must be developed.

• Maryland Public Secondary Schools Athletic Association (MPSSAA) Roadmap Forward for Interscholastic Athletics and Activities must align with the MSDE and the Local School System’s (LSS) Educational and Health and Safety decisions in order for athletics and activities to resume.
What We’ve Learned

• A gap continues to exist where families do not have internet access.
• Many families had difficulty navigating through Schoology due to the organization of the platform.
• Communication to parents must be published in a timely fashion.
• Professional learning opportunities met the needs of the majority of teachers.
• Relationships and connections between teachers and students must be established early and continued throughout the year.
• Students must be engaged in the full curriculum in which they are enrolled.
• Increased live and synchronous learning is needed.
Educational Equity (COMAR 13A.01.06)

• Each Maryland public school will provide every student equitable access to the educational rigor, resources, and support that are designed to maximize the student’s academic success and social/emotional well-being;

• Each local school system’s procedures and practices provide for educational equity and ensure that there are no obstacles to accessing educational opportunities for any student; and

• Achievement will improve for all Maryland students and achievement gaps will be eliminated
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, 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?

- Must develop the Recovery Plan through an equity lens.
- The questions listed on the Equity Guidance document will guide our discussions, planning, and actions as we develop, maintain, and revise learning.
- The questions will serve as an accountability piece for staff to communicate their work through an equity lens.
Instructional Program Options

- One-Day Rotation: on each of the four days of the week, 25% of the students report to school. The fifth day is for teacher planning, meetings and professional development.
- Two-Day Rotation: 50% of the students are in school each day.
- A/B Week: 50% of the students attend school one week, 50% attend the next week.
- Elementary Face to Face and Secondary Distance Learning: elementary students would be divided among all schools to comply with social distancing and group numbers; secondary students would attend online.
Instructional Program

Option 1 - Two Day Rotation
Instructional Program – Two-Day Rotation

• All students report to school two full days a week
  • Group A: Face to Face Instruction - Monday/Thursday
  • Group B: Face to Face Instruction - Tuesday/Friday
• All students will participate in distance learning three days a week
• Wednesday will be devoted to teacher planning and professional learning
• Students living in the same household will attend school on the same day.
Wednesday (Planning/Professional Development Day)

- Grade level Professional Learning Communities (PLC)/Monthly Staff Meeting
- Collaborative Planning
- Office Hours
- Check-ins with students/provide feedback
- 30-minute lunch and 45-minute planning
- District Level Professional Development (PD)/Principal Directed Time
- Instructional Assistants are planning
- Teachers can record mini-lessons, read alouds, etc.
- Synchronous teaching/learning sessions
Technology

Student Devices
School year 2020 - 2021 will be 3rd year of Future Ready Plan
All students gr. 3 – 12 will be issued a laptop
Purchasing of additional iPads is being explored for PreK – gr. 2 students

Classroom Needs:
- Webcams
- Document Cameras
- Digital Resources

Internet Accessibility
Dept. Of Informational Technology will continue to work with families who do not have connectivity to access community resources and district resources.
Teachers – Instructional Day (Elem)

• Deliver face to face instruction per instructional time allocations
• 1:1 check in with students, reteaching and follow-up on work completed at home
• Prepare students with expectations/agenda/checklist for completion during distance learning (should include accountability considerations)
• Provision of specialized instruction and interventions face to face
• Assessment and data collection
• 30 - minute lunch and 45 - minute planning
Student Day – Face to Face (Elem)

- **Instructional Minutes:**
  - English Language Arts (ELA) - 115 minutes
  - Math - 115 minutes
  - Science/Social Studies - 40 minutes
  - Social Emotional Learning (SEL) - 20 minutes/Health - 20 minutes
  - Resource - 45 minutes
  - Lunch - 30 minutes
  - Recess - 30 minutes
Student Day – Distance Learning (Elem)

- Math - Dreambox, content as assigned
- ELA - content as assigned
- Tasks to consider reduced device time/increased pencil paper tasks, projects
- Practicing at home to extend face to face learning
- Access to recorded lessons on Schoology as follow-up or supplementary links for information/support
• GROUP A
  • Head Start (HS) Group A (AM Students) Mon. then same group which is PM half day Pre-K will attend Thurs.
  • Head Start Group A (PM students) Tues. then the same group which is AM half day Pre-K will attend Fri.
  • Full Day Pre K (SLES, SES, WHES) Group A – Mon. and Thurs.
  • PM Pre K only (not in HS) Group A attends Thus.
  • AM Pre K only (not in HS) Group A attends Fri.
Head Start/Pre-K

- **Group B**
  - Head Start **Group B** (AM Students) Thurs. then same group which is PM half day Pre-K will attend Mon.
  - Head start **Group B** (PM students) Fri. then the same group which is AM half day Pre-K will attend Tues.
  - Full Day Pre K (SLES, SES, WHES) **Group B** Tues. and Fri.
  - PM Pre K only (not in HS) **Group B** attends Mon.
  - AM Pre K only (not in HS) **Group B** attends Tues.
Teacher – Instructional Day (Middle)

- Instruct two different student groups for two days each (4 days total)
- Formatively assess students and provide differentiated and small group learning opportunities for students based on data
- Implement instruction that emphasize UDL and inclusive practices
- Daily personal planning and duty-free lunch period
- Respond to student/parent emails Post grades/provide feedback
Student Day – Face to Face (Middle)

• Normal Middle School Schedule (6 or 7 periods) plus Advisory
  • Explicitly teach executive functioning skills needed for distance learning
  • Build in SEL supports
• Advisory will occur each day students are in the building
  • Provide Tier I SEL
  • Might occur at the beginning and end of the day to account for bus windows
    • If two different times are scheduled, students requiring Tier II & III interventions might participate during one of the times
• Lunch will occur in the cafeteria, whenever possible, with select classrooms being used due to space constraints; social distancing will occur
Student Day – Distance Learning (Middle)

- Students participate in 3 virtual learning days each week
  - 2 Independent Learning Days (content and technology scaffolds need to be provided during Face to Face instruction)
  - 1 Virtual Supported Learning Day: Wednesday office hours OR synchronous session each Wednesday
    - PE/Music/8th Grade Art – alternate weekly (students participate in their A day class one week and then their B day class the next week)
    - Virtual supported day is not optional for students, but families can “opt out” of synchronous sessions with building administration due to family circumstances/scheduling; possibility of synchronous sessions being recorded to view during advisory time when in the building??
- Virtual field-trip opportunities (not mandatory unless taking place of the supported virtual instruction)
- Virtual Learning work will be planned with guidance from content supervisors (specifically for the virtual supported day: virtual office hours vs. synchronous)
Face-to-Face Learning Day (High)

Classroom experiences allow for:
- Formative assessments
- Application of Information
- Collaborative Activities
- Use of Manipulatives
- Labs
- Reinforcement and extension
<table>
<thead>
<tr>
<th>Day 1 (Cohort A or B)</th>
<th>Day 2 (Cohort A or B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Arrival 7:10 – 8:00</td>
<td>• Arrival 7:10 – 8:00</td>
</tr>
<tr>
<td>• Advisory 7:25 – 8:00</td>
<td>• Advisory 7:25 – 8:00</td>
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<tr>
<td>• 1st Period</td>
<td>• 5th Period</td>
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<td>• 2nd Period</td>
<td>• 6th Period</td>
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<tr>
<td>• 3rd Period</td>
<td>• 7th Period</td>
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<tr>
<td>• 4th Period</td>
<td>• 8th Period (Resource)</td>
</tr>
<tr>
<td>• Advisory 2:15 – 2:40 or bus pick up</td>
<td>• Advisory 2:15 – 2:40 or bus pick up</td>
</tr>
</tbody>
</table>

- Matches with the typical high school schedule
- Allows for blocked classes for 75+ minutes
- Times would be adjusted based on transportation windows
- Staggered lunch shifts around the 3rd class adhering to cafeteria number allowances and social distancing
- Advisories allow for the transportation window and will provide planning time for teachers who do not have planning during the designated day
- Allows for students with AM or PM CTA courses to attend CTA for a full day
- Resource would allow for academic support, interventions, preparing for digital learning
- Teachers would get double planning two days a week
Virtual learning experiences allow for:

• Building background knowledge and understanding
• Reinforcing concepts learned during face-to-face instruction
• Providing independent practice
• Using videos, lectures, and specific texts
• Opportunities for assessments and performance-based tasks
• Opportunities for virtual field trips
Career Technical Education (CTE)

Courses offered at Career Technology Academy (CTA)

Students will attend one full day in person at CTA

• One advisory period to support student learning
• Juniors will continue to receive English classes at CTA
• Students will have the ability to purchase lunch at CTA

• Bus transportation will continue
• Full day at CTA maximizes the amount of hands-on instruction available for students
• Distance learning will focus on theory which is needed for success on industry licensing exams
Career Technical Education (CTE)

**All CTE Courses, Including Those at the Home School**

- Students will continue to receive instruction in the critical content.
- Continued dialogue with:
  - Partner universities to ensure students continue to have the ability to earn transcripted and/or articulated college credits.
  - Licensing groups and industry partners on needed adjustments to licensure exams or requirements, in conjunction with MSDE.
  - Community partners to explore options to safely continue/offer internships.
- Career and Technical Student Organizations such as SkillsUSA and FBLA will offer virtual opportunities for students to practice and demonstrate leadership and skill development.
Instructional Program

Option 2 – Blended Learning
Blended Learning (hybrid) Definition

• 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.
Distance Learning Definitions

• Synchronous Learning: remote learning that happens in real-time with the interaction between the teacher and students that occurs in a face to face environment or in a virtual classroom setting, i.e., access from home via web conferencing.

• Asynchronous Learning: learning that occurs online without real-time interaction or instruction by an educator.
Blended Learning

• An alternative instructional model designed to be completed 100% outside of a traditional school setting

• Students receive full-time instruction on the MCCRS through live synchronous instruction by a CCPS teacher in all content areas

• Students also engage in asynchronous instruction via Schoology and approved digital tools and resources

• Requires internet access and an appropriate device

• 504, ELL and IEP supports and services will be provided

• Parents must opt-in by August 2, 2020
Requirements for Blended Learning

• A commitment to a full-time daily school schedule, where attendance will be taken during the live synchronous scheduled sessions
• 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 required to pick up and/or drop off course materials periodically
• Each student in a household will need access to reliable internet and their own appropriate device
• Students and parent attending a required virtual orientation
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>8:00-8:15</td>
<td>Opening / Social Emotional Learning</td>
</tr>
<tr>
<td>8:15-8:45</td>
<td>Integrated Language Arts (Word Study)</td>
</tr>
<tr>
<td>8:15-8:45</td>
<td><strong>15 Minute Break</strong></td>
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<tr>
<td>8:45-9:00</td>
<td>Integrated Language Arts (Reading/Writing Workshop, Language)</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Application/Practice of Integrated Language Arts*</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Math</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Application/Practice of Math*</td>
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<tr>
<td>10:30-11:00</td>
<td><strong>Lunch</strong></td>
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<tr>
<td>12:15-1:15</td>
<td><em>Specialized Instruction - Small Group Instruction/Application &amp; Practice</em></td>
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<td></td>
<td>During this block, students may be included in small group instruction</td>
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<td></td>
<td>or application/practice of skills, depending on student needs. (EL, Title</td>
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<td>I, IEP services, etc.)</td>
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<tr>
<td>1:15-1:45</td>
<td>Science / Social Studies (alternate)</td>
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<tr>
<td>1:45-2:15</td>
<td>Application/Practice of Science/Social Studies*</td>
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<tr>
<td>2:15-2:45</td>
<td><strong>15 Minute Break</strong></td>
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<tr>
<td>2:30-3:00</td>
<td>Related Arts</td>
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<tr>
<td>Time</td>
<td>Monday</td>
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<tr>
<td>8:00 – 9:00</td>
<td>English Language Arts</td>
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<tr>
<td>11:00 – 12:00</td>
<td>World Lang/Rotation</td>
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<tr>
<td>12:00 – 1:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 – 2:00</td>
<td>Science</td>
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<tr>
<td>2:30 – 3:30</td>
<td>Independent Learning Time</td>
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</tbody>
</table>
# Sample High School Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>7:15 – 8:15</td>
<td>English</td>
<td>Elective C</td>
<td>English</td>
<td>Elective C</td>
<td>English</td>
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<tr>
<td></td>
<td>30 Minute Break</td>
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<tr>
<td>8:45 – 9:45</td>
<td>Math</td>
<td>Independent Learning</td>
<td>Math</td>
<td>Independent Learning</td>
<td>Math</td>
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<td></td>
<td>30 Minute Break</td>
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<tr>
<td>10:15 – 11:15</td>
<td>Elective A</td>
<td>Elective B</td>
<td>Elective A</td>
<td>Elective B</td>
<td>Elective A</td>
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<tr>
<td>11:15 – 12:15</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
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<tr>
<td>12:15 – 1:15</td>
<td>Science</td>
<td>Science</td>
<td>Elective C</td>
<td>Science</td>
<td>Independent Learning</td>
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<tr>
<td></td>
<td>30 Minute Break</td>
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<tr>
<td>1:45 – 2:45</td>
<td>Elective B</td>
<td>Social Studies</td>
<td>Homeroom</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
</tbody>
</table>
Teaching to the MCCRS

• Curriculum 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
  • Identification, prioritization, and sequence of MCRRS to be taught when schools reopen, using guidance from local/state/national professional organizations and CCPS stakeholder feedback
  • Instructional delivery will include evidence-based practices, will be matched to student needs and include content-specific instructional resources.
To support teaching and learning, CCPS will:

- 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.
Grading of Assigned Tasks

• Face to Face Instruction
  • Process and Product Grades
  • Standards based and essential content

• Distance Learning
  • Only process grades
  • Product grades from ongoing in-school/at home projects
  • Teachers will consider if grade is an accurate reflection of student’s work
  • Can include various modes of assignment submission
Professional Learning

• Structures of the school environment due to COVID-19
• Health and safety practices
• Digital Learning Bytes
• Digital curriculum and platforms
• How to run virtual class meetings
• Evidence-based instructional practices
• Project-based, flipped classrooms
• Providing online feedback to students
• Co-teaching in a hybrid model
Student Groups
Students with Disabilities

• Continued
  • Compliance with IDEA
  • Access to the general education curriculum
  • Full implementation of Individual Education Plans (IEP), including specialized instruction and provision of related services

• Ensuring a Free and Appropriate Public Education (FAPE)
  • Ongoing progress monitoring
  • Ongoing communication with families, teachers and service providers
  • Ongoing documentation of the student progress and services delivered
English Language Learners (ELL)

- Students will be assessed informally to determine any possible areas of regression in the development of their language skills.
- Student schedules will be carefully reviewed and created to ensure students are receiving the appropriate support from their English as a Second Language (ESOL) teacher.
- ESOL teachers will provide virtual 1:1 or small group support and reteaching to students as much as possible during distance learning days.
Advanced Learners

• Grades 4 and 5 students will be provided with access to the Renzulli Learning Platform
• Fun, engaging, meaningful activities tailored to meet individual interests
• Students receive support by classroom teachers
• Individualized project/problem-based learning
• Secondary students will continue to have access to honors and AP courses
• Principals, teachers and students will receive support from the Gifted and Talented Liaisons
The Gifted and Talented Liaison will:

- Consult biweekly with students to monitor student progress regularly and provide support as needed.
- Coordinate services for students as needed, in consultation with the course instructor.
- Communicates regularly and shares updates with parents and stakeholders.
Role of Support Staff
Role of the Principal

• Schedule students into two cohorts to comply with the Two-Day Rotation model
• Communicate expectations for learning in a hybrid model
• Understand how instruction will be delivered in the hybrid model and monitor the delivery of instruction
• Continue outreach to students and parents
• Facilitate staff meetings, PLCs, department meetings
• Complete staff observations and evaluations according to CCPS procedures
• Continue fulfilling all responsibilities of a principal
• Provide regular feedback to the Superintendent and his Cabinet
Role of the Assistant Principal

- Assist the principal with all duties and responsibilities as stated above
- Coordinate and facilitate IEP and 504 meetings
- Work with parents and students to ensure supports are put in place as stated on IEPs and 504 plans
- Coordinate the work of itinerant staff and specially designed instruction
- Continue work as the liaison with Child Nutrition and local food banks as needed
- Support the distribution of student packets/paper copies to students without internet access as appropriate
- Fulfill all responsibilities of an assistant principal
Role of the School Counselor

• Provide guidance lessons (record lessons to be provided virtually)
• Facilitate support groups during lunch
• Check-ins with students that need additional social/emotional support/engagement
• Rotate through classrooms during arrival/dismissal
• Provide support during recess
• Teach lessons during advisory or advisory group
• Serve as mentor or family contact re: grades, work completion
• Perform all roles and responsibilities of a school counselor
Role of the Instructional Assistant

• Bus duty
• Small group/targeted instruction
• Interventions
• Check-in/Check-out with students
• Provide support through Schoology and respond to parents/student questions
• Social Skills instruction for SWD
• Provide support w/virtual lessons, how-to’s, etc.
• Support Second Step/SEL
• Preparing and packaging materials for student use at home
Role of the School Social Worker

- Check-ins with students that need additional social/emotional support/engagement
- Support Social/Emotional Learning
- Provide services as required by IEPs
- Support students who may experience crisis
Role of the School Psychologist

• Work with students who need additional social/emotional support/engagement
• Support social and emotional needs of all students
• Provide services as required by IEPs
• Provide crisis response support
• Participate and support behavior intervention plans
• Participate in SST and 504 process
Role of the Pupil Personnel Worker

• Works with students and families for enrollment in CCPS
• Processes student transfers with within CCPS
• Works with local agencies to provide additional support to families
• Work with students and families on attendance and medical concerns
• Help provide social and emotional support for students
Role of the Technology Integration Specialist

• Work with assigned schools especially on Wednesdays
• Provide a schedule where teachers can work with integration specialists during their planning time or outside the school day
• Technology Integration Specialists can go into classrooms to model/troubleshoot technology during instruction (at predetermined times/content and if maximum in room allows)
• Develop webinars to support use of technology
Health and Safety
Health Education Staff, Students and 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 to watch Safe School Training Video at beginning of school year (COVID Awareness and Coronavirus: Managing Stress and Anxiety)
  • Students to 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.
• 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.
• Human Resources/School Administrator to communicate with staff screening expectations prior to reporting to work.
Home Self-Assessment

- 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.)
Health Room Management of Student Care

- Schools need to allow for 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.

- Provide classroom teachers with basic first aid supplies to provide care in class when possible to avoid exposing students unnecessarily to illness.

- Nurse to wear Personal Protective Equipment (PPE) when working with students.

- Practice hand washing prior to and after each student interaction or use of alcohol hand sanitizer.
• 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.

• Maintain social distancing between students.
  • Teacher to notify nurse or office prior to sending ill students to the health room.
  • When possible teacher to use supplies provided to handle basic first aid care in the classroom.
  • Nurse to do assessments or visits to the classroom when possible.

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

• Provide appropriate COVID-19 accommodations, modifications and assistance for students with special health care needs or disabilities.
Health Management of Ill Students and Staff

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

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

• Isolate ill students and staff to designated area.

• Apply face coverings to any student or staff with suspected respiratory illness.

• Maintain social distancing between ill students/staff.

• Any students/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.

• Report positive COVID-19 student cases to School Health Supervisor.

• Report positive COVID-19 staff cases to School Administrator and HR.

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

• 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 affecting 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.

• Ensure other safety measures of social distancing or utilizing a barrier are implemented when wearing a face covering is not possible.

• Ensure other safety measures of wearing a face covering or utilizing a barrier is implemented when social distancing is not possible.
Safety

• CCPS has ordered the following Personal Protective Equipment (PPE) for distribution to schools as needed:
  • Masks
  • Gloves
  • Hand Sanitizer
  • Face Shields
  • Wipes
  • Gowns
  • Distancing Tape
Child Nutrition
Meals via the Grab 'n Go Program

- Purchasing Meals
- 10:00 am – 1:00 pm every Wednesday until further notice at ALL School sites
- Breakfast and lunch meal kits for 3 days of distance learning
- Registration will be required
- Parents will be able to register and pick up meals for all of their children at the same CCPS site regardless of school of attendance.
Transportation
Social Distancing on Buses

- Maximum 11-12 students on a regular route bus one student in every other seat, in a zig-zag pattern reduces bus capacity to 17 - 27%.
- Maximum 6 – 8 students on a special-needs bus, one in every other seat, in a zig-zag pattern reduces bus capacity to 25%
- 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).
- Students from same household can be seated in the same row, and count as “1”
- No student in seat behind driver, unless they live in driver’s household.

* NOTE: One student in every seat on a regular route bus reduces capacity to 33 - 45%.
Concentric circles for bus “runs”

AM Runs

- 1\textsuperscript{st} run – furthest, then
- 2\textsuperscript{nd} run - next furthest away, then
- 3\textsuperscript{rd} run - closest

PM Runs

- 1\textsuperscript{st} run - closest
- 2\textsuperscript{nd} run - next closest, then
- 3\textsuperscript{rd} run - furthest
EXAMPLE - 50% student body @ school with bus capacity reduced to 17-27 % per “run” with 160 drivers = 4 tiers

<table>
<thead>
<tr>
<th>CHS group</th>
<th>School</th>
<th>#Bus Runs</th>
<th>Arrival Window</th>
<th>Dismissal Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Tier</td>
<td>Calvert HS</td>
<td>56</td>
<td>7:00-7:30am</td>
<td>2:15-2:45pm</td>
</tr>
<tr>
<td>2nd Tier</td>
<td>Calvert Middle</td>
<td>32*</td>
<td>8:00-8:30am</td>
<td>3:10-3:40pm</td>
</tr>
<tr>
<td>3rd Tier</td>
<td>Barstow ES</td>
<td>24</td>
<td>8:50-9:10am</td>
<td>3:50-4:10pm</td>
</tr>
<tr>
<td></td>
<td>Mutual ES</td>
<td>16</td>
<td>8:50-9:10am</td>
<td>3:50-4:10pm</td>
</tr>
<tr>
<td></td>
<td>Calvert Country</td>
<td>10</td>
<td>8:50-9:10am</td>
<td>3:50-4:10pm</td>
</tr>
<tr>
<td>4th Tier</td>
<td>Calvert ES</td>
<td>20</td>
<td>9:30-9:40am</td>
<td>4:30-4:50pm</td>
</tr>
</tbody>
</table>

* In FY 20 there were 20 regular routes, 14 of which went to CHS on the same tier.
Opt-in/Opt-out of Transportation

- Due to reduced bus capacity to 17 - 27% a seat cannot be “saved” for a student who “might” ride, until social distancing expectations are significantly relaxed.
  - Accurately planned routes are a result of accurate pick-up and drop off data in eSchool for each student
  - Knowing which students are on each run will facilitate contact tracing of passengers
- Each students assigned to one (1) bus route. No alternating days or weeks on other routes.
  - Student/family hardships will be evaluated on a case-by-case basis.
- Knowing which students are on each run will alleviate some operational challenges if the number of runs per school vary from A day to B day
Proposed Timeline of Transportation Tasks to open FY 21

June 30
Procedure 4201.4 change posted

July
Publicize changes to tiers and bell times
Begin Opt-In campaign
End Opt-In campaign

August 13
Route/Run modifications begin*
Route/Run Assignments
Communicate to public
Route refinement

* Recommend advanced notice of fifteen business days prior to the implementation date of future models of instruction which increases the total number of students in schools or on buses on the same day.
Transportation Considerations in August 2020 to open FY 21 during COVID-19 recovery

- Driver, bus assistant and student face covering requirements; supply and enforcement
- Potential increase in request for special transportation for students with IEPs, 504 plans and health conditions
- Determine if Orientation Day transportation will be provided and/or if Sweeper Buses will run the first week of FY 21
- Potential increase of parent traffic leading to increased congestion for school administrators to address
- Estimate additional costs for
  - mileage for buses making multiple “shuttle” trips to the same school, and
  - time for drivers, assistants and office staff if buses must operate longer each day, and
  - if sanitizing adds time to each day.
Transportation Summary

- 50% student body at school with bus capacity reduced to 17 – 27% per run
- 160 drivers = 4 tiers
- Reduced capacity due to social distancing with same number of assets (drivers)
- Four tiers & schools on shared campuses will not longer share buses or same bell times.
- Arrival and dismissal windows at each school may be 30 minutes (concentric circles).
- Cleaning & disinfecting bus after each “run” may increase time in between schools (routing) & for the driver and bus assistants. Materials and time increase costs.
- Each morning and each afternoon may take up to 3.5 hours. This could increase costs for bus drivers and CCPS Transportation staff.
- Impact of length of bus windows on instructional day and negotiated agreements must be taken into consideration.
- Opt-in/Opt-out commitment for riding/not riding buses is necessary in July 2020 so staff can effectively plan routes and runs for publication by mid-August 2020.
Extra Curricular Activities
Return to Extra-Curricular Activities

• Must consider:
  • The number of physical surfaces that are required to be moved/handled.
  • Excluding the use of materials that are non-essential or require students to share.
  • Limiting the number of adults/staff required to attend events/activities.
  • Cancelling events due to poor weather.

• Persons entering/exiting the facility should be reduced to only those needing to retrieve large items, equipment or instruments.

• Equipment should not be shared.

• Activities should take place outdoors as much as possible.

• Singing is not permitted.
Limitations on Gatherings

• Limited to the current guidelines from CCHD and CCPS
• Social distancing in effect
• Activities should be conducted in “pods” of students
• 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.
• Each student should have their own area (4’x3’) designated for their belongings.
• Carpooling to/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.

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?

3. What date did the isolation to start?
   • Has the student or anyone in the family tested positive for COVID-19?
   • If yes, who and when?
   • Were they having any symptoms?

• A signed COVID-19 acknowledgement form shall be completed for each student before attending their first activity.
Face Coverings

• Must be worn indoors, when possible.
• Before, during and after activities, during uniform fittings, set up/tear down and transitions
• When students are within 6 ft. of each other, face coverings should be worn and limited to 15 minutes or less.
• 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
  • Not required outdoors if social distancing is continually maintained.
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.
Athletics
Modified/Gradual Resumption of Athletics

• Stages One and Two
  • **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.
Full Resumption

• Coincides with Governor Hogan’s stage three
• Resumption of large-scale events and engaging students at full capacity and functionality
• Must comply with guidance issued by the Maryland Public Secondary Sports Athletic Association (MPSSAA)
Final Comments
• Reduced instructional time
• Providing instruction in both the face to face and virtual modes
• Providing a fully online curriculum option for Kindergarten through grade 12 students.
• Lack of connectivity in parts of the county
• Transporting students at 27% capacity on buses
• Health and safety practices, especially with our youngest learners
• Parent and staff concerns regarding returning to school
• Uncertainty of timeline for decision making
• Reopening in a partial capacity will create childcare challenges for families
Next Steps

• Consider feedback from Board of Education members, parents, teachers, staff and students in making final decisions.

• Explore the A Week/B Week option for Instructional Delivery.

• Commitment form to be distributed via School Messenger and Calvertnet Website to all parents.

• Directors, supervisors and work group facilitators will continue to meet to plan out the finite details of the plan.

• Stakeholder Town Hall Virtual Meetings on July 23.

• Communicate the plan to staff, parents and community to seek feedback.

• Continue to consult daily with the Calvert County Health Department and MSDE.

• Finalize the comprehensive CCPS Road to Recovery to post on Calvertnet no later than Aug. 14.