Reopening Plan

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Superintendent

Updated – January 2022
Revised – March 11, 2022
Revised – August 15, 2022
Revised – October 25, 2022
Revised – February 1, 2023
Revised – July 13, 2023

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	RECOVERY PLAN FOR EDUCATION JUNE 2020	REOPENING PLAN FOR EDUCATION AUGUST 2021	Please indicate the page and section of the School System Reopening Plan that addresses each strategy
1	Local school systems must have their recovery plans completed and posted to their websites by August 14, 2020. The MSDE will review all local recovery plans to ensure that the plans include and address all requirements for opening schools.	Local school systems must have their recovery plans completed and posted to their websites by July 30, 2021 (Plan may need to be updated prior to the opening of school based on Stakeholder feedback). The MSDE will review all local recovery plans to ensure that the plans include all requirements for opening schools.	Page 9
2	The local school system's equity plan must be reflected throughout the local recovery plan.	The local school system's equity plan must be reflected throughout the local reopening plan.	Page 22
3	Local school systems must establish a recovery plan stakeholder group that is representative of their schools and community.	Local school systems must consult with a wide variety of stakeholders when developing the plan. The local school systems must ensure that the plans are in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent; and to be made publicly available on the local school system website. Please note that local school systems need to update the Reopening Plan at least every six months through September 30, 2024, and must seek public input on the plan and any revisions and must take such input into account.	Pages 9-12
4	Early in the school year, schools must determine where their students are instructionally, identify the gaps in learning, and prepare a path for instructional success and recovery.	Early in the school year, schools must determine where their students are instructionally, identify the gaps in learning, and prepare a path for instructional success and recovery.	Pages 23-70

	RECOVERY PLAN FOR EDUCATION JUNE 2020	REOPENING PLAN FOR EDUCATION AUGUST 2021	Please indicate the page and section of the School System Reopening Plan that addresses each strategy
5	All local school systems must ensure that MD college and career ready standards PreK-12 are taught in all content areas and the State frameworks are followed for each content.	All local school systems must ensure that md college and career ready standards PreK-12 are taught in all content areas and the state frameworks are followed for each content. The local school system must ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.	Pages 52-70
6	Local school systems 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).	Local school systems 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).	Pages 66-68
7	Local school systems must follow procedures that are developed by the MSDE in collaboration with the MD Department of Health and guidance from the CDC for an individual who tests positive for COVID-19.	The local school system must indicate the extent to which the school system has adopted policies and a description of any such policies on each of the following health and safety strategies: universal and correct wearing of masks; physical distancing (e.g., use of cohorts/podding; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to educators, other staff, and students, if eligible; and appropriate accommodations for children with disabilities with respect to health and safety policies.	Pages 13-17
8	Local school systems must follow safety protocols for collection of materials, cleaning of schools and other facilities, daily cleaning, and nutrition as established by MSDE in collaboration with the MD Department of Health and the CDC guidance.		Pages 17-18

	RECOVERY PLAN FOR EDUCATION JUNE 2020	REOPENING PLAN FOR EDUCATION AUGUST 2021	Please indicate the page and section of the School System Reopening Plan that addresses each strategy
9	Local school systems must follow protocols for the safe transportation of students to and from schools.	Local school systems must follow protocols for the safe transportation of students to and from schools.	Pages 18-20
10	Local school systems must develop a system for tracking attendance when students are engaged in distance learning.	Local school systems must maintain a system for tracking attendance when students are engaged in distance learning.	Pages 45-61
11	Each local school system must develop its own plan for communication.	Each local school system must continue to implement/enhance its own plan for communication.	Page 9, 76
12	The COVID-19 checklist (Appendix A) must be utilized in the development of the recovery plan.	NA	N/A
13	The Maryland Public Secondary School Athletic Association (MPSSAA) roadmap forward for interscholastic athletics and activities must align with the Maryland State Department of Education and the local school system 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.	The local school system must implement MPSSAA Athletic Program	Page 77

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Table of Contents

Introduction 9
Stakeholder Information 9
Return Plan 13
    Health and Safety Guidelines 13
    Masking Guidelines/Masking Accommodations for Students with Disabilities 13
District and School Facilities 17
Transportation 18
Training 18
Bus Inspections 19
Bus Service 2023-2024 20
School and Community Nutrition Program 20
CCPS Equity Plan 22
Instructional Program for 2023-2024 25
Assessments and Data 26
Attendance 45
Virtual Academy 45
Required Quarantine Provisions 46
Reopening Plan and Procedures for Courses 52
Career and Technical Education (CTE) 58
Title I 61
McKinney-Vento 61
English Learners 62
Gifted and Talented 63
Individuals with Disabilities Act (IDEA) 66
Compliance with Section 504 of the Rehabilitation Act 67
Student Support Programs 68
    Elementary Support Programs 68
    Secondary Support Programs 69
CCPS Before and After School Child Care Program 71
Technology 71
Digital Learning Professional Learning 75
Communication 76
Interscholastic Athletics 77
Supports to Staff 77

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Introduction

The Maryland State Department of Education (MSDE) required each local school district to develop a Reopening Plan because of the COVID-19 pandemic aligned to Governor Larry Hogan's Maryland Strong Roadmap to Recovery and Dr. Karen Salmon, Maryland State School Superintendent's *Maryland Recovery Plan for Education.* During that time, each local school system received American Rescue Plan Elementary and Secondary Relief Funds (ARP ESSR) that are available through September 2024. As a result, MSDE requires each local school district to update the Reopening Plan annually and reviewed bi-annually through September 2024.

The current Reopening Plan can be found on the CCPS website: COVID-19 Resources - Calvert County Public School District (calvertnet.k12.md.us)

The Superintendent and the Department of Student Services maintain regular and consistent communication with Dr. Laurence Polsky, Health Officer of the Calvert County Health Department (CCHD). Updated information and guidance continue to be provided regularly to CCPS staff and can be found at Coronavirus | Calvert County Health Department (calverthealth.org).

CCPS has reopened our school system and revised many of our pandemic guidelines. These guidelines were shared at the July 14, 2022, Board of Education (BOE) meeting. This plan has been developed since this presentation and will be posted on our website by August 15, 2022. The presentation and plan may be viewed at the following link: http://go.boarddocs.com/mabe/calvert/Board.nsf/goto?open&id=CFUQA7685203.

Stakeholder Information

CCPS surveyed parents regularly during the pandemic. The feedback from these surveys was used to guide reopening plans and priorities for having CCPS schools return to full instruction in 2021-2022. Every parent had the opportunity to respond to these surveys.

Additionally, the superintendent continued meeting monthly with the elementary and secondary teacher advisory boards and the Calvert Association of Support Staff (CAESS) and the Calvert Education Association (CEA) leadership monthly.

The Superintendent's Cabinet met weekly through the pandemic developing, reporting, and making recommendations for changes or updates to the CCPS Recovery Plan. Cabinet members include the Superintendent, Chief Academic Officer, Chief Operations Officer, Chief Financial Officer, Chief of Communications, Directors of Instruction, Transportation, Student Services, Special Education, Information Technology, Human Resources, School Facilities, Construction and our Supervisor of Equity, and Coordinator of School Safety. These updates and changes were based on information gained from the Maryland Department of Education department leaders, Maryland Department of Health (MDH), and the Calvert County Health Department (CCHD). Resources such as the United States Department of Education (USDE) ED Covid-19 Handbook Volumes 1 and 2 were used.

The Reopening Plan was presented and shared publicly on the July 14, 2022, CCBOE meeting with an opportunity for public feedback.

Regular review of the Reopening Plan will allow stakeholders the opportunity to provide feedback on the strategies incorporated in the Reopening Plan every six months. Activities such as those outlined below will be used to gain feedback from the CCPS stakeholders.

1. Updates to the CCBOE at scheduled Board of Education Meetings - Board of Education Meetings 2022-2023 (finalsite.net)
2. Bi-annual Survey to Parents, Staff, and Students
    a. Parent/Community Survey – December 9-19, June 1-17
    b. 6-12 Student Survey – December 20-22, June 1-17
    c. Staff Survey – January 10-January 13, June 1-17
3. Feedback from various groups such as Special Education Citizen's Advisory Committee (SECAC), CCPS Citizen's Advisory Committee (CAC), and the Calvert County Closing the Gap Coalition.
4. Discussions at monthly Cabinet and Administrator and Supervisors Meetings, CEA/CAESS Leadership Meetings

Feedback from parents, public comment at Board of Education meetings, and system surveys guide revisions to the Reopening plan. Results from the surveys guided decisions regarding our current strategies and any revisions made in the Reopening Plan.

February 2022

On January 13, 2022, the Reopening Plan was reviewed at the Board of Education Meeting allowing for public comment to the plan. As a result of the community and student surveys, it was noted in the survey that parents and students did not have access to the most up-to-date athletics and fine arts guidance. Therefore, links to current guidance for Athletics and Fine Arts were added to this plan in the Athletics and Activities Section.

- Additional information was provided in the Career and Technology Education section regarding vaccinations of students and vaccinations in the workplace based on parent feedback provided throughout the school year.

- Links to the CDC, MDH, CCHD, and MSDE Guidance were added to clarify information CCPS is using to make decisions regarding health and safety requirements, so that community members can access this information from the Reopening Plan.

- Fall data results and spring benchmarks were added to the Assessment and Data section as required by MSDE.

July 2022

As a result of changes during the year, parent, student, and staff surveys, updates have been made to the current reopening plan. The introduction was changed to share why we continue to have a Reopening Plan, as many parent comments specifically indicated that we should return to pre-pandemic openings. Responses from the Student Survey, Staff Survey, and Parent Survey are found by clicking the survey name.

- In March 2022 the mask mandate was lifted. Changes to practice in schools and on buses are reflected in this plan. Feedback from survey comments supported a mask optional plan.
- Updated Health and Safety Guidance and alignment with the CDC and MDH have been provided.
- Survey comments indicated that more in-person events should take place. The district and schools will return to in person activities including Greet Your Seat opportunities, Open House, and other school and district events.
- Staff comments indicated a concern of virtual instruction during RQ. However, no changes are in place as this is an MSDE requirement.
- District and school field trip opportunities have resumed, provided transportation and substitutes can be secured.
- USDA Waivers will end June 30th. School breakfast and lunch meals will no longer be free for all students during the 2022-2023 school year.
- Removal of the state target projection based on the PARCC assessment. The new MCAP assessment is now in place. CCPS will receive Spring MCAP results in January 2023.

October 2022

- In response to the feedback from MSDE, the following statement has been placed on our webpage that shares how community members can ensure that the Reopening Plan can be translated. Microsoft Edge allows community members to choose their language and have the PDF document read to them in that language.

  "Please use Microsoft Edge, so that documents including the Reopening Plan can be read in the language of choice."

January 2023

- Surveys were administered to Parents and Community, Students in Grades 6-12 and Staff. Responses from the surveys are found by clicking the survey name above. Survey results were reviewed by the Superintendent's Cabinet, feedback was considered, and determinations for midyear changes were made. Each director considered comments made in the survey. While these comments may not have determined changes for this version of the Reopening Plan, the feedback will be used to address concerns raised.
- General areas commented on included:
  - Improvement of communication at the classroom, school, and district level
  - Length of transportation routes
  - More tutoring opportunities for students
  - Quality of lunches
  - Free lunch regardless of income level
  - Number of assessments given
  - Concern of Equity vs Equality

- Link to the plan was incorrect (this was corrected within a day of the survey being sent)
- Views on covid precautions and required quarantine

- Changes that have been made are highlighted in yellow throughout the plan.

  - Updated CDC and MSDE guidance.
  - Updated transportation information.
  - Updated MAP/MCAP data
  - Updated stakeholder information
  - Updated communication information

July 2023

The standard CCPS Climate Survey was given to stakeholders at the end of the year. Information from each survey is used to guide system and school improvement efforts. Responses from the Student Survey, Staff Survey, and Parent Survey are found by clicking the survey name.

Changes that have been made are highlighted in yellow throughout the plan.

Changes to the Reopening Plan include:

- Updated CDC and CCHD Guidance
- Updated Masking Guidance
- Reviewed and/or Updated Departmental Sections as Necessary
- Updated MAP Data and 2023-2024 Projections
- Deletion of the Virtual Academy
- iReady Diagnostic Assessment replaces MAP in elementary school

The Reopening Plan and changes were posted on Board Documents for the July 13, 2023, Board of Education Meeting. It was posted for public review from July 7 – July 27.

Return Plan

Calvert County Public Schools has determined that schools will open fully in the fall of 2022. This means that CCPS will return to **full capacity and instructional programs**. To do this safely for all students and staff, the following guidance will be implemented. Guidance from the CCHD, the Center for Disease Control and Prevention (CDC) and from Maryland Department of Health (MDH) is used.

Links:

Guidance to Support Safe In-Person Operations for PreK-12 Schools and Child Care Programs (marylandpublicschools.org)

Schools, Child Care, and Colleges | COVID-19 | CDC

School Resources | Coronavirus - Maryland Department of Health

Health and Safety Guidelines

Current Mask Guidance

Calvert County Public Schools has a mask optional policy for all staff, students and visitors in all schools, Pre-K – 12, except under the following circumstances detailed below.

While the guidelines for universal masking have changed, neither the CDC nor Maryland Department of Health guidelines have changed for mask wearing after COVID illness or for COVID exposure as a close contact.

- When a child tests positive with COVID, he/she must stay home until symptoms have improved with no fever for at least 24 hours without medication. Those who are symptom free may attend school. Any student returning to school after testing positive are recommended to wear a mask for 10 days if able.
- When a child has been in close contact with someone with known or suspected COVID-19 he/she may attend school regardless of vaccination status if they are free of symptoms. Those who can mask should do so for 10 days from the last day of exposure. A test at 3-5 days after exposure is recommended, especially for those who are unable to mask.
- The CDC guidelines for COVID-19 Quarantine and Isolation and MSDE guidance for isolation and quarantine provide additional reference information.

Mask Wearing Accommodation for Students with Disabilities

- The use of masks or other face coverings can be challenging for some young learners and students with significant disabilities, extreme sensory issues, or other healthcare needs. For their own health and safety and that of other students and staff in the school environment, helping students increase their tolerance for wearing a mask is important. With intentional, proactive, individualized instruction and behavior support, many students can learn to wear a mask properly for sustained periods. As with any plan of instruction for a student with

disabilities, family/parent participation, individualization, and the IEP or 504 Plan should be considered.

- Some students may require a disability or health-related accommodation regarding wearing a mask or other face covering. Section 504 Teams and IEP Teams should carefully consider the student's individual disability related needs to include health and safety when making determinations regarding accommodations while following required procedures related to 504 or IEP decision-making. While a small number of students may be unable to use masks for medical or sensory reasons, for most, mask-wearing is a skill that can be taught using effective instructional practices. New skills and behaviors are developed and improved through a systematic process. This process includes identifying the desired skill or behavior, understanding the student's baseline skillset, developing the plan to build or reinforce the skill, establishing the criteria for mastery, and evaluating progress. A recursive approach of data collection, review, and analysis to update and improve the effectiveness of the plan is a best practice. For additional information and tips to support mask wearing for students with disabilities, reference the Maryland State Department of Education (MSDE) Technical Assistance Bulletin #20-07 (2020), TIPs for Supporting Mask Wearing for Students with Disabilities.

Communicable Disease Monitoring

- Calvert County Public Schools will monitor all reported cases of COVID-19.
- Calvert County Public Schools will continue to monitor and work collaboratively with CCHD and MDH for management of classroom and school outbreaks.

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).
- Students will watch You Tube Video on proper hand washing https://youtu.be/seA1wbXUQTs.
- Staff to be educated in *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 the return to school plan and expectations for screening of students for any symptoms of illness prior to sending students to school.
- Human Resources Staff and School Administrator to communicate with staff expectations about self-screening for any symptoms of illness prior to reporting to work.
- CCPS will continue to work with the CCHD to coordinate vaccine clinics.

Health Room Management of Student Care

As schools reopen for 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 nurses will wear Personal Protective Equipment (PPE) when working with ill 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 are encouraged to maintain distancing between students when possible.
- Teachers will notify nurse or office prior to sending ill students to the health room.
- Teachers will use supplies provided to handle basic first aid care in the classroom, when possible.
- School nurses may opt to assess or visit classrooms to provide care when possible.
- School nurses will refer students considered "high risk" or medically fragile to their health care provider to determine when school re-entry is recommended.
- Principals 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 nurses will reference and follow Communicable Disease Policy/Procedures and Communicable Disease Guidelines.
- Ill students and staff will be isolated in a designated area.
- 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 nurses will monitor positive COVID-19 student cases and report suspected outbreaks to the School Health Supervisor.
- The School Health Supervisor will notify Calvert County Health Department of any potential outbreaks of COVID-19 and follow recommended guidance.
- School nurses must wear recommended PPE and practice proper hand hygiene after leaving the isolation area. Nurses must implement proper hygiene practices when moving between student treatment areas.

Management of Confirmed or Suspected COVID-19

- CCPS will follow guidance from the CCHD for all outbreaks of COVID-19 affecting the instructional day or any extracurricular activities.
- Any positive staff/student must stay at home until symptoms have improved with no fever for at least 24 hours without medication. Those who are symptom free may attend school. Any staff/student returning to school after testing positive for COVID-19 are recommended to wear a mask for 10 days if able.
- Calvert County Health Department

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

- Calvert County Public Schools recommends all staff, students, and visitors in all schools PreK-12 to wear masks in school buildings regardless of vaccination status if they are positive/suspected positive for COVID-19 or have been exposed.
- 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.
- Students unable to wear a mask may return to school after testing positive if they are symptoms free or have improved symptoms with no fever for at least 24 hours.
- When wearing a face covering is not possible, staff should ensure other safety measures, such as social distancing or utilizing a barrier, are implemented.

Management of exposure to COVID-19

- CCPS will follow guidance from the CCHD and MDH for all exposed staff and students.
- Staff and students regardless of vaccination status can attend school after exposure unless they develop symptoms. Those who can mask should do so for 10 days from the last day of exposure. A test at 3-5 days after exposure is recommended, especially for those who cannot mask. If symptoms develop, then follow recommendations for management of confirmed or suspected COVID-19.
- Refer to the COVID-19 Quarantine and Isolation | CDC for additional information.

Screening

It is the responsibility of all families and staff members to self-assess for symptoms of an infectious illness such as COVID-19, influenza, respiratory syncytial virus, and gastrointestinal infections before entering a school bus or CCPS facility.

- Staff and families should follow testing recommendations for anyone experiencing symptoms of COVID-19.
- Staff and families should notify the school when diagnosed with a suspected or confirmed communicable illness including a positive test for COVID-19.
- Any staff member or student who has been exposed to COVID-19 should follow testing recommendations at day 3-5 following an exposure.
- Any individual with symptoms of illness are encouraged to consult a health care provider when needed.
- If unsure if it is safe for an individual to report for work or school , consult with school administration for staff or the school nurse for students.
- If a student becomes ill with symptoms consistent with COVID-19 while at school, the student must be sent home as soon as possible. Testing is recommended and they can return to school when symptoms have improved with no fever for at least 24 hours without medication.
- If a staff person becomes ill with symptoms consistent with COVID-19 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. Testing is recommended.

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

District and School Facilities

The Departments of Construction and School Facilities continue to take a variety of measures to get our schools ready for students:

Ventilation

- All HVAC equipment in buildings is checked over the summer to ensure that filters and coils are clean and overall ventilation, including outside air, is working appropriately.
- All HVAC equipment will continue to operate to allow for a 2-hour pre-occupancy and 2-hour post-occupancy flush out of the building, on instructional days.
- Air scrubber usage will continue in rooms previously identified with low outside air ventilation for planned occupancy.
- The following measures will continue through the school year:
    - Increased outside air ventilation via existing HVAC equipment when possible.
    - Installation of air scrubbers in instructional spaces unable to meet the outside air ventilation thresholds through existing HVAC.
    - Filter replacement in HVAC equipment, as needed, for optimal air flow.

Classroom Set-Up

Classrooms will be set up with desks returned for normal 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 restrooms remain clean and sanitized.
All restrooms will be cleaned and disinfected thoroughly at the end of each day.

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 and 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 (CCPS) are eligible for Transportation services; therefore, service is critical to providing in-person instruction. Seating has returned to maximum capacity regardless of household or daycare. CCPS routes a student to one stop on one bus and will not be able to accommodate different stop requests. Exceptions are made for certain daycare arrangements and certain joint-custody arrangements when both households are in the same geographic attendance area. CCPS used ED COVID-19 Handbook, Volume 1 (PDF)as a guide to support transportation decisions.

Training

The CCPS Transportation office provides annual training to bus contractors, bus drivers and bus assistants. This training includes all annual updates and expectations outlined in this document regarding masking, ventilation, contact tracing and cleaning.

Bus Inspections

CCPS provides bus inspections of all buses three (3) times a year as outlined in COMAR. Two inspections are overseen by the CCPS Transportation Department, and one overseen by the Maryland Department of Transportation (MDOT) Motor Vehicle Administration (MVA) School Vehicle Safety division. Also, a fourth inspection, as outlined in COMAR, is completed by MDOT MVA on all buses with between thirteen and fifteen years of service.

Screening

It is the responsibility of all families and staff members to self-assess before entering a school bus by answering the following questions:

- 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 5 days?
- Has the individual or anyone in the family been exposed to COVID-19 and asked to quarantine? If yes, who was directed to quarantine and what date did the quarantine start? **(Ensure quarantine time is up and symptoms have improved.)**
- Has the individual or anyone in the family tested positive for COVID-19? If yes, who and when? Were they having any symptoms? **(Ensure quarantine is up and symptoms have improved.)**

Masking

Since face masking is optional CCPS may continue to provide disposable masks to the drivers and bus assistants for their use and for distribution to students who request 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 to assist these students to develop their capacity to wear face coverings and maintain social distance.

When a child tests positive with COVID, he/she must adhere to the guidance CCPS provides to all families for staying home, and for returning to the school.

Ventilation

Enhancing ventilation by opening windows, emergency roof hatches, and activating fans is optional. To enhance air circulation, the windshield fans may be operating, the driver may open the driver's window, a passenger window(s) and at least one roof hatch, weather permitting. Some buses are equipped with a roof hatch with a built-in fan which circulates air into and out of the bus. Buses equipped with air conditioning may utilize the system, in addition to having a roof hatch and one or two passenger windows open, as described above.

Cleaning

Bus staff will clean the bus after the bus parks after each morning, midday, and afternoon route. CCPS will continue to provide refills of disinfectant to bus assistants, which they can use to clean the regional route buses. Independent bus contractors can also provide cleaning supplies to the bus drivers they employ.

Contact Tracing

Bus staff are expected to maintain up-to-date seating chart. To facilitate contact tracing, bus drivers and bus assistants (on routes where one is assigned) will maintain a seating chart for each bus run to each school.

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.

Bus Service for 2023-2024

Four-Tiered Schedule, Routes, Address Changes, Times and Locations of Bus Stops, and Bus App

CCPS uses a four-tiered routing schedule meaning there are grouping of schools which are routed to simultaneously. Times of the student day are listed below. The four tiered routing schedule equalized the instructional time among our elementary schools and middle schools while also enhancing student and staff safety by reducing traffic congestion at the Windy Hill campuses. The four-tiered routing schedule also eliminated the need to transport elementary school students with middle school students, or middle school students with high school students. Again, CCPS will only route a student to one stop on one bus and will not be able to accommodate different stop requests.

Please ensure any address changes are communicated to your student's school before the end of July, so students are assigned to the appropriate bus stop and bus route for the upcoming school year By mid-August bus stop locations, bus routes, and bus numbers are available on the Calvertnet

website through the Bus Stop and School Locator. They may also be sent electronically to parents/guardians in mid-August.

Calvert County Public Schools utilizes the *Here Comes the Bus* (HCTB) app and website. HCTB shows users the proximity of the bus to the bus stop location. HCTB is activated using the student's unique student identification number and our school system's code 87757.

First Tier

High schools	7:15-2:15
Calvert Country School	7:45-2:15
Career & Technology Academy*	7:15-9:50 and/or 11:50-2:10

*CTA students ride shuttle buses on mid-day runs to and from the CTA.

Second Tier

Middle schools	8:00-3:00

Third Tier

Beach Elementary School	8:45-3:30
Calvert Elementary School	8:45-3:30
Dowell Elementary School	8:45-3:30
Huntingtown Elementary School	8:45-3:30
Mt. Harmony Elementary School	8:45-3:30
Mutual Elementary School	8:45-3:30

Fourth Tier

Barstow Elementary School	9:25-4:10
Patuxent-Appeal Campus	9:25-4:10
Plum Point Elementary School	9:25-4:10
St. Leonard Elementary School	9:25-4:10
Sunderland Elementary School	9:25-4:10
Windy Hill Elementary School	9:25-4:10

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.
- All Child Nutrition staff, lunchroom monitors, and any additional staff in the cafeteria will be required to follow CCPS guidance on the wearing of facemasks and gloves while on CCPS property.
- All Child Nutrition staff will follow handwashing protocols.
- All Child Nutrition staff will follow CCHD Regulations

Cleaning Protocols:

- Child Nutrition staff will be required to follow CCPS guidance on the cleaning of the kitchen and serving areas.
- School staff will be required to follow CCPS guidance on the cleaning of cafeteria tables and seating areas.

Meals

Meal Service

USDA Waivers ended June 30, 2022. School breakfast and lunch meals will no longer be free for all students during the 2022-2023 school year. Meal applications will be sent home with every student at the beginning of the next school year. Households are strongly encouraged to complete the Free/Reduced-Price Meal Benefit Application to see if their student(s) qualify for free meals. Anyone wishing to submit an application prior to the start of school may do so any time ***after July 1, 2023*** by:

- Accessing and completing one online at https://linqconnect.com/
- Printing a hardcopy from the CCPS website at https://www.calvertnet.k12.md.us/departments/child-nutrition or picking one up from the Board of Education (1305 Dares Beach Rd. Prince Frederick, MD 20678). Applications filled out by hand can be returned to the Board of Education or any CCPS school. Completed applications may also be mailed directly to:

  Child Nutrition Office, 1305 Dares Beach Road, Prince Frederick, MD 20678

Students not eligible for free/reduced-price meals will still be able to purchase meals at pre-pandemic prices as follows:

Elementary Schools - $1.65 for breakfast, $2.65 lunch

Secondary Schools - $1.65 breakfast, $2.80 lunch

Student meal account balances and purchasing history may be viewed online at https://linqconnect.com/

For additional information or assistance, please contact the Child Nutrition Office at 443.550.8680.

Menu Selections

- Elementary Schools 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 the selection of remaining meal items while going through the serving line.
- Secondary school students will make all menu selections while going through the serving line.
- A la carte selections will be available for purchase at all schools.
- Menu substitutions will continue to be made for all students who have a medically documented special dietary need.

Checkout

- All students will use their student ID number for meal services. Meal consumption
- Students will typically consume meals in the cafeteria.

- The sharing of foods/beverages among students is 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 whenever possible.

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.

CCPS Equity Plan

"Educational equity" means that every learner has access to the opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being. CCPS will continue to intentionally apply an equity lens to all aspects of its reopening plan because it is important to be deliberate in meeting the needs of each student. CCPS will prioritize access, equity, and progress for all students by continuing the goals established in the CCPS 5-Year Action Plan to Address Cultural Proficiency.

Goal 1:
Increase CCPS staff and leadership awareness, understanding, and proficiency level in discussing matters of equity, culture, ethnicity, and race with a specific focus on personal bias and the development of an equity lens.

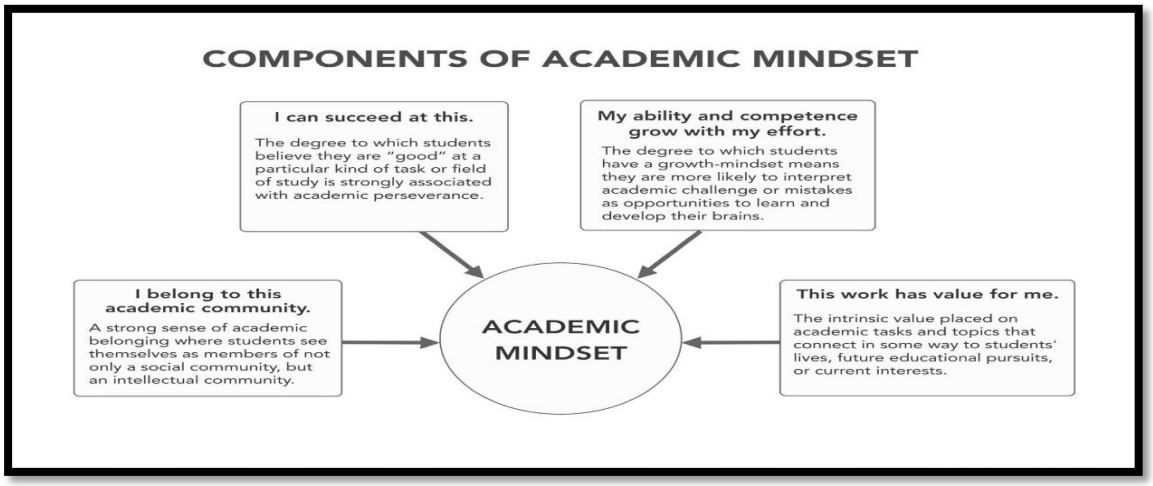
- Each school has an equity team consisting of members with diverse job duties and responsibilities. These teams are charged with building the knowledge and skills staff need to remove the existence of bias and inequity within their buildings. The teams continue to enhance their capacity to support building leadership in creating a culturally responsive environment.
    - Districtwide team overall performance ratings, based on an evaluation rubric, increased from an average of 35% in 2017 to an average of 81% in 2023, on a 100 point scale.
- Staff from 100% of schools participated in the annual CCPS: The Big Experience. This districtwide opportunity helped staff to answer the essential question: How can I *ensure that each learner is a full member of the school community where academic and social emotional needs are met?* Through discussion and collaboration protocols, staff were able to analyze common resources that explored diversity and operationalize equity by strategizing changes in practice to meet the needs of all students, especially those who have been historically marginalized. CCPS will continue to promote the annual CCPS: The Big Experience.
- Schools continued to implement *Learning for Justice: Speak Up at School* with staff. *Speak Up* provides concrete strategies for responding to biased, hateful, and stereotypical remarks. Staff who are equipped with the ability to recognize and respond appropriately to bias are able to alleviate stereotype threat and sense of marginalization for students. Speak Up will continue to be a routine of learning in each school.
    - 100% of schools participated

- Mandatory districtwide professional learning focused on developing staff awareness and capacity to advocate for, and implement, instructional and systemic practices, policies, and procedures that cultivate the academic and social development of all students, especially student who have been historically marginalized. CCPS will continue its focus on increasing the capacity of all staff to be advocates for equity.
    - 97% of staff trained
    - 94% of trained staff reported an increased understanding for applying the Ready for Rigor Framework to operationalize Culturally Responsive Instruction.
- Four schools earned the *No Place for Hate* designation by the Anti-Defamation League (ADL). ADL's *No Place for Hate* is a school climate improvement framework that provides PreK-12 schools with a process for combating bias, bullying, and hatred and helps to establish and maintain a positive and equitable climate. CCPS will continue to expand the number of schools designated as *No Place for Hate*.

Goal 2: Elevate access to academic success and achievement for each student through culturally responsive curriculum and instruction.

Components of Academic Mindset:

- The Departments of Instruction and Special Education continue to craft professional learning to promote the development and ownership of the Components of Academic Mindset in all students. Research on the science of learning repeatedly informs us that a learner's perception of the learning environment and desire to engage in learning are shaped by how their learning experience is organized. Educators can deepen student motivation and improve academic performance by changing students' psychological experiences in the classroom. Four learning mindsets are particularly important in supporting students' academic behaviors, persistence, and performance on academic tasks.



Ready for Rigor Framework:

CCPS continues to promote the components of Academic Mindset in students through the Ready for Rigor Framework. This framework continues to be the fulcrum of all equity training, guidance for

professional learning for the Departments of Instruction and Special Education and Administrators and Supervisors, and goals for the CCPS ESSA Consolidated Plan. The Framework is a lens through which all educators can approach their work to be culturally responsive and promote culturally responsive instruction. When the four practice areas of this framework are implemented together, they create the social, emotional, and cognitive conditions that allow students to take ownership of their learning.

Strong Tier 1 Universal Instruction

As a component of a Multi-tiered System of Support (MTSS), Tier 1 instruction includes a rigorous curriculum aligned to grade-level standards and delivered through research-based strategies and evidence-based practices that inform the design of instruction, is accessible, and effective for all. Tier 1 instruction focuses on the planning and delivery of best practices to remove learning barriers by knowing each student, understanding the core curriculum, implementing the core curriculum as intended and with fidelity and providing differentiation and scaffolded supports.

- The District MTSS team has identified the elements of strong Tier 1 instruction and continues to train instructional and school building leaders in promoting and supporting these elements.
- CCPS continues to administer an academic universal screener. The NWEA Measures of Academic Progress (MAP) assessments are administered three times during the school year for middle school levels and twice a year in select courses at the high school level.
- Curriculum guidance documents that identify and prioritize learning standards were created along with pacing guides and scope/sequences and continue to be used to inform instruction.
- Educators analyzed disaggregated data across content areas to identify gaps in academic achievement.
- Educators used assessments to adjust instruction and instructional groupings based on individual student needs

Inclusive Practices

The District Inclusive Practices Team continues its work of increasing the percentage of students with disabilities who receive special education services inside the general education classroom. Through partnership with Maryland Coalition for Inclusive Education (MCIE) and MSDE Division of Special Education/Early Intervention Services (MSDE DSE/EIS), CCPS will systematically and strategically implement the Inclusive Education Systems Change process developed by MCIE. This process includes building the capacity of our schools to include students with disabilities in general education classes, the capacity of educators to implement Specially Designed Instruction (SDI), and the capacity of our public community to understand why and how we will provide meaningful and successful inclusive opportunities for all students.

Instructional Program

Calvert County Public Schools (CCPS) is a high achieving district in Maryland. CCPS benefits from a strong teaching force and support staff, motivated students, and a community that supports the educational system. Our students have always performed well on state assessments throughout the years. Our students have access to a high-quality curriculum and resources that are aligned to Maryland State Standards. CCPS offers a variety of courses that support the well-rounded education of our students including English/Language Arts, mathematics, science, social studies, health, physical education, fine arts, and technology courses. We use a comprehensive assessment program that includes both internal and external assessments. These assessments allow staff to understand how students are performing in connection with those rigorous curricular standards and are used in regular school improvement cycles. We are thankful for our staff, students, and community for the cooperation we shared during the previous three school years, as we navigated the pandemic.

Curriculum

Students will 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. Our Learning Management System, Schoology, must continue to be organized by course in a manner that teachers can move information effectively into

an organized structure that is easy to navigate. This summer, supervisors will continue to work with specialists and teachers to update curriculum and expectations for the upcoming school year.

Assessment

CCPS continues to administer an academic universal screener. The NWEA Measures of Academic Progress (MAP) assessments are administered three times during the school year for middle school levels and twice a year in select courses at the high school level. CCPS piloted the iReady Diagnostic Assessment in three schools to determine which screener should be used to determine targeted support for students at the elementary level. For the upcoming school year, CCPS will move forward with the iReady Diagnostic Assessment as the Universal Screener for all elementary students and an additional assessment – a Rapid Automatized Naming (RAN) - for kindergarten students to identify students in need of supplemental instruction in reading.

CCPS system wide assessments (SWA) and informal assessments will be used to track progress of students. CCPS assessments will support teachers in being able to:

1. identify where students are academically,
2. align our instructional approach to address the gaps and accelerate learning, and
3. allow students to demonstrate mastery and understanding of new information.

CCPS Assessments -

Grade(s)	Subject	Test Given
9-12	AccALG	4 SWAs per year
12	Advanced Math	2 SWAs per year
9-11	Algebra 1	4 SWAs per year
9-12	Alg2, HAlg2	4 SWAs per year
10-12	AP Human Geo	3 SWAs per year
11-12	AP Lang	2 SWAs per year
11-12	AP Lit	2 SWAs per year
9-12	Biology	3 SWAs per year
10-12	Calculus	4 SWAs per year
2nd, 7th, new 3rd & 4th	CogAT	Once per year
9-12	Chemistry	2 SWAs per year
10	English 10	3 SWAs per year
11	English 11	3 SWAs per year
12	English 12	3 SWAs per year
9	English 9	3 SWAs per year
9-12	Financial Literacy	1 SWA per year
9-12	Geo, HGeo	4 SWAs per year
10-12	Government	6 SWAs per year

7-12	Health	1 SWA per year
10-12	HPCalc	4 SWAs per year
KG	KRA	Once per year
6-10	MAP Math/ELA	3 times per year
K-5	iReady Diagnostic Math/ELA	3 timer per year
K-5	Math	4 SWAs per year
6	Math 6	4 SWAs per year
7	Math 7	4 SWAs per year
7	Adv Math 7/8	4 SWAs per year
8	Math 8	4 SWAs per year
8	Math 8/ Alg 1	4 SWAs per year
3rd-8th, 10th	MCAP ELA	Once per year
Gov	MCAP Government	Once per year
3rd-8th, Alg 1, Geo & Alg 2	MCAP Math	Once per year
5, 8,Biology	MCAP MISA	Once per year
8th	MCAP Soc. St. 8	Once per year
10-12	PCalc	4 SWAs per year
9-12	PE Electives	2 SWAs per year
PK	PK Math	2 SWAs per year
10	PSAT	Once per year
6-8	Reading 6th-8th	3 SWAs per year
K-5	Reading Fluency/Oral Reading Fluency	3 times per year
KG	Reading K RAN	1 time per year
PK	PELI	3 SWAs per year
3-4	Science 3rd & 4th	4 SWAs per year
5	Science 5th	3 SWAs per year
6-8	Science 6th -8th	4 SWAs per year
6-7	Social Studies 6th & 7th	5 SWAs per year
8	Social Studies 8th	6 SWAs per year
7-12	Spanish 1, 2 & 3	2 SWAs per year
10-12	Statistics	4 SWAs per year
10-12	AP Statistics	4 SWAs per year
9	US History	3 SWAs per year
11	World History	3 SWAs per year

Baseline Data

Our plan for data projections will include our 2019 PARCC data and October 2022 administration of MCAP as part of our baseline data review. The tables below show the 2019 disaggregated PARCC data:

2019 PARCC DATA

	PERCENT PROFICIENT					
	MATH			ENGLISH LANGUAGE ARTS		
ACHIEVEMENT (E/M/H)	**PERCENT**	ANNUAL TARGET	IMPROVEMENT	**PERCENT**	ANNUAL TARGET	IMPROVEMENT
Asian	79.2% / 73.8% / 76.9%	✓	✓	66.7% / 80% / 84.6%	✓	✓
Black/African Amer.	35.6% / 26.2% / 39.6%	✓	✓	39.3% / 41% / 59.6%	✓	✓
Hispanic/Latino	49.8% / 40.1% / 44.9%	✓	✗	50.7% / 48.2% / 72.9%	✓	✓
White	61.5% / 51.1% / 56.7%	✓	✓	58% / 62.8% / 80.5%	✓	✓
Two or more races	53.2% / 46.9% / 51.8%	✓	✓	51.7% / 59.9% / 72.3%	✓	✓
Students w/Disabilities	12.8% / 11.2% / 8.7%	✗	✓	11.9% / 12.5% / 23.2%	✗	✓
English Learner	26.4% / 15.2% / 18.2%	✓	✗	27.5% / 19.4% / 36.4%	✓	✓
Econ. Disadvantaged	31.3% / 19.7% / 24.2%	✗	✓	30.1% / 29.6% / 60.7%	✓	✓
All Students	**56.8% / 47.2% / 53.8%**	✓	✓	**54.6% / 59% / 76.6%**	✓	✓

Footnote: Only Student Groups with 10 or more students are reported. Student Groups include the following: American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners. ✓=Met ✗=Not Met

2021 MCAP Data (Taken Fall 2022)

PERCENT PROFICIENT						
	Math			English Language Arts		
	E	M	H	E	M	H
Asian	48.6%	30.0%	<%5	43.2%	63.5%	78.3%
Black/African Amer.	9.8%	7.2%	<5%	17.8%	28.9%	49.4%
Hispanic/Latino	14.3%	13.2%	<%5	24.6%	50.4%	53.9%
White	23.8%	14.7%	<5%	28.3%	49.7%	69.5%
Two or more races	16.1%	18.4%	<5%	26.4%	48.1%	63.8%
Students w/Disabilities	<5%	<5%	<5%	6.5%	11.3%	17.3%
English Learner	<5%	<5%	<5%	<5%	<5%	<5%
Econ. Disadvantaged	6.1%	<5%	<5%	12.7%	25.5%	43.2%
Female	22.8%	14.6%	<5%	24.8%	41.8%	60.0%
Male	18.7%	13.6%	<5%	28.6%	52.3%	70.7%
All Students	**19.4%**	**14.1%**	**<5%**	**26.6%**	**44.9%**	**63.3%**

2022 MCAP Data (Taken Spring 2022)

	PERCENT PROFICIENT					
	MATH			ENGLISH LANGUAGE ARTS		
ACHIEVEMENT (E/M/H)	PERCENT	ANNUAL TARGET	IMPROVEMENT	PERCENT	ANNUAL TARGET	IMPROVEMENT
All Students	**42.1% / 24.5% / 44.2%**	✗	✗	**51.1% / 54.1% / 66.3%**	✗	✗
Asian	63.9% / 43.9% / 86.4%	✓	✓	72.2% / 80.5% / 78.3%	✓	✓
Black/African Amer.	25.4% / 11.8% / 28.8%	✗	✗	33.7% / 38.4% / 53.7%	✗	✗
Hispanic/Latino	36.9% / 17.9% / 35.6%	✗	✗	51.1% / 45.7% / 52.7%	✓	✓
White	46.1% / 27.6% / 46.9%	✗	✗	54.6% / 58.0% / 69.9%	✗	✗
Two or more races	37.9% / 24.1% / 43.8%	✗	✗	46.5% / 53.7% / 65.7%	✗	✗
Students w/Disabilities	11.0% / <= 5.0% / 8.6%	✗	✗	12.2% / 8.2% / 17.5%	✗	✓
English Learner	20.7% / <= 5.0% / 9.1%	✗	✗	31.7% / 17.2% / <= 5.0%	✓	✓
Econ. Disadvantaged	19.6% / 7.7% / 12.0%	✗	✗	30.3% / 28.2% / 45.3%	✗	✓

2022 English Language Arts MCAP

Grade 3

Student Group	Tested Count	Proficient Count	Proficient Pct	Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct
All Students	1082	612	**56.6**	5.5	38.0	51.8	<= 5.0
Asian	11	10	**90.9**	<= 5.0	9.1	81.8	9.1
Black or African American	130	49	**37.7**	12.3	50.0	36.2	<= 5.0
Hispanic/Latino of any race	84	46	**54.8**	<= 5.0	42.9	53.6	<= 5.0
White	733	434	**59.2**	<= 5.0	35.9	53.9	5.3
Two or more races	119	69	**58.0**	<= 5.0	37.8	51.3	6.7
Students with Disabilities	105	25	**23.8**	24.8	51.4	21.0	<= 5.0
English Learner	26	9	**34.6**	11.5	53.8	34.6	<= 5.0
ADA/504	52	25	**48.1**	<= 5.0	48.1	44.2	<= 5.0
Economically Disadvantaged	211	70	**33.2**	10.0	56.9	33.2	<= 5.0
Male	574	322	**56.1**	5.6	38.3	52.1	<= 5.0
Female	507	289	**57.0**	5.3	37.7	51.5	5.5

Grade 4

Student Group	Tested Count	Proficient Count	Proficient Pct	Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct
All Students	1065	558	**52.4**	6.9	40.7	47.3	5.1
Asian	17	12	**70.6**	<= 5.0	29.4	52.9	17.6
Black or African American	126	47	**37.3**	14.3	48.4	32.5	<= 5.0
Hispanic/Latino of any race	85	43	**50.6**	7.1	42.4	47.1	<= 5.0
White	725	411	**56.7**	6.1	37.2	51.4	5.2
Two or more races	105	41	**39.0**	5.7	55.2	35.2	<= 5.0
Students with Disabilities	116	16	**13.8**	31.9	54.3	13.8	<= 5.0
English Learner	22	*	**<= 5.0**	18.2	77.3	<= 5.0	<= 5.0
ADA/504	72	27	**37.5**	<= 5.0	61.1	34.7	<= 5.0
Economically Disadvantaged	182	54	**29.7**	13.7	56.6	28.6	<= 5.0
Male	549	251	**45.7**	9.5	44.8	43.2	<= 5.0
Female	514	305	**59.3**	<= 5.0	36.4	51.6	7.8

Grade 5

Student Group	Tested Count	Proficient Count	Proficient Pct	Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct
All Students	1183	535	**45.2**	7.1	47.7	41.3	<= 5.0
Asian	11	7	**63.6**	<= 5.0	36.4	36.4	27.3
Black or African American	165	43	**26.1**	13.9	60.0	24.8	<= 5.0
Hispanic/Latino of any race	76	36	**47.4**	13.2	39.5	43.4	<= 5.0
White	788	387	**49.1**	5.5	45.4	45.2	<= 5.0
Two or more races	135	57	**42.2**	5.2	52.6	37.8	<= 5.0
Students with Disabilities	100	*	**<= 5.0**	41.0	55.0	<= 5.0	<= 5.0
English Learner	15	*	**<= 5.0**	46.7	53.3	<= 5.0	<= 5.0
ADA/504	102	34	**33.3**	6.9	59.8	31.4	<= 5.0
Economically Disadvantaged	188	51	**27.1**	14.4	58.5	25.5	<= 5.0
Male	625	250	**40.0**	8.3	51.7	37.0	<= 5.0
Female	555	282	**50.8**	5.8	43.4	45.9	<= 5.0

Grade 6

Student Group	Tested Count	Proficient Count	Proficient Pct	Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct
All Students	1128	585	**51.9**	6.3	41.8	46.7	5.1
Asian	11	8	**72.7**	<= 5.0	27.3	72.7	<= 5.0
Black or African American	162	57	**35.2**	10.5	54.3	30.9	<= 5.0
Hispanic/Latino of any race	93	36	**38.7**	7.5	53.8	32.3	6.5
White	723	411	**56.8**	<= 5.0	38.2	51.6	5.3
Two or more races	136	71	**52.2**	8.1	39.7	47.1	5.1
Students with Disabilities	113	11	**9.7**	32.7	57.5	9.7	<= 5.0
English Learner	*	*	*****	*	*	*	*
ADA/504	90	39	**43.3**	10.0	46.7	41.1	<= 5.0
Economically Disadvantaged	189	48	**25.4**	11.6	63.0	25.4	<= 5.0
Male	571	253	**44.3**	7.7	48.0	42.0	<= 5.0
Female	554	330	**59.6**	<= 5.0	35.6	51.4	8.1

Grade 7

Student Group	Tested Count	Proficient Count	Proficient Pct	Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct
All Students	1142	612	**53.6**	<= 5.0	41.5	48.4	5.2
Asian	10	8	**80.0**	<= 5.0	20.0	60.0	20.0
Black or African American	164	61	**37.2**	9.8	53.0	32.9	<= 5.0
Hispanic/Latino of any race	90	39	**43.3**	<= 5.0	53.3	40.0	<= 5.0
White	752	437	**58.1**	<= 5.0	37.9	52.7	5.5
Two or more races	121	65	**53.7**	<= 5.0	41.3	49.6	<= 5.0
Students with Disabilities	93	11	**11.8**	25.8	62.4	11.8	<= 5.0
ADA/504	110	42	**38.2**	8.2	53.6	37.3	<= 5.0
Economically Disadvantaged	181	51	**28.2**	13.3	58.6	27.1	<= 5.0
Male	586	260	**44.4**	6.1	49.5	42.0	<= 5.0
Female	555	352	**63.4**	<= 5.0	33.2	55.3	8.1

Grade 8

Student Group	Tested Count	Proficient Count	Proficient Pct	Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct
All Students	1249	693	**55.5**	8.6	35.9	52.9	<= 5.0
Asian	18	17	**94.4**	<= 5.0	5.6	88.9	5.6
Black or African American	172	72	**41.9**	16.9	41.3	41.3	<= 5.0
Hispanic/Latino of any race	99	52	**52.5**	10.1	37.4	50.5	<= 5.0
White	836	489	**58.5**	7.1	34.4	55.5	<= 5.0
Two or more races	114	59	**51.8**	7.9	40.4	49.1	<= 5.0
Students with Disabilities	116	6	**5.2**	36.2	58.6	5.2	<= 5.0
English Learner	11	1	**9.1**	27.3	63.6	9.1	<= 5.0
ADA/504	118	50	**42.4**	12.7	44.9	41.5	<= 5.0
Economically Disadvantaged	205	65	**31.7**	19.0	49.3	31.2	<= 5.0
Male	622	289	**46.5**	11.7	41.8	45.3	<= 5.0
Female	626	404	**64.5**	5.4	30.0	60.5	<= 5.0

Grade 10

Student Group	Tested Count	Proficient Count	Proficient Pct	Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct
All Students	1267	944	**74.5**	<= 5.0	22.9	56.5	18.0
Asian	28	*	**>= 95.0**	<= 5.0	<= 5.0	71.4	25.0
Black or African American	194	111	**57.2**	7.2	35.6	49.5	7.7
Hispanic/Latino of any race	95	65	**68.4**	<= 5.0	31.6	49.5	18.9
White	838	662	**79.0**	<= 5.0	19.1	58.9	20.0
Two or more races	105	75	**71.4**	<= 5.0	25.7	52.4	19.0
Students with Disabilities	91	23	**25.3**	8.8	65.9	24.2	<= 5.0
English Learner	12	3	**25.0**	<= 5.0	75.0	25.0	<= 5.0
ADA/504	172	110	**64.0**	<= 5.0	34.3	50.6	13.4
Economically Disadvantaged	194	99	**51.0**	7.7	41.2	45.9	5.2
Male	659	446	**67.7**	<= 5.0	29.1	54.8	12.9
Female	607	497	**81.9**	<= 5.0	16.1	58.3	23.6

2022 Mathematics MCAP

Grade 3

Student Group	Tested Count	Proficient Count	Proficient Pct	Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct
All Students	1085	568	**52.4**	13.7	33.9	48.4	<= 5.0
Asian	11	9	**81.8**	<= 5.0	18.2	81.8	<= 5.0
Black or African American	129	41	**31.8**	27.1	41.1	30.2	<= 5.0
Hispanic/Latino of any race	87	39	**44.8**	16.1	39.1	42.5	<= 5.0
White	734	415	**56.5**	11.3	32.2	51.9	<= 5.0
Two or more races	119	60	**50.4**	14.3	35.3	46.2	<= 5.0
Students with Disabilities	105	21	**20.0**	43.8	36.2	16.2	<= 5.0
English Learner	29	4	**13.8**	31.0	55.2	13.8	<= 5.0
ADA/504	53	26	**49.1**	15.1	35.8	49.1	<= 5.0
Economically Disadvantaged	213	58	**27.2**	31.9	40.8	26.8	<= 5.0
Male	575	321	**55.8**	11.5	32.7	50.6	5.2
Female	509	246	**48.3**	16.3	35.4	45.8	<= 5.0

Grade 4

Student Group	Tested Count	Proficient Count	Proficient Pct	Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct
All Students	1069	444	**41.5**	13.0	45.5	36.5	5.1
Asian	17	10	**58.8**	<= 5.0	41.2	35.3	23.5
Black or African American	126	30	**23.8**	27.8	48.4	23.0	<= 5.0
Hispanic/Latino of any race	89	31	**34.8**	21.3	43.8	29.2	5.6
White	725	337	**46.5**	10.3	43.2	40.8	5.7
Two or more races	105	35	**33.3**	8.6	58.1	30.5	<= 5.0
Students with Disabilities	117	15	**12.8**	38.5	48.7	12.8	<= 5.0
English Learner	25	2	**8.0**	44.0	48.0	<= 5.0	<= 5.0
ADA/504	71	24	**33.8**	14.1	52.1	31.0	<= 5.0
Economically Disadvantaged	183	28	**15.3**	25.7	59.0	14.8	<= 5.0
Male	551	246	**44.6**	14.7	40.7	39.9	<= 5.0
Female	516	197	**38.2**	11.2	50.6	32.8	5.4

Grade 5

Student Group	Tested Count	Proficient Count	Proficient Pct	Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct
All Students	1187	392	**33.0**	12.5	54.5	31.0	<= 5.0
Asian	11	7	**63.6**	9.1	27.3	54.5	9.1

Black or African American	165	31	**18.8**	24.8	56.4	18.2	<= 5.0
Hispanic/Latino of any race	80	22	**27.5**	12.5	60.0	23.8	<= 5.0
White	788	286	**36.3**	9.9	53.8	34.4	<= 5.0
Two or more races	135	43	**31.9**	12.6	55.6	28.9	<= 5.0
Students with Disabilities	100	*	**<= 5.0**	49.0	48.0	<= 5.0	<= 5.0
English Learner	20	*	**<= 5.0**	50.0	50.0	<= 5.0	<= 5.0
ADA/504	102	24	**23.5**	16.7	59.8	23.5	<= 5.0
Economically Disadvantaged	189	26	**13.8**	28.0	58.2	13.2	<= 5.0
Male	630	229	**36.3**	13.0	50.6	33.7	<= 5.0
Female	554	161	**29.1**	11.9	59.0	27.8	<= 5.0

Grade 6

Student Group	Tested Count	Proficient Count	Proficient Pct	Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct
All Students	1133	274	**24.2**	25.9	50.0	22.3	<= 5.0
Asian	12	5	**41.7**	<= 5.0	58.3	25.0	16.7
Black or African American	161	18	**11.2**	46.6	42.2	10.6	<= 5.0
Hispanic/Latino of any race	94	16	**17.0**	29.8	53.2	16.0	<= 5.0
White	726	202	**27.8**	20.2	51.9	25.8	<= 5.0
Two or more races	135	31	**23.0**	31.1	45.9	21.5	<= 5.0
Students with Disabilities	113	*	**<= 5.0**	64.6	31.9	<= 5.0	<= 5.0
ADA/504	91	22	**24.2**	28.6	47.3	23.1	<= 5.0
Economically Disadvantaged	191	12	**6.3**	46.6	47.1	5.8	<= 5.0
Male	572	139	**24.3**	25.7	50.0	22.2	<= 5.0
Female	557	133	**23.9**	26.2	49.9	22.3	<= 5.0

Grade 7

Student Group	Tested Count	Proficient Count	Proficient Pct	Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct
All Students	1113	254	**22.8**	35.8	41.4	21.3	<= 5.0
Black or African American	162	20	**12.3**	54.9	32.7	12.3	<= 5.0
Hispanic/Latino of any race	90	17	**18.9**	34.4	46.7	18.9	<= 5.0
White	732	187	**25.5**	31.7	42.8	23.6	<= 5.0
Two or more races	116	26	**22.4**	36.2	41.4	19.8	<= 5.0
Students with Disabilities	91	*	**<= 5.0**	82.4	14.3	<= 5.0	<= 5.0
ADA/504	108	13	**12.0**	40.7	47.2	12.0	<= 5.0
Economically Disadvantaged	179	13	**7.3**	60.3	32.4	6.7	<= 5.0
Male	569	129	**22.7**	36.7	40.6	20.7	<= 5.0
Female	543	125	**23.0**	34.6	42.4	21.9	<= 5.0

Grade 8

Student Group	Tested Count	Proficient Count	Proficient Pct	Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct
All Students	722	95	**13.2**	32.8	54.0	13.2	<= 5.0
Black or African American	132	8	**6.1**	50.0	43.9	6.1	<= 5.0
Hispanic/Latino of any race	66	7	**10.6**	36.4	53.0	10.6	<= 5.0
White	444	72	**16.2**	26.6	57.2	16.2	<= 5.0
Two or more races	69	6	**8.7**	36.2	55.1	8.7	<= 5.0
Students with Disabilities	113	*	**<= 5.0**	61.9	35.4	<= 5.0	<= 5.0
English Learner	12	1	**8.3**	58.3	33.3	8.3	<= 5.0
ADA/504	85	8	**9.4**	31.8	58.8	9.4	<= 5.0
Economically Disadvantaged	170	13	**7.6**	44.7	47.6	7.6	<= 5.0
Male	377	47	**12.5**	34.0	53.6	12.5	<= 5.0
Female	344	48	**14.0**	31.4	54.7	14.0	<= 5.0

Algebra 1

Student Group	Tested Count	Proficient Count	Proficient Pct	Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct
All Students	1347	271	**20.1**	21.6	58.3	19.5	<= 5.0
Asian	25	9	**36.0**	8.0	56.0	36.0	<= 5.0
Black or African American	195	13	**6.7**	42.1	51.3	6.7	<= 5.0
Hispanic/Latino of any race	104	15	**14.4**	27.9	57.7	14.4	<= 5.0
White	896	204	**22.8**	17.1	60.2	22.0	<= 5.0
Two or more races	118	28	**23.7**	18.6	57.6	22.9	<= 5.0
Students with Disabilities	109	*	**<= 5.0**	60.6	38.5	<= 5.0	<= 5.0
English Learner	17	*	**<= 5.0**	76.5	23.5	<= 5.0	<= 5.0
FARMS	261	20	**7.7**	43.7	48.7	7.7	<= 5.0
ADA/504	162	20	**12.3**	32.1	55.6	11.7	<= 5.0
Economically Disadvantaged	205	*	**<= 5.0**	45.9	49.3	<= 5.0	<= 5.0
Male	694	128	**18.4**	24.8	56.8	17.7	<= 5.0
Female	652	143	**21.9**	18.3	59.8	21.5	<= 5.0

Algebra 2

Student Group	Tested Count	Proficient Count	Proficient Pct	Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct
All Students	559	125	**22.4**	8.9	68.7	20.0	<= 5.0
Asian	14	4	**28.6**	7.1	64.3	28.6	<= 5.0
Black or African American	40	7	**17.5**	12.5	70.0	17.5	<= 5.0

Hispanic/Latino of any race	36	10	**27.8**	13.9	58.3	27.8	<= 5.0
White	428	96	**22.4**	8.2	69.4	19.6	<= 5.0
Two or more races	39	6	**15.4**	10.3	74.4	12.8	<= 5.0
ADA/504	57	10	**17.5**	12.3	70.2	15.8	<= 5.0
Economically Disadvantaged	40	5	**12.5**	17.5	70.0	12.5	<= 5.0
Male	288	71	**24.7**	8.3	67.0	22.2	<= 5.0
Female	271	54	**19.9**	9.6	70.5	17.7	<= 5.0

Geometry

Student Group	Tested Count	Proficient Count	Proficient Pct	Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct
All Students	1123	169	**15.0**	32.1	52.9	15.0	<= 5.0
Asian	23	10	**43.5**	<= 5.0	52.2	43.5	<= 5.0
Black or African American	176	*	**<= 5.0**	61.9	34.7	<= 5.0	<= 5.0
Hispanic/Latino of any race	82	11	**13.4**	34.1	52.4	13.4	<= 5.0
White	737	122	**16.6**	25.5	57.9	16.6	<= 5.0
Two or more races	101	20	**19.8**	32.7	47.5	19.8	<= 5.0
Students with Disabilities	81	*	**<= 5.0**	76.5	23.5	<= 5.0	<= 5.0
ADA/504	129	10	**7.8**	41.9	50.4	7.8	<= 5.0
Economically Disadvantaged	170	*	**<= 5.0**	60.6	38.2	<= 5.0	<= 5.0
Male	579	89	**15.4**	33.5	51.1	15.4	<= 5.0
Female	543	80	**14.7**	30.6	54.7	14.7	<= 5.0

2022-2023 MCAP Data will be available by September 2023.

The chart below shows the difference in NWEA MAP ELA and Math results for SY 21 and SY 22 for both Avg and Above and Growth End of Year results by student groups. The column colors are a quick reference to see the comparison between years for each type of score. While CCPS did not have an 10% increase in Avg and Above Scores, CCPS did have a higher percentage of students from each student group meet their annual growth goal. However, CCPS continues to see the impact of the pandemic on student achievement.

2021-2022 ELA MAP Score Summary and Goals by Student Groups								
Row Labels	Test Takers	Avg and Above End of Previous Year	Met NWEA MAP Growth Goal Previous Year	Test Takers	Avg and Above End of Current Year	Goal	Met	Met NWEA MAP Growth Goal Current Year
All Students	12354	57.5%	40.2%	13123	57.7%	67.5%		55.6%
American Indian	25	40.0%	25.0%	24	45.8%	50.0%		38.1%
Asian	177	73.4%	39.4%	189	75.1%	83.4%		60.8%
Black or African American	1607	42.1%	36.1%	1730	39.0%	52.1%		51.6%
Hispanic or Latino	869	55.1%	40.2%	1029	54.6%	65.1%		57.6%
Multi-Racial	1223	55.2%	39.2%	1346	57.1%	65.2%		53.6%
Hawaiian or Pacific Islander	15	53.3%	35.7%	16	68.8%	63.3%	Y	80.0%
White	8438	60.7%	41.2%	8789	61.6%	70.7%		56.4%
LEP	213	26.3%	34.2%	243	24.3%	36.3%		58.3%
SWD	1128	21.5%	36.3%	1146	19.5%	31.5%		46.5%
Econ Dis	2417	35.8%	34.6%	1963	34.6%	45.8%		52.0%
FARMS	469	39.4%	33.7%	2423	36.0%	49.4%		51.0%
F	5979	62.2%	40.6%	6314	61.7%	72.2%		56.6%
M	6375	53.1%	39.9%	6809	54.1%	63.1%		54.7%
KG	911	64.0%	26.2%	995	68.7%	74.0%		58.5%
1	967	53.2%	25.4%	1020	52.2%	63.2%		62.6%
2	978	54.0%	39.1%	1068	51.3%	64.0%		64.5%
3	982	52.2%	40.4%	1086	61.8%	62.2%		60.0%
4	1103	56.7%	49.2%	1068	62.7%	66.7%		56.1%
5	1064	57.1%	47.5%	1186	61.5%	67.1%		60.4%
6	1113	56.2%	41.5%	1097	57.2%	66.2%		49.6%
7	1172	59.1%	46.4%	1103	55.8%	69.1%		47.2%
8	1220	57.5%	46.1%	1198	59.8%	67.5%		53.1%
9	1135	64.9%	40.8%	1241	59.6%	74.9%		54.2%
10	1089	66.0%	38.9%	1133	59.0%	76.0%		50.1%
11	610	41.5%	31.6%	707	48.2%	51.5%		45.5%

2021-2022 Math MAP Score Summary and Goals by Student Groups								
Row Labels	Test Takers	Avg and Above End of Previous Year	Met NWEA MAP Growth Goal Previous Year	Test Takers	Avg and Above End of Current Year	Goal	Met	Met NWEA MAP Growth Goal Current Year
All Students	12042	48.5%	39.4%	12717	49.2%	58.5%		58.7%
American Indian	25	36.0%	27.3%	21	42.9%	46.0%		33.3%
Asian	170	75.3%	50.6%	168	71.4%	85.3%		63.1%
Black or African American	1599	30.1%	35.0%	1698	26.9%	40.1%		52.5%
Hispanic or Latino	838	44.6%	39.1%	1003	43.6%	54.6%		59.5%
Multi-Racial	1193	44.8%	35.1%	1306	46.3%	54.8%		55.8%
Hawaiian or Pacific Islander	14	50.0%	30.8%	16	56.3%	60.0%		62.5%
White	8203	52.5%	40.7%	8505	54.3%	62.5%		60.3%
LEP	208	23.1%	34.6%	242	26.4%	33.1%		61.3%
SWD	1129	17.0%	39.9%	1125	16.6%	27.0%		49.5%
Econ Dis	2394	27.6%	32.1%	1928	25.6%	37.6%		51.5%
FARMS	475	33.3%	33.9%	2382	27.0%	43.3%		51.9%
F	5881	48.9%	38.8%	6183	47.9%	58.9%		58.2%
M	6161	48.1%	40.1%	6534	50.4%	58.1%		59.2%
KG	913	72.0%	25.4%	991	78.1%	82.0%		54.9%
1	963	53.4%	25.6%	1012	56.2%	63.4%		54.2%
2	977	39.6%	27.9%	1061	43.0%	49.6%		66.8%
3	979	36.3%	33.0%	1083	54.0%	46.3%		68.3%
4	1106	42.6%	38.6%	1059	49.3%	52.6%		60.3%
5	1068	41.2%	36.6%	1179	45.7%	51.2%		60.7%
6	1119	46.6%	51.7%	1103	49.9%	56.6%		59.6%
7	1166	56.4%	46.4%	1096	50.6%	66.4%		54.2%
8	1214	55.6%	48.4%	1191	49.2%	65.6%		49.4%
9	1101	52.3%	N/A	1198	43.8%	62.3%		N/A
10	864	45.3%	N/A	963	35.6%	55.3%		N/A
11	569	34.8%	N/A	579	27.3%	44.8%		N/A

2022-2023 MAP English Score Summary and Goals by Student Group

	Test Takers 21-22	Test Takers 22-23	Percentage of Students at or Above Average End	Goal	Percentage of Students at or Above Average End	Met Goal	Percentage of Students that Met Growth Goal End of	Goal	Percentage of Students that Met Growth Goal End of	Met Goal
All Students	13123	9824	57.7%	70%	60.0%		55.6%	70%	55.9%	
American Indian	24	13	45.8%	70%	38.5%		38.1%	70%	50.0%	
Asian	189	133	75.1%	75%	74.4%		60.8%	70%	58.8%	
Black or African American	1730	1292	39.0%	70%	42.0%		51.6%	70%	48.8%	
Hispanic or Latino	1029	837	54.6%	70%	55.8%		57.6%	70%	58.4%	
Multi-Racial	1346	1046	57.1%	70%	67.7%		53.6%	70%	55.1%	
Hawaiian/Pacific Islander	16	12	68.8%	70%	66.7%		80.0%	70%	37.5%	
White	8789	6491	61.6%	70%	64.2%		56.4%	70%	57.1%	
LEP	243	181	24.3%	70%	30.9%		58.3%	70%	60.2%	
SWD	1146	962	19.5%	70%	24.2%		46.5%	70%	49.9%	
Econ Dis	1963	2281	34.6%	70%	42.0%		52.0%	70%	51.7%	
FARMS	2423	2837	36.0%	70%	42.2%		51.0%	70%	52.3%	
Female	6314	4908	61.7%	70%	63.0%		56.6%	70%	56.6%	
Male	6809	5015	54.1%	70%	57.2%		54.7%	70%	55,26%	
KG	995	1035	68.7%	70%	76.4%	Y	58.5%	70%	75.4%	Y
1	1020	1017	52.2%	70%	65.8%		62.6%	70%	62.1%	
2	1068	1030	51.3%	70%	61.9%		64.5%	70%	70.9%	
3	1086	1108	61.8%	70%	58.3%		60.0%	70%	65.5%	
4	1068	1107	62.7%	70%	59.8%		56.1%	70%	58.8%	
5	1186	1102	61.5%	70%	58.9%		60.4%	70%	50.9%	
6	1097	1177	57.2%	70%	52.8%		49.6%	70%	42.7%	
7	1103	1114	55.8%	70%	53.9%		47.2%	70%	44.8%	
8	1198	*	59.8%	70%	*	*	53.1%	70%	*	*
9	1241	1134	59.6%	70%	54.5%		54.2%	70%	45.1%	

* 8th grade students were not required to complete the Spring MAP Assessments

2022-2023 MAP Math Score Summary and Goals by Student Group

	Test Takers 21-22	Test Takers 22-23	Percentage of Students at or Above Average End of 21-22	Goal	Percentage of Students at or Above Average End of 22-23	Met Goal	Percentage of Students that Met Growth Goal End of 21-22	Goal	Percentage of Students that Met Growth Goal End of 22-23	Met Goal
All Students	12717	9376	49.2%	60%	59.2%		58.7%	65%	63.0%	
American Indian	21	*	42.9%	60%	*		33.3%	65%	*	
Asian	168	120	71.4%	75%	82.5%	Y	63.1%	65%	71.7%	Y
Black or African American	1698	1259	26.9%	60%	36.7%		52.5%	65%	53.2%	
Hispanic or Latino	1003	809	43.6%	60%	55.5%		59.5%	65%	62.6%	
Multi-Racial	1306	1010	46.3%	60%	55.5%		55.8%	65%	59.6%	
Hawaiian or Pacific Islander	16	*	56.3%	60%	*		62.5%	65%	*	
White	8505	6158	54.3%	60%	64.4%	Y	60.3%	65%	65.4%	Y
LEP	242	176	26.4%	60%	24.6%		61.3%	65%	62.4%	
SWD	1125	959	16.6%	60%	24.6%		49.5%	65%	54.2%	
Econ Dis	1928	2237	25.6%	60%	40.1%		51.5%	65%	55.2%	
FARMS	2382	2781	27.0%	60%	46.3%		51.9%	65%	56.0%	
F	6183	4586	47.9%	60%	57.3%		58.2%	65%	62.2%	
M	6534	4790	50.4%	60%	61.0%	Y	59.2%	65%	63.6%	
KG	991	1035	78.1%	75%	81.4%	Y	54.9%	65%	80.2%	Y
1	1012	1010	56.2%	60%	66.1%	Y	54.2%	65%	62.8%	
2	1061	1029	43.0%	60%	61.9%	Y	66.8%	70%	60.4%	
3	1083	1106	54.0%	60%	57.4%		68.3%	70%	69.9%	
4	1059	1100	49.3%	60%	62.1%	Y	60.3%	65%	68.5%	
5	1179	1101	45.7%	60%	56.1%		60.7%	65%	58.8%	
6	1103	1190	49.9%	60%	52.0%		59.6%	65%	62.6%	
7	1096	1089	50.6%	60%	52.7%		54.2%	65%	52.1%	
8	1191	*	49.2%	60%	*		49.4%	65%	*	
9	1198	716	43.8%	60%	37.7%		N/A	65%	53.2%	

Determining Data Projections

The 2022 MCAP results provide a snapshot of how CCPS students performed on an assessment that was field-tested during a pandemic and given after a gap in instruction (summer break). CCPS still sees a lag in assessment results because of the pandemic even though we returned to full instruction this year.

Following the administration of the fall MAP assessment, system and school teams analyzed data based on disaggregated service, race and gender groups to determine if the same identified gaps from the 2019 PARCC data still exists in the new data. When the 2022 MCAP results were released, the system and school teams analyzed the results by disaggregated service, race, and gender groups. Based on this baseline data set, we determined projected growth measurements for the spring 2023 MCAP assessments. CCPS will use the winter MAP assessments as a midpoint check to determine how our students are progress toward the projected outcomes.

Additional projections have been determined based on our NWEA MAP assessment. In the chart below, the percent of students earning an average or above average score or earning their annual growth is reported for the Spring 2022 and 2023 assessments. In 2023-2024, CCPS will be administering the iReady Diagnostic Assessment in grades K-5 replacing the NWEA MAP assessment. CCPS will use the 2023 MAP results as a baseline for the new assessment. Once the assessment is administered, adjustments will be made. Goals have been determined for all students and disaggregated by race, service group and gender.

2023-2024 MAP English Score Summary and Goals by Student Group

	Test Takers 22-23	Test Takers 23-24	Percentage of Students at or Above Average End of 22-23	Goal	Percentage of Students at or Above Average End of 23-24	Met Goal	Percentage of Students that Met Growth Goal End of 22-23	Goal	Percentage of Students that Met Growth Goal End of 23-24	Met Goal
All Students	9824		60.0%	70%			55.9%	70%		
American Indian	13		38.5%	70%			50.0%	70%		
Asian	133		74.4%	75%			58.8%	70%		
Black or African American	1292		42.0%	70%			48.8%	70%		
Hispanic or Latino	837		55.8%	70%			58.4%	70%		
Multi-Racial	1046		67.7%	70%			55.1%	70%		
Hawaiian/Pacific Islander	12		66.7%	70%			37.5%	70%		
White	6491		64.2%	70%			57.1%	70%		
LEP	181		30.9%	70%			60.2%	70%		
SWD	962		24.2%	70%			49.9%	70%		
Econ Dis	2281		42.0%	70%			51.7%	70%		
FARMS	2837		42.2%	70%			52.3%	70%		
Female	4908		63.0%	70%			56.6%	70%		
Male	5015		57.2%	70%			55,26%	70%		
KG	1035		76.4%	70%			75.4%	70%		
1	1017		65.8%	70%			62.1%	70%		
2	1030		61.9%	70%			70.9%	70%		
3	1108		58.3%	70%			65.5%	70%		

	Test Takers 22-23	Test Takers 23-24	Percentage of Students at or Above Average End of 22-23	Goal	Percentage of Students at or Above Average End of 23-24	Met Goal	Percentage of Students that Met Growth Goal End of 22-23	Goal	Percentage of Students that Met Growth Goal End of 23-24	Met Goal
4	1107		59.8%	70%			58.8%	70%		
5	1102		58.9%	70%			50.9%	70%		
6	1177		52.8%	70%			42.7%	70%		
7	1114		53.9%	70%			44.8%	70%		
8	*		*	70%		*	*	70%		*
9	1134		54.5%	70%			45.1%	70%		

* 8th grade students were not required to complete the Spring MAP Assessments

2023-2024 MAP Math Score Summary and Goals by Student Group

	Test Takers 22-23	Test Takers 23-24	Percentage of Students at or Above Average End of 22-23	Goal	Percentage of Students at or Above Average End of 23-24	Met Goal	Percentage of Students that Met Growth Goal End of 22-23	Goal	Percentage of Students that Met Growth Goal End of 23-24	Met Goal
All Students	9376		59.2%	60%			63.0%	65%		
American Indian	*		*	60%			*	65%		
Asian	120		82.5%	83%			71.7%	72%		
Black or African American	1259		36.7%	60%			53.2%	65%		
Hispanic or Latino	809		55.5%	60%			62.6%	65%		
Multi-Racial	1010		55.5%	60%			59.6%	65%		
Hawaiian or Pacific Islander	*		*	60%			*	65%		
White	6158		64.4%	65%			65.4%	66%		
LEP	176		24.6%	60%			62.4%	65%		
SWD	959		24.6%	60%			54.2%	65%		
Econ Dis	2237		40.1%	60%			55.2%	65%		
FARMS	2781		46.3%	60%			56.0%	65%		
F	4586		57.3%	60%			62.2%	65%		
M	4790		61.0%	62%			63.6%	65%		
KG	1035		81.4%	82%			80.2%	81%		
1	1010		66.1%	6%7			62.8%	65%		

	Test Takers 22-23	Test Takers 23-24	Percentage of Students at or Above Average End of 22-23	Goal	Percentage of Students at or Above Average End of 23-24	Met Goal	Percentage of Students that Met Growth Goal End of 22-23	Goal	Percentage of Students that Met Growth Goal End of 23-24	Met Goal
2	1029		61.9%	61%			60.4%	70%		
3	1106		57.4%	60%			69.9%	70%		
4	1100		62.1%	63%			68.5%	65%		
5	1101		56.1%	60%			58.8%	65%		
6	1190		52.0%	60%			62.6%	65%		
7	1089		52.7%	60%			52.1%	65%		
8	*		*	60%			*	65%		
9	716		37.7%	60%			53.2%	65%		

Instruction

CCPS will continue to capitalize on the learning that took place over the last few years and prioritize access, equity, and progress for all students by using the Schoology Platform for both curriculum, lesson delivery, and classroom activities. With the assessments outlined previously, teachers will be able to anticipate areas of difficulty within the curriculum that may impede student progress and access to learning, quickly identify gaps that students may have, and use acceleration strategies such as previewing, scaffolding, and differentiated assignments to support students in learning new content.

Professional Learning

This past year, professional learning focused on building strong tier 1 universal instruction within equitable and inclusive learning environments. Professional learning supported implementation of high-yield research-based instructional strategies that promote student academic mindsets and promote independent learners. Using our local assessments, iReady Diagnostic and MAP assessments, teachers and staff will be provided additional support to identify where gaps are occurring for our students and how best to provide support to students when these gaps occur. In addition, teachers at the elementary level have been engaged in professional learning on the science of reading research to support their ability to meet the needs of all students in literacy.

CCPS has been a partner to the Maryland Coalition for Inclusive Education (MCIE) prior to the COVID-19 pandemic. Inclusive practices efforts were stalled during the pandemic and have now resumed to complete the process for all students in Calvert County Public Schools. There are three reasons why Calvert County has been a part of this work. 1) Inclusion is grounded in research and law. 2) Inclusion is beneficial to everyone. 3) Inclusion is the right thing to do. This work engages schools in four phases: Planning and Preparation, Initial Implementation, Full Implementation, and Sustaining.

School Year 2023-2024

Year 1	Huntingtown High Mt Harmony Elementary Northern Middle Plum Point Elementary Plum Point Middle	24-25 Windy Hill Elementary Windy Hill Middle Northern High
Year 2	Beach Elementary PAC Elementary Patuxent High Sunderland Elementary	
Year 3		
Year 4		
Year 5	Barstow Elementary Calvert High	
Year 6	Dowell Elementary Huntingtown Elementary Mill Creek Middle	
Year 7	Mutual Elementary Southern Middle	
Year 8	Calvert Elementary Calvert Middle St. Leonard Elementary	

Grading

Calvert County will return to the use of current grading procedures as outlined in Policy/Procedure 3415.1, 3415.2, and 3415.3. 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 or numerical grades. Students may be required to report to a testing site or utilize a secure browser for national, state, and local assessments. The links below will take you to CCPS elementary, middle, and high school grading policies:

Elementary: Calvert County Public Schools, Procedure 3415.1 (finalsite.net)

Middle: Calvert County Public Schools Procedures for Policy 3415 Middle School Grading Procedures (finalsite.net)

High: Calvert County Public Schools Procedures for Policy 3415 High School Grading Procedures (finalsite.net)

Student Supports

Throughout the year, parents responded to monthly surveys and a final climate survey. When asked what schools should focus on to support children's social emotional /behavioral needs, the top responses included:

- Managing time
- Adjusting routines and procedures
- Interacting with peers and adults
- Managing one's emotions

- Advocating for oneself

In an effort to respond to these concerns, students will engage in learning routines and rituals to navigate school and classrooms. Teachers will take time to support this transition to full instruction.

Social, Emotional & Mental Health Support

Social Workers, School Psychologists, Pupil Personnel Workers and School Counselors will work collaboratively with school-based administration to support the social, emotional, and mental health of students and staff as a result of the recent pandemic.

This may include advisement to school improvement teams, participation in school-based administrative meetings, participation on the Student Services Team and providing individual and group level mental health supports to assigned locations.

Student Attendance

Calvert County will return to the use of current attendance procedures as outlined in Policy/Procedure 3005. 1 - Calvert County Public Schools, Procedure 3005.1 (finalsite.net) and in the Calvert County Public Schools: Students' Rights, Responsibilities, and Code of Conduct. New Links are needed.

Persistently Absent Students

Calvert County will continue to monitor student attendance regularly. Principals, Assistant Principals, Counselors, Pupil Personnel Workers (PPWs), and School Secretaries track and monitor student attendance beginning the first day of school. The Department of Student Services tracks students who are considered "No-shows" by having PPWs, counselors and school secretaries make repeated contacts with these families, including conducting home visits, to determine missing students or students who have withdrawn to other districts or to parental instruction.

The school staff train teachers to accurately record daily attendance. When a student is absent it is recorded in eSchool. Students have 3 days to provide documentation of a legal absence. School Student Services Teams regularly review attendance for the school and individual students. School secretaries and administrators provide regular correspondence to families of students regarding the number of days absent. For students who are persistently absent, a variety of steps are taken to encourage students to return to school such as providing notification to parents and/or guardians, conferences, engagement in advisory/mentoring programs, contracts, disciplinary consequences (if deemed necessary), and referral to local agencies via the PPW.

Virtual Academy

Due to declining enrollment, it was determined that CCPS would not move forward with a Virtual Academy Program for the 2023 – 2024 school year.

CCPS will continue to run the Online Learning Program at the high school level where students can take certain courses online based on enrollment. The following course run each year, Foundations of Technology, Foundations of Computer Science, Health 1, Financial Literacy, and Music Appreciation. Information regarding the Online Learning Program can be found here: CCPS Online - Calvert County Public School District (calvertnet.k12.md.us)

Required Quarantine (RQ)

As a result of the end of the COVID-19 Public Health Emergency, students must remain home when they have symptoms and/or have a fever. They may return to school as symptoms improve with no fever for at least 24 hours without medication. Required Quarantine will be considered for those students who have Chronic Health Impairments on a case-by-case basis at the school level through the Student Services Team (SST) Process. Should a Required Quarantine be determined; the following process will take place for identified students to access instruction.

Setting Up Teams Links

Teachers must activate their Teams and create meeting links **per course** that will generate on all students' Teams calendars. All teachers must enable the lobby feature in Teams. Using the lobby feature, teachers will admit **ONLY** those students that are listed on the required quarantine list. To learn how to create a team meeting using the lobby feature: How to Create a Teams Invite, please use the following link: CCPS-_Setting_up_Teams_Meetings.docx

Schoology

Teachers are required to include instructional materials, resources, and learning activities for students on RQ to access in Schoology. While this may not include all materials and learning activities utilized for the face-to-face students, it should include resources, materials, and activities essential to answering the Lesson Essential Question and for teachers to gauge the progress of students on RQ.

Grading and Assessments

Students will complete the learning activities and assignments posted in Schoology. All assignments need to be completed and submitted through Schoology within two school days of returning from RQ. The teacher will identify which assignments that they will provide feedback and which assignments will be graded and entered in Teacher Access Center. Students will participate in assessments during live instruction or upon their return.

Point of Instruction

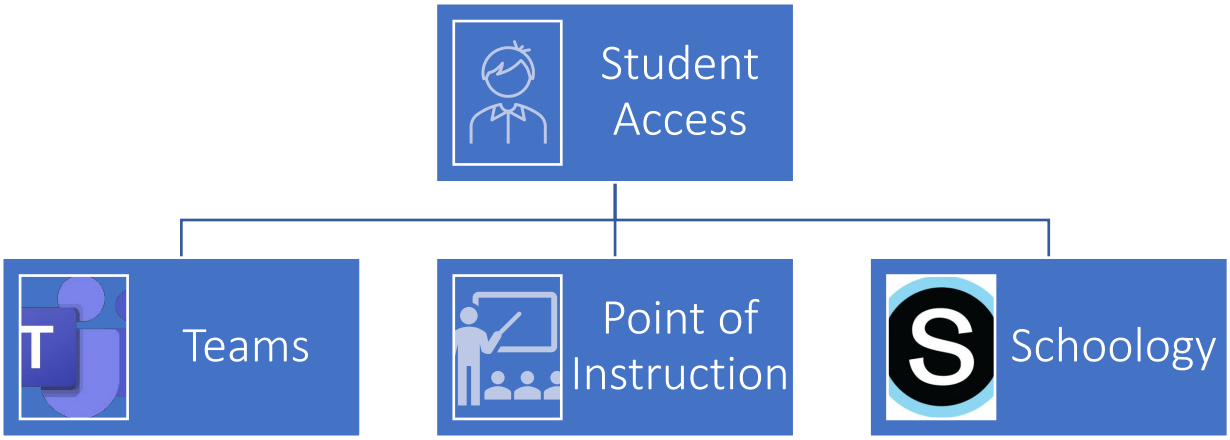
To allow students on RQ access to live instruction and ask questions as needed, teachers are required to share their point of instruction. During live instruction, teachers shall utilize their teaching station to either share their screen and or use the web camera found on the Hovercam.

Accessing Instruction While Quarantined

Students who have been placed on the Required Quarantine (RQ) list will have the opportunity to access daily instruction and learning activities. Live instruction access will be created using Teams meeting links and the use of the teaching station to share the point of instruction. Only students on RQ will be admitted by the teacher to the class meeting from the lobby.

Students enrolled in courses that require students to meet outside or in large lab areas such as CTA programs and Physical Education will be provided alternate assignments on Schoology such as virtual simulations, appropriate software, or using teacher-created materials.

Learning materials will be provided by the teacher and placed in Schoology for students to access.



Perfect Attendance

As a system, CCPS does not want to encourage any student to attend school which they are sick because of to the opportunity to receive the Perfect Attendance Award. It is important that students who have been exposed to or have tested positive for COVID 19, or, in general, are too sick to attend school remain home until they are 24-hours fever free. Exemplary Attendance will be recognized by schools.

Guidance for 504 Chairpersons during a Required Quarantine

When a school receives notification that a student has been exposed, tested positive, or is experiencing symptoms of COVID-like illness, the school nurse will verify and determine which students are required to quarantine (RQ). The school nurse will communicate any required quarantine to the school administration and the attendance secretary. 504 Chairpersons need to be on the list of individuals who receive this information. 504 Chairpersons will:

- Review the student's 504 Plan and make sure that the child's teacher(s) are aware that he/she is out on RQ.
- Contact the parent to ensure that their child has received links to join their classes virtually or is being provided packets if the child is PK-2nd grade.
- Discuss the student's 504 Plan with the teacher(s), parent/guardian, and student (as appropriate) to determine if any additional accommodations are needed for the child while on the required quarantine.
- If necessary, the 504 Chairperson will conduct an emergency 504 meeting to consider additional accommodations and coordinate with the classroom teacher(s) if there is a need to modify the existing 504 Plan for the child.
- If the child receives a related service that they will miss during RQ, the 504 Chair will need to coordinate with the related service provider to determine how the service will be provided and when it will be provided (if it cannot be provided while the child is on RQ).

Guidance for the Provision of English Language Support During a Required Quarantine (RQ)

What are the obligations to provide English language services to students who qualify as ELs and are on a required quarantine due to a COVID-19 exposure or diagnosis?

EL Students who are absent due to illness or a COVID-19 exposure or are provided access to instructional learning opportunities, including support from an ESOL program teacher upon their

return to school. In the event of an extended absence, ESOL teachers should consider the guidance below in determining how to support ELs.

Considerations for English Learner Support

Prekindergarten through 2nd Grade Students

As a support for a student with an extended absence, the ESOL teacher may schedule an initial check-in with the parent/guardian or consider making it a point to speak with the student to see how they are doing and encourage them to access English language interaction. Here are examples of support to provide the parent/guardian during the check-in. If work is being sent home, consider how the ESOL teacher may support the student over the phone or through technology if available.

Examples of Supports for Literacy

- Encourage students and families to read, in English if possible. Provide families suggestions to engage student in discussion about a text.
- Coach the parent on how to promote student writing about a reading.
- Students can also access English language television programming and be encouraged to discuss or write about what they are watching and listening to. A continued hearing of the English language provides input valuable to the learner.

For students with technology access, ESOL teachers should offer weekly virtual instructional support.

Third through 12th Grade Students

Students may be able to access instructional materials through Schoology for each of their courses.

Through Schoology, Teachers (General and ESOL) should engage with the student to provide instruction and address questions.

If the above considerations or approaches are not possible and a student is absent for an extended period, the teachers should consider the following:

- Schedule a brief check-in with the student to preview the material and content available to the student which will be covered in the upcoming days and ensure student knows how to access the material.
- Teachers will ensure any adapted content or material required by a student be uploaded into Schoology or shared with the student via email.
- Upon return to the school, the ESOL teacher will support the student to ensure any material missed or not understood will be reviewed and completed.

Guidance for the Provision of Specially Designed Instruction and Related Services During a Required Quarantine (RQ)

What are the obligations to provide a FAPE (specially designed instruction and related services) to students with disabilities that are required to quarantine due to a COVID-19 exposure or diagnosis?

Students with a disability required to quarantine due to a COVID-19 exposure or diagnosis must be provided access to instructional learning opportunities, including the provision of a FAPE. The IEP Team must review the IEP of each student placed on quarantine to determine if the IEP can be implemented as written without in-person instruction. If the IEP cannot be implemented as written in the alternative service delivery model, the IEP Team can either amend the IEP with parent

agreement or revise the IEP through an IEP meeting. As IEPs are developed or revised after October 1, 2021, the team will address the Planning for Emergency Conditions requirements, which will detail the IEP supports and services to be implemented in situations such as a Required Quarantine.

An IEP Team representative will contact the student's parent/guardian regarding the implementation of a FAPE during the Required Quarantine period.

Considerations for the Provision of Specially Designed Instruction

Prekindergarten through 2nd Grade Students

Students will receive an instructional packet during quarantine. The learning packet alone is not Specially Designed Instruction (SDI) and the teachers must determine the adaptations required to provide the student appropriate access and allow for progress in the general education curriculum, as well as IEP Goals and Objectives. Here are considerations to support the implementation of SDI through a learning packet:

Schedule an initial check-in with the parent/guardian to review the focus of the learning packet. Also, consider making it a point to speak with the student to see how they are doing. Here are examples of support to provide the parent/guardian during the initial and mid-point check-in:

General Accommodations and Supplemental Support

- Rephrase questions and directions.
- Send an image of a processing chart and a modeled problem via email (if possible).
- Verbatim read of text and questions.
- Providing the student with wait time to process information.

Examples of Supports for Literacy

- Recommendations for chunking of text by suggesting stop and discuss/jot points.
- Provide a set of question stems to engage student in discussion about a text.
- Provide sentence frames to support the student in providing a written response.

Examples of Supports for Math

- Reduce number of problems to be solved.
- Consider reviewing any vocabulary or specific steps in a math problem, which may be confusing.
- Provide number line, hundreds chart, etc.
- Provide concrete for two-dimensional manipulatives or pictures/images to support problem-solving.

Schedule a mid-point check-in with the parent/guardian to discuss how the students are performing. Consider the following for the check-in:

- Review key problems or tasks the student completed to determine understanding and progress.
- Provide any additional suggestions or ideas to the parent/guardian to assist with the remaining content.
- For students with technology access, teachers should offer some virtual specially designed instructional opportunities.

Third through 12th Grade Students

Students will access instruction using the pre-established Teams link generated by the classroom teacher. Follow the procedures outlined in the Learning and Attendance for Students on Required Quarantine issued 9/7/2021.

Specially Designed Instruction is to be provided virtually to the maximum extent possible, teachers (General and/or Special) should engage with the student to provide instruction and address questions.

- In collaborative relationship teams, one of the educators may consider pulling the virtual student with a small group to provide any additional support needed.
- If the above considerations or approaches to providing specially designed instruction are not possible, the teachers should consider the following:
    - Schedule a brief check-in with the student at the beginning of the RQ to preview the material and content to be covered in the upcoming days.
    - Teachers will ensure any adapted content or material required by a student's IEP be uploaded into Schoology or shared with the student via email.

Schedule a brief check-in with the student at the mid-point of the RQ to review any questions

Provision of Related Services Outside of the General Education Environment

Prekindergarten through 2nd Grade Students

- If the student has access to technology, schedule a Teams meeting for the regularly scheduled session.
- Document attendance of the student. If the session is missed, note the absence. (*Refer to the guidance regarding missed services.)*
- If the student does not have access to technology, inform the parent that the missed sessions will be made up by extending future sessions to account for the total time of missed services.

Third through 12th Grade Students

- Create and share a Teams link with the student for the regularly scheduled session.
- Document attendance of the student. If the session is missed, note the absence. (*Refer to the guidance regarding missed services*.)

Related services scheduled inside the general educational classroom will need to be made up once the student has returned to school.

Documenting Services Provided during the Required Quarantine

Special Education Case Managers

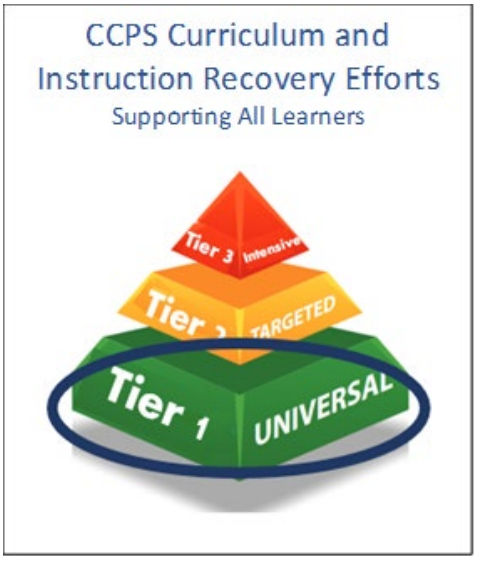
- Access the Required Quarantine Service Log in the O365 file by school (0365>Special Education>CCPS Docs>Required Quarantine 21-22 Log>School Folder)
- Enter the student's information.
- Detail the services and supports that were provided to the student each day of the Required Quarantine (*)
- Make note of any services that were unable to be provided during the Required Quarantine period and the reason the support(s) or service(s) were unable to be delivered (*).

(*) Refer to the example in the Required Quarantine Service Log

Related Service Providers

- Document all scheduled services in Meduclaim, noting that services were provided during a Required Quarantine.
- If a student did not attend the scheduled session, record session attendance in accordance with guidance on missed services.

Reopening Plans and Procedures for Courses



Introduction

Evidence-based universal curriculum and instruction, along with identification of at-risk students and the provision of interventions, are essential components of the Calvert County Public School's Reopening Plan.

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

- considerations for implementation of the current curriculum due to adjustments made during the 2022-2023 school year,
- additional resources to support identification of gaps in the learning and mastery of CRR standards related to adjustments made during the 2022-2023 school year.

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 throughout the school year, and data will be used to inform and adjust instruction and teacher support.

CCPS will prioritize access, equity, and progress for all students. CCPS will:

- Provide curriculum guidance documents that prioritize specific standards to support teachers in the identification of common student misconceptions and implementation of acceleration practices.
- Ensure that instructional resources are accessible for all learners.
- Analyze data across content areas to identify gaps in academic achievement.
- Use formative assessments to adjust instruction, apply acceleration practices, and create 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.

As a part of this process, CCPS' Reopening Plan will include the administration of a universal screener, MAP, and 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.

Overview

CCPS understands that it will take more than one year of in-person instruction to disrupt the impact that COVID-19 had on student learning.

As a result, instructional supervisors have created plans and procedures for school courses. These plans cover three areas of consideration: (1) identification of gaps in content and skill acquisition, (2) plans for closing learning gaps, and (3) considerations for creating equitable learning opportunities for all students by identifying and addressing curricular barriers to grade level learning.

The iReady Diagnostic universal screener will continue to be administered in Grades KG-5 in the fall, winter, and spring and the MAP universal Screener will be administered in Grades 6-10 in fall, winter and spring and in grades 11-12 in the fall, 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 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. Teachers will anticipate barriers within the curriculum that may impede student progress and access to learning and apply acceleration practices, specifically previewing, scaffolding, and learning strategies to accelerate learning.

Additionally, CCPS will prioritize access, equity, and progress for all students, 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.

Each content area supervisor has provided a brief narrative regarding their plans to support teachers moving students toward grade level standards in the content areas.

Elementary English Language Arts (ELA)/Integrated Literacy

Elementary ELA/Integrated Literacy will continue to focus 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 Foundational Skills, Reading Literature, Reading Informational Text,

Writing, Speaking and Listening, and Language). The Maryland College and Career Ready Standards for Reading, Writing, Speaking and Listening, and Language are the foundation for the elementary ELA/Integrated Literacy instructional framework. Within the framework, teachers model the gradual release of responsibility, provide opportunities for collaboration and discussion, implement curriculum-based routines, and use evidence-based instructional practices. The ELA/Integrated Literacy teacher fosters students' literacy skills through direct, explicit instruction, makes data-driven decisions, and builds positive relationships that create a rigorous and engaging learning classroom culture.

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

- All grade levels PreK-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.
- Instructional guidance documents will be provided for PreK - 5 to identify the reading foundational skills necessary for all students to be efficient in print concepts, phonological awareness, phonics, word recognition, and fluency, as well as reading, speaking and listening skills and writing and language. These guidance documents will include developmentally appropriate learning progressions and instructional resources and strategies.
- Lexia Core 5 Reading will continue to be used as a primary online, adaptive literacy program. Ongoing support and professional development for teachers will continue to be provided focusing on interpreting student engagement and proficiency data, individual student conferencing and goal setting with students.
- Professional development opportunities will be ongoing. All K-3 general education teachers and K-5 special education, ESOL and Title I teachers will participate in Language Essentials for Teachers of Reading and Spelling (LETRS) 3rd edition professional learning. District PLCs will provide information and collaborative sessions regarding literacy best practices and curricular resources. The ELA supervisor, as well as literacy specialists, coaches, and LETRS Lead Teachers will o provide professional learning opportunities, support analyzing data, and planning for instruction to meet the needs of all learners. School-based general and special education teachers, including ESOL and Title 1 can provide support by sharing literacy instructional best practices, use of teacher resources, and assessment options that will help to identify student learning needs.

Secondary English Language Arts (ELA)

Secondary ELA will focus on both reading comprehension and 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 text and writing and building to the systemwide writing assessment (SWA) at the end of the quarter—the reading and writing of narrative text first quarter, the reading of narratives and writing of literary analysis second quarter, the study of informational text types and expository writing third quarter, and the study and writing of argument fourth quarter. Teachers will be provided with specific goals for student products that will prepare students for success on the SWA.

For example, our products for first quarter will focus on a personal essay (narrative non-fiction), poetry, and short story. 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 with the supervisor and learning specialist this summer to refine instructional resources to support acceleration and culturally responsive practices, to support classroom environments, classroom structures and routines, and instructional best practices that will anticipate, identify, and address students' needs as well as create a safe, welcoming classroom environment. Secondary ELA teachers will collaborate with school librarians to continue to strengthen the use of book clubs, so students can access and select texts they find relevant and representative of their identity and so teachers can integrate more fully reading, speaking, and listening standards.

PreK-12 Fine and Performing Arts

Fine & Performing Arts (Music &, Theatre, Visual Art) instruction will address the Four Artistic Processes: Creating, Performing/Presenting, Responding, and Connecting through the Maryland State Fine Arts Standards.

Fine and Performing Arts equip students with the skills needed to achieve personal growth, hone their artistic voice, and actively engage with the world around them. Creating art fosters students' ability to analyze, interpret, and evaluate their work and the work of others. Fine and Performing Arts teachers will craft learning experiences that 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. 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 through Social Emotional Learning (SEL). 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 and Performing Arts instruction and learning can take place in all learning environments. Adjustments and guidance may be provided for health and safety based on the recommendations from local and national organizations including CCPS, CCDH, MSDE, National Art Education Association (NAEA), National Association for Music Education (NAfME), and The National Foundation of State High School Association (NFHS).

PreK-12 Library

School Library instruction 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 using print books, 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.

PreK-12 Mathematics

At each grade level, we will continue to implement our mathematics curriculum with a focus on grade level content, effective teaching practice, equitable access to high-quality mathematics and advocacy for students and teachers.

Throughout the year, we will be providing ongoing professional development focused on:

- Building culturally responsive learning environments through development of academic culture, climate, and community
- Increasing the implementation fidelity of the currently updated instructional resources originally acquired during the FY21 school year. Full implementation of these resources will ensure consistency in instructional materials and resources that are aligned to the content standards, model effective culturally responsive instructional strategies, promote student engagement and collaboration, provide opportunities for teacher feedback, and can be used in a variety of instructional configurations.
- Disaggregating and analyzing student achievement and trend data to assist teachers in goal setting with students, providing targeted small group instruction, tutoring and supplemental instructional opportunities.
- The progressions of mathematical concepts and skills across grade levels. The more deeply teachers know and understand the progression of skills and concepts across grade levels, the better prepared they will be to assist students who have varying levels of proficiency or require support with prerequisite knowledge and skills.
- For staff that are newly hired by CCPS or are new to teaching math, a 2023 Summer Boot Camp will be held in August focusing on the components of the updated Elementary Math curriculum. Staff will have an opportunity to deepen their understanding of Number Sense Routines, Ready Mathematics, and Dreambox. This learning opportunity is open to all new staff, staff new to their grade level, and staff new to teaching Math. In addition, a session will be held for all teachers to plan with the new features of Ready Math Curriculum.

PreK-12 Physical Education and Health

At each grade level, we will continue to implement the skills-based curriculum, following the Maryland State Frameworks for Physical Education and Health, with a focus on grade level content, effective teaching practice, and culturally responsive learning environments.

The skills-based curricula for Physical Education and Health will follow the Maryland State Frameworks for Physical Education and Health, with an acute focus on critical social-emotional skills to help manage emotions and handle daily tasks and challenges while meeting grade level outcomes. 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. Health and physical education teachers will continue teaching students age-appropriate skills to develop the mind-body connection, improve mental health, and enhance overall wellness. Health and Physical Education will continue teaching social-emotional skills like managing emotions, setting goals, and building positive relationships with standards-based instruction.

PreK-12 Science

Science learning will occur through 3-dimensional teaching. All science teachers will focus on science and engineering practices, disciplinary core ideas, and crosscutting concepts. Teachers will continuously monitor students' prior knowledge and provide supports to ensure that students can access grade level content.

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.

Elementary Social Studies

Elementary Social Studies implemented new curriculum in grades K – 4, ensuring curricular alignment with the revised Maryland State Social Studies framework. This curriculum program integrates historical inquiry with the literacy skills and processes articulated in the Maryland College and Career Ready Standards. Students in grades 1 – 3, explore the four social studies disciplines: History, Civics, Economics and Geography quarterly. The content and skills taught throughout the quarter end in a culminating project. With a strong foundation laid in the early grades, 4th and 5th graders begin their exploration of early U.S. History. 4th grade starts with an overview of indigenous cultures, European exploration, and colonial settlement of North America. Then Maryland history is spotlighted during each era. Grade 5 spans one hundred years from 1750 to 1850, beginning with the events leading to the American Revolution and ending with the settling of the west and the tensions leading to the Civil War. The Kindergarten Social Studies Curriculum takes an integrated approach with its ELA partner to teach social studies concepts and skills through read-aloud books.

Secondary Social Studies

The Secondary Social Studies program in grades 6- 12 is aligned with the Maryland Social Studies framework, including the College, Career, and Civic Life Standards and the Maryland College and Career Ready Standards. CCPS secondary social studies students will engage in a program that integrates content instruction with a focus on social studies skills and processes across four areas of focus. These areas of focus are: (1) close reading of primary and secondary sources and source analysis using the MSDE prescribed format, (2) argument and expository writing, (3) research, and (4) historical thinking skills. Teachers are expected to cover the comprehensive CCPS social studies curriculum in the given school year, inclusive of course content, literacy skills, and social studies processes. Educators are supported by curriculum embedded resources and materials specifically

designed to assist their instruction. Additionally, teachers will be supported in their work through a diverse set of job-embedded, on-going, and recursive professional learning opportunities. These opportunities are designed to build teacher agency and engagement, while developing relationships, emphasizing collaboration, and building partnerships among teachers. This professional development program includes: (1) face-to face instruction, (2) virtual learning experiences, (3) short-term, job imbedded study opportunities, (4) book studies, (5) self-directed learning (aligned with systemic goals), and (6) teacher collaboration. All learning is designed to drive dynamic cultures of thinking that engage students through inquiry to promote deep understanding. These learning cultures will play a critical role in promoting learning and the development of essential habits of mind.

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. As we move forward, opportunities to engage students with environmental education 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 occur in person or through 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.

If a field trip is not possible, some environmental experiences could shift to occur on the school site rather than at the traditional field site.

Career and Technical Education (CTE)

Guiding Principles and Considerations

The continuing key priority for Career and Technical Education (CTE) programs is to ensure students can 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.

Back to School Transition in CTE

As the school year begins, the following are key considerations and steps taken prior to the start of the year:

- All CTE programs will continue to be offered in a fully in-person format for School Year 2023-24. All programs were held in-person for SY2022-23.
- Industry recognized credentialing and certification exams were held in their typical pre-pandemic formats for SY2022-23. They will continue to be offered in their regular administrations for SY2023-24. Because a review of certifications was completed in SY2021-22 to review areas that would need to be changed should conditions warrant a return to virtual instruction, we continue to be prepared to pivot quickly should conditions warrant these changes.

- Articulation agreements with colleges have been reviewed to determine areas where modifications may be necessary. Ongoing review with partner institutions is of critical importance. It is expected that articulation agreements will continue to be potentially impacted in Project Lead the Way (PLTW) Biomedical Sciences and PLTW Pre-Engineering, as typically, the PLTW end of course assessment scores for multiple courses in the sequences are used as a metric to determine if credit is awarded. Partner institutions waived these requirements for the graduating Classes of 2021 , 2022, and 2023, and it is anticipated they will be modified or either full or partially waived again for the Class of 2024. Agreements with the College of Southern Maryland (CSM) may continue to be impacted through June of 2026, which will be the deadline for application of articulated credits for the graduating Class of 2024.
- Review of work-based learning requirements as well as work-based learning opportunities:
    - Communication with area employers regarding their implementation of COVID-19 vaccination requirements (whether by local, federal, or individual business mandate) is of critical importance, as a student's vaccination status may impact their ability to participate in a particular work-based learning placement. This is especially present and of importance for students in the Academy of Health Professions program where 40 hours of clinical experience are required to earn the CNA and GNA certifications and where most healthcare facilities now have vaccine requirements. These same conditions will impact the Project Lead the Way Biomedical Sciences program, where students complete shadowing experiences with CalvertHealth. Several local healthcare partners who provide internship or clinical activities have updated or modified their vaccination requirements away from requirement for COVID-19 vaccines. We will continue to monitor these changes and inform students and parents. Language regarding the potential need for vaccines in order to participate in some clinical experiences has been added to the high school planning guide for the graduating Class of 2027 so that parents and students are aware of the potential impact of partners' policies on student activities in these courses.

Ongoing and Future Considerations

- Continuing 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.
- Continued implementation of identified CTE-specific safety protocols for in-person learning 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.

Schoology

Schoology is the CCPS Learning Management System. 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 makes them easy to locate and explicit directions should be provided to students.

Schoology Organization for Teachers in Grades 3-12

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

Course Organization

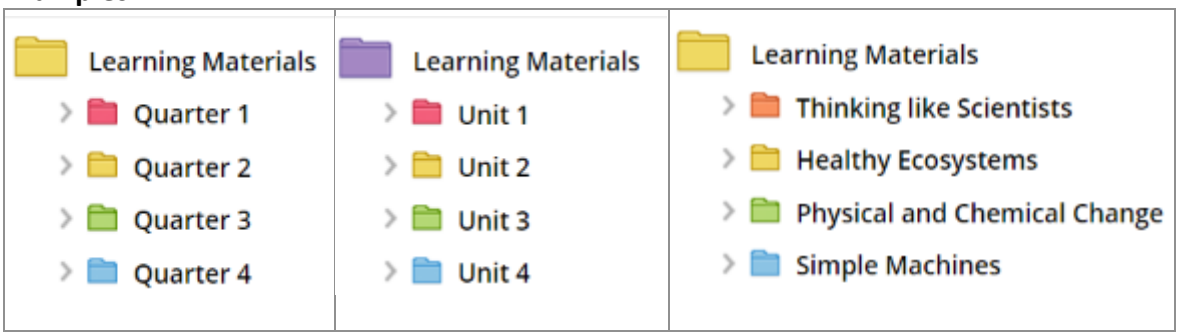
Each course should begin with folder titled Course Information. This folder should provide students with information regarding the following:

- **Class Schedule** that includes information about the times teachers are available to support students and your preferred contact method.
- **Class Expectations and Guidelines.**
- **Learning Activities Organization** page that includes directions explaining how learning activities will be organized in folders.
- **Resources**: Be sure to include a list of **ALL** applications/websites students will be utilizing in the course (this may need to be updated throughout the year) and any school/CCPS passwords or class codes associated with those applications (such as Epic, Pebble Go, or TrueFlix) students will need to access them.
- **Link to Student Resource Course**: Student Resource Course in Schoology Link
- Any other useful information related to this course could include:
  - Class Syllabus
  - Welcome Back/Opening Day Letter
  - Grading Procedures used for the course

Organization of Learning Materials Folders in your Course

Each course should have Learning Materials folders (content folders) that should be organized by quarter or unit or topic (teacher should choose the best fit for content).

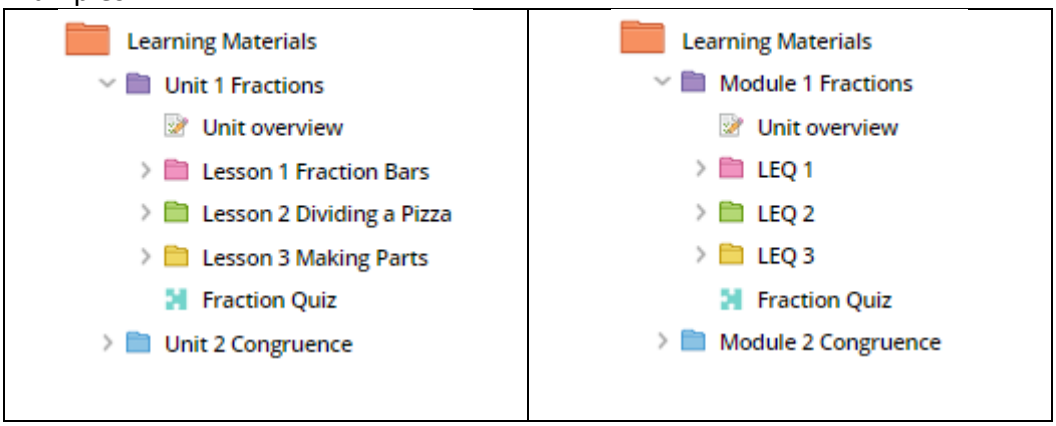
Examples:



Each Learning Materials Content folder should be organized as follows:

- **Unit or Topic Overview Page**: this page includes an outline of the unit or topic which shares the LEQ, timelines, due dates, and/or links to resources.
- **Lesson Folders or LEQ Folders**: these folders include the lesson activities (single day or multi-day), that help students answer the Lesson Essential Question and meet the Learning Outcomes for the Unit/Topic.

Examples:



- **Lesson Resources**: All resources needed to complete the lesson should be provided or linked in the lesson folders. The titles of the resources should match the language used in the lesson directions. The resources should be placed in the order in which they are to be used.

IMPORTANT NOTE: It is important that all students know where to go to get their lessons and directions for learning. Lesson Activities should be provided via Schoology using the structure above and updated on a regular basis. Schoology should be how teachers assign work and provide directions. Email should only be used to clarify directions on specific assignment or activities.

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 students and communication with families, students and teachers will continue.

For the 2022-2023 School Year, CCPS plans to open with 100% in-person face-to-face learning. Should the school system need to adapt to ongoing health concerns, we may revert to a blended learning format (synchronous and asynchronous instruction). 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 (ELL)

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 and/or through refugee status or immigration transitions. ELL students are particularly challenged by gaps in language and content standards. Many come to us with limited formal or 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 support students in their efforts to catch up while meeting grade level content standards as well as teach them English.

ELL students' English reading, writing, speaking, and listening skills were assessed using ACCESS in February 2023 and results show that our primary aged students are performing well and with appropriate growth, by and large; however, our secondary students continue to face challenges in making growth targets. Our EL population with the most challenges is at the high school level, where many students do have limited formal or interrupted educations, which has been exacerbated by the COVID-19 Pandemic and conflicts around the globe.

The Plan

In order to make gains, we have the following parameters in place for instruction.

Elementary EL Students

Active EL students will participate in all their general education/content classes. EL students must also be provided daily instruction from the ESOL teacher.

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.

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. 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.

Secondary EL Students

EL 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 EL students in them. Teachers will need the ability to create small groups for previewing and double dosing students with vocabulary and skills needed to meet standards and learning goals. The ESOL teacher will also have to work closely with content teachers of ELs to support them with methods of differentiation and scaffolding that are appropriate for their EL student levels.

Necessary Considerations

Proficiency and prior education require us to look at levels of needed support, and ELs will need to be put in cohorts that allow content teachers and ESOL teachers to best serve student needs. ELs will need to be hand scheduled to give the ESOL teacher access to groups of them in content classes, allowing ESOL teachers to manage appropriate supports for students and teachers.

Additional Considerations with Exited ELs

We do follow these students for two years, but do not generally provide services. However, as a result of the pandemic, our recommendation is that ESOL teachers work closely with classroom teachers of previously exited students and look for signs of struggles with language not typical of their English-speaking peers.

Screening Process for Potential New Students for ESOL Services

If, at any point, the Local School System (LSS) moves operations into a virtual setting, the LSS 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). To the greatest extent possible, screening of potential ELs will still happen face to face in the schoolhouse. It is our charge to identify EL students as quickly as possible in order to start services for those students.

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 five 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-face screening. These students will be formally screened and either officially added to the ESOL population or released as appropriate.

Gifted & Talented Education

The Office of Gifted, Talented, and Advanced Learning strongly believes in the fundamental principles of equity and excellence in identifying and serving our students who are identified to receive Gifted and Talented services. We believe in creating and implementing the gifted and talented education programs and services needed to develop these students' full potential. Ensuring

all students have access to high-quality educational programs and teachers is paramount, and the strategies we outline here will continue to benefit all students:

We will continue to apply an equity lens as we serve the diverse needs of our students. In addition, we will implement programming that gives educators an opportunity to customize learning that meets the unique needs of each learner in our Gifted and Talented Program. These diverse unique and diverse needs will be addressed as follows:

Elementary Gifted & Talented Students

In accordance with COMAR 13A.04.07, each school system shall provide a continuum of appropriately differentiated curriculum and evidence-based academic programs and services in grades PreK—12 during the regular school day for identified gifted and talented students. In addition, appropriately differentiated, evidenced-based programs and services shall accelerate, extend, or enrich instructional content, strategies, and products to demonstrate and apply learning.

Necessary Factors

- Classroom teachers should be hand selected by grade level (fourth and fifth) to serve students who qualify for gifted and talented services.
- The two newly hired Gifted and Talented Resource teachers will serve PK-5 students in two designated elementary schools.
- Teachers and other personnel assigned specifically to work with students who have been identified as gifted and talented shall engage in professional learning aligned with the competencies specified by the Gifted and Talented Education Specialist certification in COMAR 13A.12.03.12.
- Students that qualify for gifted education services (fourth and fifth grade) will be placed into a naturally proportioned 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.
- 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 classroom educator should provide feedback to the students and review the biweekly progress of each student receiving services. The classroom educator will differentiate instruction. It is essential that the Gifted and Talented Liaison establishes a check-in schedule to ensure the success of the students that qualify for gifted and talented services.
- The school system will continue to provide programs and services to support the social and emotional growth of gifted and talented students.
- The school system shall provide programs and services to inform and involve parents/guardians of gifted and talented students.
- The Coordinator of Advanced Learning will continue to expand the continuum of programs and services that is relevant to student talent areas in grades PK-5$^{th.}$ This will help to ensure that the district is responsive to the diverse needs of students that receive gifted services.

Secondary Gifted & Talented Students

In accordance with COMAR 13A.04.07, each school system shall provide a continuum of appropriately differentiated curriculum and evidence-based academic programs and services in grades PreK-12 during the regular school day for identified gifted and talented students. In addition, appropriately differentiated, evidenced-based programs and services shall accelerate, extend, or enrich instructional content, strategies, and products to demonstrate and apply learning.

Necessary Factors

- Gifted & Talented STEAM Teacher Specialist will assist with the monitoring and participation of the STEAM Ecosystem Expansion Demonstration (SEED) Project that serves students in 6th – 8th grade.
- Students that qualify for gifted education services will have access to honors and Advanced Placement (A)P courses (secondary).
- Teachers and other personnel assigned specifically to work with students (fourth and fifth) who have been identified as gifted and talented shall engage in professional learning aligned with the competencies specified by the Gifted and Talented Education Specialist certification in COMAR 13A.12.03.12.
- Educators will plan differentiated learning activities within and across a specific grade level, content area, course, class, and/or programming options to meet the diverse needs of students.
- The school system shall implement programs and services for gifted and talented students that shall be appropriately differentiated, use evidenced-based programs and services that shall accelerate, extend, or enrich instructional content, strategies, and products for students to demonstrate and apply learning.
- Teachers can utilize curriculum compacting as a technique for differentiating instruction that allows teachers to adjust the curriculum when a student has already mastered the material.
- The school system shall provide programs and services to support the social and emotional growth of gifted and talented students.
- The school system shall provide programs and services to inform and involve parents/guardians of gifted and talented students.
- 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 expand the continuum of programs and services that is relevant to student talent areas in grades 6th- 12. . 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 enrichment opportunities for high ability learners to thrive and be academically challenged in CCPS.

In addition, the Gifted and Talented Liaison will collaborate and assist with the development of students through providing professional development sessions with administrators and educators in their designated building. PreK to Grade 12 Gifted Programming Standards

The Office of Gifted, Talented and Advanced Learning will utilize the six PreK 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.

Other Related Documents:

https://www.boarddocs.com/mabe/calvert/Board.nsf/files/BLFK2K4F695B/$file/COMAR_GT.pdf

http://www.giftednessknowsnoboundaries.org/welcome

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 Individualized Education Program (IEP) designed and implemented to allow the student to make progress on their individualized goals. Throughout the COVID-19 school closure and reopening process, continuity of learning changed ongoing for general and special education, prioritizing the health, safety and welfare of students, teachers, and service providers. Individual student needs will continue to be considered with a variety of methods being 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. IEPs may need to be amended, collaboratively with teacher(s), service providers(s) and families to ensure FAPE. Compensatory education services are determined individually through a data-driven process.

For the 2022-2023 School Year, CCPS will continue with normal school operations with in-person instruction in the brick-and-mortar buildings. A virtual academy is also an option for any student who applied, and the IEP team determined FAPE can be provided in a virtual setting. IEPs will be implemented as written. IEP teams will meet as needed to address individual student needs and will complete IEP Planning for Emergency Conditions as part of the IEP in order to discuss and determine how the IEP will be implemented in an emergency. CCPS has procedures in place for all students, including students with disabilities, to access instruction while on a required quarantine. A student with a disability required to quarantine due to a COVID-19 exposure or diagnosis must be provided access to instructional learning opportunities including the provision of FAPE. In the event of a student required quarantine, the IEP must be reviewed to determine if the IEP can be implemented as written without in-person instruction, through an alternate service delivery model. required quarantine protocols will be adhered to and the student with an IEP will receive instruction via an alternate instructional model accordingly.

CCPS will prioritize compliance with IDEA and ensuring the provision of FAPE. IEP meetings will be held within legal timelines and may be in-person with all safety protocols in place or may be held virtually. CCPS will fulfill Child Find obligations and continue to meet required timelines regarding

evaluations of students and determination of eligibility. Most assessments will be conducted in-person; however, there may be certain situations where a student is assessed virtually. IEPs will be implemented as written. Specially designed instruction and related services will be implemented focusing on the identified goals and objectives for the student to make meaningful progress. Progress on IEP goals and objectives will be monitored ongoing, as will progress in the general curriculum to make instructional and social, emotional, and behavioral support and adjustments as needed. Student data will be analyzed to identify areas of strength and needs. Careful consideration of technology needs, and access and accommodations and supplemental supports will occur through IEP team meetings focused on the individual student's learning, health, safety, and social-emotional needs, including students with medical and health needs, and considering the environment for service delivery. Schools will have in place universal support such as clear established routines and expectations to include teaching, reinforcing, and prompting for specific behaviors and norms which will help all students as regular school resumes. Tiered behavioral supports through programs such as PBIS will be put into place as well for students who need supplemental and intensive support. Strategies from the MSDE, DEI/SES TIPs to Support Behavioral and Social Emotional Transition offers additional guidance which will be implemented to support students as well.

Compliance with Section 504 of the Rehabilitation Act

Guidance for CCPS 504 Coordinators

The Calvert County Public School System (CCPS) does not discriminate against persons with disabilities. It provides access for qualified disabled individuals to all of its activities and programs and will give notice thereof to all students and their parents.
Under Section 504, CCPS is responsible for the identification, evaluation, and determination of eligibility for the purpose of providing access to appropriate educational services through a written accommodation plan which includes modifications and/or services as deemed necessary to meet their educational needs as adequately as the needs of non-disabled students are met. The substantive standard is commensurate opportunity.

The protections of Section 504 extend only to individuals who meet the regulatory definition of a person with a disability. If a recipient school district re-evaluates a student in accordance with the Section 504 regulatory provision at 34 C.F.R. 104.35 and determines that the student's mental or physical impairment no longer substantially limits his/her ability to learn or any other major life activity, the student is no longer eligible for services under Section 504.

If parents, guardians, or staff members believe that a student may have a disability that requires modifications to his or her education program, they should contact their child's school counselor. The counselor will share the parent's concerns with the Student Services Team. The Student Services Team will review the concerns, identify possible interventions, and as appropriate, refer the student to the Section 504 Team for evaluation.

In order to fulfill obligations under Section 504, CCPS will identify, evaluate, and if the student is determined to be eligible under Section 504 provide access to appropriate educational accommodations and/or services in the school environment or in the Virtual Academy.

For students who opt to continue learning in a virtual setting, priorities include:

- To focus on the safety, health, and welfare of our students, staff, and families.
- To provide FAPE.
- To document our efforts and make sure documentation is focused, consistent, detailed, and demonstrates a good faith effort.
- To ensure compliance.

504 Chairpersons at the Virtual Academies 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 at the Virtual Academies

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 of virtual academy students 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.

Student Support Programs

Elementary Support Programs

Summer School

CCPS offered an 18-day Elementary Summer School Program focused on Mathematics, English Language Arts, Social Emotional Learning and enrichment. Students invited to participate in the summer program were identified using multiple criteria; academic, teacher recommendation and

attendance. The summer school program is designed to support and reinforce critical grade level skills and to re-engage the reluctant or struggling learner.

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

Tutoring

CCPS provides tutoring as an intervention, to accelerate learning and minimize the impact of lost instructional time due to COVID 19. Students are identified for tutoring through low academic performance or a negative impact of required quarantine. Tutoring is available to students in grades K – 12 and sessions are limited to no more than four (4) students.

Secondary Summer Programs

CCPS offers a summer program each year. This included 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 more core courses (English/Language Arts, Math, Science, or Social Studies) during the 2022 - 2023 school year or who have been invited by the school to attend. Middle school students who do not pass one or more core classes are required to attend summer school to be promoted to the next grade. This is an integrated experience that focuses on skills needed to access requisite curriculum in the next grade.

Original Credit

Calvert County Public Schools offers summer programs for original credit These courses are offered online and include Financial Literacy, Foundations of Technology, Foundations of Computer Science Health, Music Appreciation, Spanish I and II.

ONLINE COURSES – (original and review credit) – CCPS offers online Financial Literacy, Foundations of Technology, Foundations of Computer Science, Health, Music Appreciation, Spanish I, and Spanish II. Students are required to attend a synchronous orientation meeting utilizing Microsoft Teams on the first day of the course. Some courses may require students to meet with the instructor up to three additional times during the summer term. Students who request to take an online course must complete the Online Learning Interest Survey.

Credit Recovery

Calvert County Public Schools (CCPS) offered high school courses during the summer that are delivered in either a blended or in a traditional setting.

BLENDED REVIEW COURSES – Blended courses are offered to students who did not successfully complete a course in which they had been enrolled during the regular school year. These courses

utilize a blend of online learning and face-to-face instruction. The online portion of the course uses locally approved programs of study that offer diagnostic assessments to determine students' areas of weakness and provide targeted instruction.

TRADITIONAL REVIEW COURSES – These courses are offered to students who did not successfully complete a course in which they had been enrolled during the regular school year. Certified teachers provide targeted instruction related to students' specific learning deficits.

ADMISSIONS POLICY – These courses are available only to students who were enrolled in a high school course during the 2022 - 2023 school year. Public and private school students may attend CCPS summer school.

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 offer Saturday School options at both middle and high school. School principals utilized data and developed a Saturday School program that extended learning opportunities, addressed attendance concerns, and encouraged 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.

Early college

Calvert County Public Schools will be offering an Early College program during the 2023 – 2024 school year. This program allows seniors to earn a General Studies Transfer Certificate, earning 31 college credits by the end of the school year. Eligibility for the programs includes:

- Be a senior for the 2023-24 academic year at CCPS
- Have an unweighted high school GPA of 2.75 or better
- Seniors will have completed Algebra 2 with a grade of "C" or higher
- All students will have completed all Student Service-Learning requirements
- All students will have completed all state testing requirements

- All students will have completed two credits of World Language or another pathway for graduation by the end of the 2022-23 academic year

CCPS Before and After School Child Care Program

The mission of CCPS Before and 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 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 PreK-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- person face-to-face operation.

The Before and After School Child Care Program will follow all Maryland State Child Care Administration guidelines and regulations for reopening.

Technology

Hardware Laptops

In terms of devices, Calvert County Public Schools were well positioned to transition into learning in a digital environment during the COVID-19 closure. All students in grades 3-12 have been assigned laptops. School year 2023-24 marks the sixth year of our Future Ready plan. All students in grades 3-12 will have a device to use (we should take out "at home" because many principals/schools do not allow their students to take the laptops home. Schools should either allow students to take them home or we should delete "at home.") for the upcoming school year. In terms of staff, all administrators and classroom teachers are issued laptops, as well as some librarians and instructional assistants. Those staff members are receiving new laptops for the 2024 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.

Webcams

One of our goals for last year was to provide teachers with the resources to increase the amount of direct instruction they provide remotely and allow for a remote classroom setup. This would allow teachers to teach students that are in their classroom and allow for a setup to teach those that are at home. While teachers have cameras on their laptops, external webcams give added flexibility for teachers to create videos or record what is happening in class for students who are learning remotely. The school system trained teachers to utilize the webcams and to make videos accessible with closed captioning.

Document Cameras and Mobile Workstations

Document cameras are already used in our schools, and last year teachers expanded their use to enhance remote learning. In addition, all classrooms have been outfitted with mobile workstation setups to allow teachers flexibility in their teaching. The setup allows teachers to teach in the classroom with students, teach remotely/virtually, and/or teach concurrently with students in-person and virtually.

Hardware Support

The Information Technology department will staff a helpdesk email and call center that will provide service Monday through Friday from 7:00 a.m. until 4:00 p.m. Outside of those hours, the helpdesk system will allow students and staff to submit issues (tickets). That system will be available to end users 24 hours a day, 7 days a week.

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 the 2020-21 school year, a new Student Data Governance policy was approved by the CCPS Board of Education. Each year, staff will complete a SafeSchools module on Student Data Privacy. Mandatory staff training on Data Governance was developed for this past 2023 school year, and it will be required once again for all staff for the 2024 school year.

Internet Access/Connectivity

CCPS will continue with 1:1 laptop distribution for grades 3-12. We know that not all Calvert County families have reliable, high-speed internet because it is either cost prohibitive or because their home is not serviced by an ISP (internet service provider).

Did you know that eligible households may receive FREE high-speed internet with Internet Essentials from Comcast? The Affordable Connectivity Program could cover the monthly price of home Internet so there's no cost to you. The broadband subsidy is available to new and existing customers. Households with at least one child eligible for the National School Lunch Program may also be eligible for free high-speed Internet with the federal Affordable Connectivity Program (ACP) and Internet Essentials. The Affordable Connectivity Program will cover the monthly price of home Internet so there is no cost to households that enroll in Internet Essentials or Internet Essentials Plus. The $30 per month subsidy may also be applied towards your existing Internet service and Xfinity Mobile. More information is available at Xfinity.com/ACP and Affordable Connectivity Program.

Did you know that a portion of the Infrastructure Bill passed by the US Congress focused on broadband access? Local providers like Comcast are receiving funds to run lines in an effort to reduce the number of homes not serviced by reliable, high-speed broadband. Calvert County Government is currently working with Comcast to provide cable access to 100% of county residents. Current residents who do NOT have cable infrastructure access to their homes should visit Comcast Buildout and click on the "Add Your Address for Comcast Buildout" link to help ensure that your home will be included in the project between Calvert County Government and Comcast. Although there is no current timeline that we are aware of, having a more complete list of addresses will help ensure that Comcast/Xfinity/Broadband lines are run to your home.

CCPS purchased a small number of hotspot mobile devices and data plans for the 2021-22 school year. Families who were issued a hotspot last year AND who had a student who consistently used the hotspot will be contacted directly by Adam Will from the Department of Information Technology. Families who are new to CCPS or who have moved to a home where internet service is not available may email Adam Will at willa@calvertnet.k12.md.us for more information.

Please remember that, due to budget constraints, the only students who are eligible to receive hotspots are in grades 3 – 12 who live in areas where Comcast internet service is not available or who are in situations where the expense of the service is cost prohibitive. Please also note that the most reliable high speed internet service is through an ISP like Comcast. Comparatively speaking, hotspots are much slower and only work in areas where Verizon cellular service is strongly broadcast. Hotspots were issued to all students and staff who are not able to receive high speed internet service in their homes again during the 2023 school year. The CCPS hotspot program will continue into 2024 and beyond as well.

Applications

Learning Management System

Schoology is the CCPS learning management system (LMS), which enables us to deliver content and instruction within the platform.

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

- Learning materials posted in the Schoology platform need to meet the accessibility guidelines (see the accessibility section).
- Learning materials posted for asynchronous 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.
- Virtual Academy 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.

CCPS utilizes the feedback from our student, staff, and community surveys to make adjustments to our learning management system so that it is more manageable for students, staff and families.

Screencast Applications

One way that teachers can enhance their instruction is by creating screencasting videos. These videos allow teachers to create how-to videos for students and parents to access through the Schoology platform. CCPS purchased a license of a screencasting tool named Screencast-O-Matic, and will provide professional learning on creating screencasts, saving them, adding closed captions, and uploading the screencast to the Schoology platform.

Digital Curriculum

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

Accessible Technology, Platforms, and Instructional Materials

Calvert County Public Schools committed in 2018 that the CCPS website would meet WCAG 2.0 AA standards. At that time, we also established a software and app review process that goes through four stages (school admin-level approval comes first, then accessibility and privacy). The Assistive Technology (AT) Department is responsible for collecting VPATs (Voluntary Product Accessibility Templates) and other accessibility documentation and approving or denying software based on WCAG compliance. CCPS' commitment to accessibility for all learners is evident in conversations with AT Professionals around the state. Software vendors also frequently report that CCPS maintains higher standards than other counties.

CCPS uses a Software Request Process to create a list of approved software applications for use by staff. Software applications come in many forms. Some are fully internet-based, some need to be installed on computers (or other hardware devices), and some are a hybrid of the two. Once software applications have been vetted by CCPS staff they are put on the Approved Software List. When staff are considering using an application, they are required to check the Approved Software List and if the application is not noted on the list, they are to complete the Software Request Approval Process prior to using the application.

This process requires the staff member to fill out the Software Request form (found on O365) and submit to their immediate supervisor. The software applications are checked for compatibility with existing hardware, accessible for all potential end users, are instructionally sound (if used in CCPS classrooms), adhere to student data privacy laws, and abide by all CCPS policies and procedures.

CCPS has an expectation that all digital files are accessible. We use Microsoft products, so we train staff in creating accessible Word documents using Microsoft's built-in accessibility checker. We began this process in 2017 with a series of mandatory trainings for all school-based and central office-based secretaries and anyone likely to create and post documents digitally. The CCPS Webmaster continues to facilitate these sessions. With COVID-19 closings and the move to online learning, we leapt quickly to captioning videos.

For synchronous online learning, Calvert County is using Microsoft Teams. This platform allows for live captioning and a recorded transcript is automatically generated. This platform is used for virtual meetings with staff as well.

The following is a list of additional accessibility steps taken to support all learners:

- Supporting individual students and families during blended learning. The CCPS Assistive Technology (AT) Team meets virtually with families to train in digital features such as dictation, Text to Speech, and the use of specific software for students with disabilities (i.e., Bookshare, Kurzweil)
- Providing students with devices that suit their learning needs. AT and IT departments work in collaboration to provide adapted equipment such as touch-screen laptops for students who

cannot access a traditional trackpad or mouse, touchscreen tablets, or an additional monitor for students who require dual display for virtual sign language interpretation.

- Training teachers and sign language interpreters to create a side-by-side read-aloud (or class meeting) so the teacher and interpreter are continuously visible, and CC enabled in the recordings.
- Training families to use Assistive Technology devices at home. This includes trainings specific to switches and adaptive tools, as well as training in AAC (Augmentative and Alternative Communication) devices and software.
- Providing additional AAC devices to Speech Language Pathologists in order to enable communication modeling in the virtual environment.
- Training teachers to create read-alouds and presentations, automatically captioned when using Teams or iOS Clips, both of which are on our approved software list for accessibility.
- Assisting teachers teaching students in the Alternate Standards Framework to create Task Boxes with manipulatives and core language materials which support student learning at home.
- Providing ongoing professional development and individualized support for teachers and staff in using digital platforms and learning management systems successfully with students.
- Ensuring our students in non-public placements have the devices they need to access learning and communication, based on individual needs.

Digital Learning Professional Learning

Providing professional learning opportunities for staff is critical to the success of our students learning online and face-to-face. Over the past few years, our professional learning efforts in digital learning focused on supporting teachers on the Schoology platform, Microsoft Teams, Virtual Classroom Meetings, screencasting, Office 365 products, Databases, and Wixie. As we move into the fall, we will focus our professional learning on best practices for implementing blended learning in the classroom.

Summer Professional Learning Opportunities

This summer, the Office of Digital Learning has provided two opportunities for teachers to sharpen their skills for providing instruction through the lens of technology integration.

The first is our Digital Learning Bytes Program, this program 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 - Calvert County Public School District (calvertnet.k12.md.us). The Digital Learning Bytes program repeats in the fall and the winter.

The second opportunity was Webinar Week that focused on how to move from using technology to how to integrate it seamlessly within the instructional block. Sessions included blended learning models, engaging students using Lumio and Wixie, fostering creativity with Adobe, fostering student choice and voice, and increasing efficiency with Office 365.

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.

Communication

Communication is an important facet for Calvert County Public Schools. CCPS will continue to communicate on safety, learning, and flexibility. 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. Some information will be school specific; other messages will be generated at the district level and given to principals to disseminate.

District-level communication, developed in conjunction with department directors and the superintendent's office to families and staff will include:

- Calendar updates:
- Helpful information about navigating Schoology, the learning management platform used in CCPS; and
- Any district-wide messages regarding the opening of school.

District information for the community will go through the Chief of Communications, René Daniels, who will disseminate to the press.

There are multiple distribution points for communication in Calvert County:

- Chief of Communications:
  - District-wide communication, updates and events
  - CCPS Website – www.calvertnet.k12.md.us
  - CCPS Twitter – @calvertnet
  - CCPS Facebook – Calvert County Public Schools – CCPS
  - CCPS Mobile App
- Principals
  - School specific messages
  - District-wide messages from central office
  - School website
  - School Twitter
- Public Meetings
  - Board of Education Meetings

- Website

Interscholastic Athletics and Activities

Athletics

CCPS will implement the MPSSAA athletic program. Activities Directors at each school will ensure that all protocols outlined by the state and the school system are in place with procedures for contact tracing. Current CCPS Athletic Guidance

Middle School Sports programs will be implemented in accordance with CCPS rules and regulations. All fees will be collected for clinics and sports.

Activities

All venues are at 100% capacity.

Field Trips

CCPS will resume all field trips if bus transportation and substitutes can be secured.

Audience and Spectator Limitations

Spectator and audience are returned to full capacity. CCPS will revisit only if positivity rates warrant shifting to a smaller audience capacity.

Contact Tracing

Contact tracing will continue for any high risk athletic or after school activities that involve close contact.

Supports for Staff

CCPS will continue to ensure that all staff – instructional, operational, and administrative have the resources needed to feel safe and comfortable in the workplace. Elements of this staff support model include the following:

- Continue to provide updated guidance and resources regarding safety protocols as they are received.
- Provide leave resources, procedures, and supports, including:
  - Support with accessing Family Medical Leave Act (FMLA) resources and application process.
  - Support with accessing the Americans with Disabilities Act (ADA) resources and application process.
  - Support with exploring and accessing other short and long-term leave options.
- Provide Personal Protective Equipment (PPE) to all staff as determined to be appropriate.
- The Department of Human Resources will consider additional PPE through the Interactive ADA process.

Preparation for Opening

CCPS has continued to work with the CCHD since the onset of COVID-19. The guidance and information received from this collaboration has been used to determine what protocols are necessary and appropriate. The responses below are aligned to guidance provided at the time of writing this Reopening Plan. CCPS understands that as the health status changes, information below may be revised.

- 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. Employees who qualify will be offered Family Medical Leave (FML).
    - Staff caring for sick relatives 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 who qualify will be offered Family Medical Leave (FML).
    - Resignations of faculty/staff
        - 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. Resignations received from certificated employees under contract will be reviewed with the Superintendent for release consideration.
    - Retirement of faculty/staff
        - 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.
- Review procedures for determining if an employee may report to work and/or if they should be sent home from the school facility.

- When an employee tests positive with COVID, he/she must stay home until symptoms have improved with no fever for at least 24 hours without medication. Those who are symptom free may return to work.. Any employee returning to work after testing positive is recommended to wear a mask for 10 days if able.
- When an employee has been in close contact with someone with known or suspected COVID-19 he/she may attend work regardless of vaccination status if they are free of symptoms. It is recommended to those who can mask to do so for 10 days from the last day of exposure. A test at 3-5 days after exposure is recommended, especially for those who are unable to mask.
- School nurses are to reference and follow Communicable Disease Policy/Procedures and Communicable Disease Guidelines.
- Isolate ill students and staff to a designated area.
- Maintain social distancing between ill students/staff.
- 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.

- 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 with 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 using hand sanitizer.
- All CCPS employees will watch a Safe School Training video at the beginning of the school year. Do we want to continue to require this?
- 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 are relevant to any offered mental health support services.
- 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 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 to all staff as they are made available.

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

- School Counselors with 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 addresses 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.