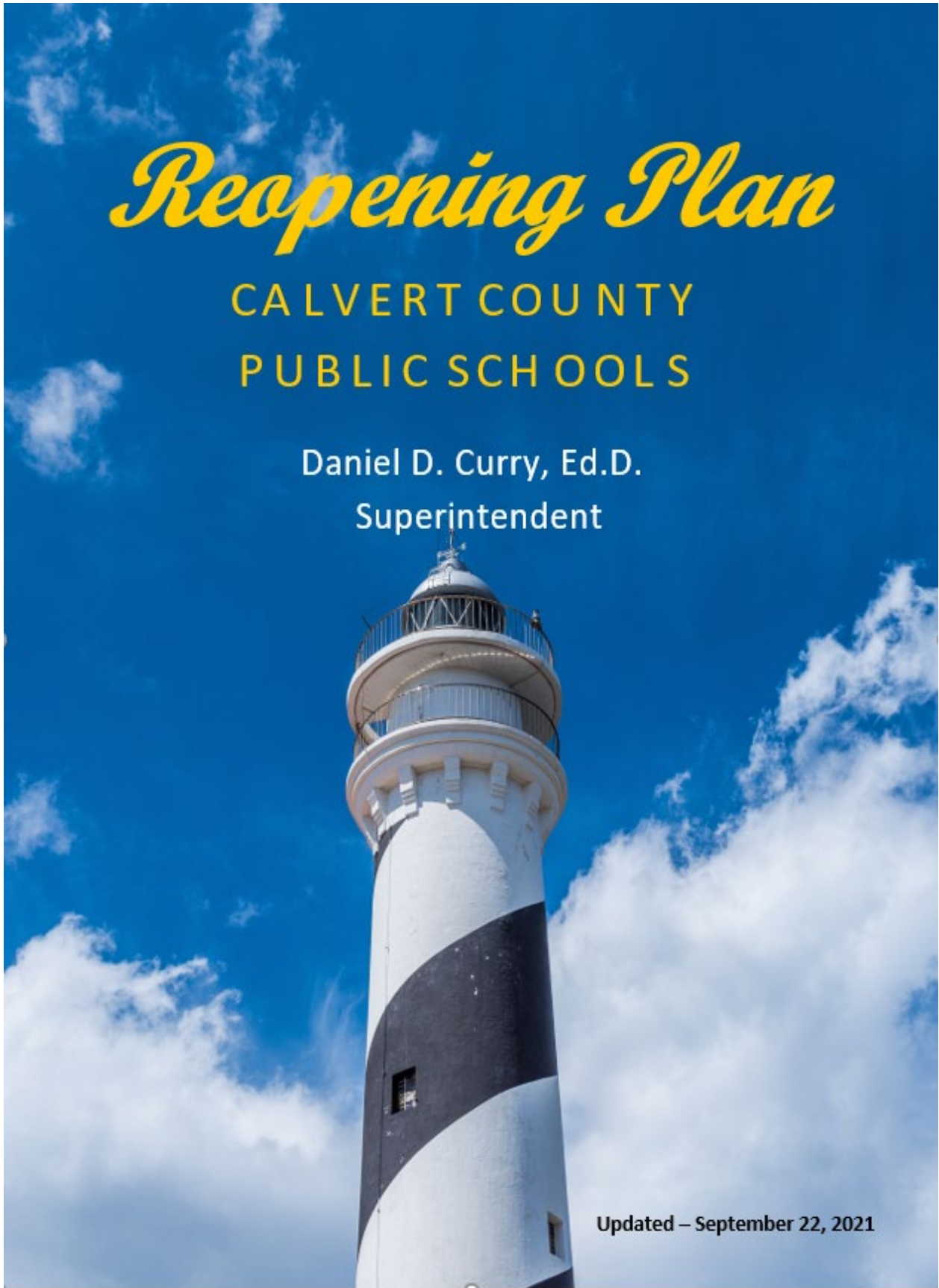


Reopening Plan

CALVERT COUNTY
PUBLIC SCHOOLS

Daniel D. Curry, Ed.D.
Superintendent

Updated – September 22, 2021



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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 20
3	Local school systems must establish a recovery plan stakeholder group that is representative of their schools and community.	<p>Local school systems must consult with a wide variety of stakeholders when developing the plan.</p> <p>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.</p> <p>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.</p>	Pages 9 and 10
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 22-40

	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 41-61
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 56-59
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.	e 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 11-14 and 56-58
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 14-15 and 18-20

	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 16-18
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 28-31
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 66
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 67

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Introduction

The COVID-19 pandemic has impacted education for the near future. Since March 16, 2020, Calvert County Public Schools (CCPS) began working on a recovery plan aligned to Governor Larry Hogan’s Maryland Strong Roadmap to Recovery and Dr. Karen Salmon, Maryland State School Superintendent released the *Maryland Recovery Plan for Education*.

Strong plans were put in place for staff, students, and families focused on ensuring equitable access to instruction, health and safety of students, staff, and families, instructional programming, building maintenance and cleaning, technology, graduation programs, and personnel concerns. These plans resulted in the ability of Calvert County’s students to access learning through virtual and concurrent instruction.

The Superintendent and the Department of Student Services has maintained 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.

On May 14, 2021, the governor lifted all capacity limits and restrictions regarding public health interventions. CCPS remained in hybrid instruction until the end of the year; however, some students were invited to attend school every day and on Fridays. And on June 15, 2021, Governor Hogan announced the end of the Covid-19 State of Emergency stating, “All emergency mandates and restrictions will be terminated as of July 1. There will no longer be any statewide mask order in effect for any settings, including schools, camps, and childcare facilities.” He indicated that there would be a 45-day grace period to transition out of the pandemic.

CCPS has reopened our school system and revised many of our pandemic guidelines. These guidelines were shared at the July 15, 2021, Board of Education (BOE) meeting. The presentation can be found at this link: [July 15 BOE Meeting](#) under Action Items 7.06. This plan has been developed since this presentation and will be posted on our website by July 30, 2021, biannual updates through September 30, 2024.

Stakeholder Information

Calvert County sent monthly parent surveys during the Covid-19 closures. The feedback from these surveys were 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, Assistant Superintendents, Directors of Instruction, Transportation, Finance, Procurement which includes Child Nutrition, Student Services, Special Education, Information

Technology, Human Resources, School Facilities, Construction and our Supervisor of Equity, Coordinator of School Safety, and our Public Information Officer. 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 Superintendent provided regular updates at bi-monthly Calvert County Board of Education (CCBOE). CCBOE, the superintendent and the CCPS staff received and responded to numerous emails and phone calls regarding the CCPS Recovery Plan and the CCPS Reopening Plan.

The Reopening Plan was presented and shared publicly on the July 15, 2021, CCBOE meeting with an opportunity for public feedback. All Administrators and Supervisors, which includes Principals and Assistant Principals (A&S) were provided an opportunity during Summer Leadership to ask questions and provide feedback on the Reopening Plan and the use of the ESSER III funds. Feedback from the public, staff, and associations was used to refine the CCPS Reopening Plans.

Regular Review of the Reopening Plan will be developed to provide stakeholders an 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
2. Bi-annual Survey to Parents, Staff, and Students
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 Health and Safety Meetings

Return Plan

Calvert County Public Schools have determined that schools will reopen to full instruction in the fall of 2021. This means that schools will return to **full capacity and instructional programs**. To do this safely for all students and staff, the following guidance will be implemented.

Health and Safety Guidelines

Current Mask Guidance:

- Due to vaccination restrictions, the only protection against COVID-19 for students under the age of 12 is proper hand hygiene, respiratory etiquette, social distancing, screening, testing, quarantine, and wearing a mask.
- **Calvert County Public Schools will require all staff, students, and visitors in all schools PreK-12 to wear masks in school buildings regardless of vaccination status.**

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 in regard to 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](#).

Contact Tracing:

- Calvert County Public Schools will apply guidance from Maryland Department of Health (MDH) and Calvert County Health Department (CCHD) to perform contact tracing for any confirmed positive case where the possibility of staff or student exposures exists.

Health Education Staff/Students/Parents:

- Provide basic information on COVID-19 and good hygiene practices (teach and reinforce handwashing with soap and water for 20 seconds or use of hand sanitizer).
- Staff will watch Safe School Training Video at beginning of school year (Coronavirus: Managing Stress and Anxiety).
- 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 COVID-19 symptoms prior to sending students to school.
- HR/School Administrator to communicate with staff screening expectations prior to reporting to work.
- CCPS will continue to work with the CCHD to coordinate clinics to plan and administer COVID and Influenza vaccines to unvaccinated staff and students, including when authorization is given for students under the age of 12 to receive the COVID vaccine. Fall flu clinics for staff and students are presently being planned.

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 students.
- Staff and students will practice hand washing prior to and after each student interaction or use of alcohol hand sanitizer.
- Building service workers will sanitize commonly touched surfaces, such as counters, health room beds with disinfecting wipes or cleaners after each student/staff interaction around the surface area used.
- Staff will maintain social distancing between students when possible.
- Teacher will notify nurse or office prior to sending ill students to the health room.
- Teacher will use supplies provided to handle basic first aid care in the classroom, when possible.
- School nurses will do assessments or visits to the classroom 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.
- Face coverings will be applied to any student or staff with suspected respiratory illness who was not required to wear one as per the school system policy.
- 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 report positive COVID-19 student cases to School Health Supervisor.
- School nurses will report positive COVID-19 staff cases to School Administrator/Human Resources (HR).
- School nurses will maintain information on all suspected COVID-19 students/staff on the **Line List for COVID-19 Tracking Document**.
- School nurses must wear recommended PPE and practice proper hand hygiene after leaving isolation area. Nurses must implement proper hygiene practices when moving between student treatment areas.
- School nurses will provide COVID-19 testing for staff and students meeting the conditions for administering a test when consent has been given.

Management of Positive COVID-19 Cases:

- CCPS will follow guidance from the CCHD for all positive cases affecting the instructional day or any extracurricular activities.
- HR will track staff who have been exposed to or tested positive for COVID-19.
- Any exposed staff/student must self-isolate at home for 10 days.
- Positive staff/students who are asymptomatic may return to school/work following the most recent guidance from MDH and CCHD.
- Positive staff/students with symptoms may return to school/work following the most recent guidance from MDH and CCHD.
- HR will notify school administration when a staff member is able to return to work.

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

- **Calvert County Public Schools will require all staff, students, and visitors in all schools PreK-12 to wear masks in school buildings regardless of vaccination status.** Medically fragile, very young, or sensory sensitive students may not be able to tolerate wearing a face covering.
- Students should not be excluded from instructional activities if unable to wear a face covering.

- When wearing a face covering is not possible, staff should ensure other safety measures, such as social distancing or utilizing a barrier, are implemented.

Screening:

It is the responsibility of all families and staff members to self-assess before entering a school bus or CCPS facility 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 10 days?
- Has the individual or anyone in the family been exposed to COVID-19 and asked to isolate for 10 days? If yes, who was directed to isolate and what date did the isolation start? **(Ensure isolation time is up and no symptoms were present during the 10-day isolation time.)**
- Has the individual or anyone in the family tested positive for COVID-19? If yes, who and when? Were they having any symptoms? **(If not having symptoms the individual can report for testing or services if 10 days have passed since positive test.)**
- If unsure if it is safe for an individual to report for instructional services, consult with the Department of Student Services.
- If a student becomes ill while at school, the student must be sent home as soon as possible and can only return to school with evidence of negative testing or a health care provider's note.
- If a staff person becomes ill while at school or during the school day, they must stop immediately, notify the building administrator, and the staff person is to leave the building immediately.
- Note: The notification to families and staff members must be compliant with HIPPA in maintaining confidentiality regarding health issues.

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

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.
- Measures for the upcoming school year will include the following:
 - 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 for optimal air flow

Classroom Set-Up:

Classrooms will be set up with desks returned for normal instruction and separated for social distancing to the greatest extent possible. It is known that when all students return, it will be difficult to social distance in classrooms and lunchrooms.

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

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.

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

High touch surfaces, to be cleaned more frequently include, but are not limited to, the following:

Tables, doorknobs, light switches, countertops, handles, hand railings, door windows, telephones, door plates, phones, keyboards, toilets, faucets, sinks, etc.

Suspected Contamination Procedures:

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

- Pre-spray the room with disinfectant 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 will increase to maximum capacity regardless of household or daycare. CCPS will only be able to route a student to one stop on one bus and will not be able to accommodate different stop requests. Additionally, no guest riders will be permitted on school buses.

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 Reopening Plan 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 Association (MVA) School Vehicle Safety division. Also, as outlined in COMAR, all buses with between thirteen and fifteen years of service are inspected one additional time per year by MDOT MVA

Masking:

Currently, all public transportation requires masking. Therefore, CCPS will require face masks on all school buses and provides disposable masks to the drivers and bus assistants for distribution to students who forget their or when their mask breaks. Students must wear face coverings on board the bus as they are able (as some students with medical or sensory issues cannot tolerate them). When appropriate for individual students, Transportation will collaborate with families and appropriate school system staff to develop and implement social stories, behavior plans, and other strategies to assist these students to develop their capacity to wear face coverings and maintain social distance. Students who do not have a medical or sensory issue, which is verified through the school-based administration and nursing staff but fail to appropriately wear a face covering, will be transported on the bus but referred to the school administration for appropriate behavior intervention.

Ventilation:

To enhance air circulation, the windshield fans should be operating passenger window(s), at least one roof hatch and the driver's window will be open, 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 will 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 and disinfect the high touch areas of the bus after the bus parks after each morning, midday, and afternoon route. High touch areas include, but are not limited to, bench seats, seat backs, walls, passenger windows, handles on emergency windows, roof hatches and

doors, safety vests, wheelchair liftgate and securement equipment, grab rails, dashboard switches, the steering wheel, and the transmission shifter.

Contact Tracing:

To facilitate contact tracing, bus drivers and bus assistants (on routes where one is assigned) will maintain a seating chart and attendance sheet for each bus run to each school. Children living in the same household and riding the same bus will be assigned to the same seat. Transportation, school nurses, Student Services staff, bus contractors and bus assistants will collaborate on student attendance data, when contract tracing is necessary. Also, audiovisual recording data from the buses can be utilized for contact tracing. Also, each bus driver and bus attendant will “log in” to each bus, each trip, using a mobile data terminal CCPS has installed on buses.

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

Bus Service for 2021-2022:

Parent/Guardian Transporting Students

CCPS surveyed parents and guardians regarding transportation for the 2021-2022 school year. Parents’ responses indicated if students would ride the bus, drive themselves, or if the parent/guardian would provide transportation. This allowed the CCPS Department of Transportation to plan for the ridership of routes in Calvert County.

Four Tier Schedule

CCPS will follow a four-tier schedule for the 2021-2022 school year. This new student transportation and school day schedule will equalize the instructional time among our elementary and middle schools and increase student and staff safety by reducing traffic congestion at the Plum Point, Northern, and Windy Hill campuses. Also, students enrolled in different schools will no longer share buses. Again, CCPS will only route a student to one stop on one bus and will not be able to accommodate different stop requests. Additionally, no guest riders will be permitted on school buses.

Bus stop locations, bus routes, and bus numbers are available through the Bus Stop and School Locator and were sent to parents/guardians in mid-August. Please ensure any address changes are communicated to your student’s school before then, so students are assigned to the appropriate bus stop.

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

Patuxent High School	7:15-2:15
Huntingtown High School	7:15-2:15
Northern High School	7:15-2:15
Calvert High School	7:35-2:35

Calvert Country School	7:45-2:45
Career & Technology Academy*	7:35–10:05 and/or 11:05-1:40

*CTA students ride shuttle buses from their home high school to the CTA, then back. There is no direct busing.

Second Tier

Calvert Middle School	8:00-3:00
Mill Creek Middle School	8:00-3:00
Northern Middle School	8:00-3:00
Plum Point Middle School	8:00-3:00
Sothern Middle School	8:00-3:00
Windy Hill Middle School	8:00-3:00

Third Tier

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
Windy Hill Elementary School	8:45-3:30

Fourth Tier

Barstow Elementary School	9:15-4:00
Beach Elementary School	9:15-4:00
Patuxent-Appeal Campus	9:15-4:00
Plum Point Elementary School	9:15-4:00
St. Leonard Elementary School	9:15-4:00
Sunderland Elementary School	9:15-4:00

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 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

- School meals will be available to all students at no charge through June 30, 2022; à la carte food and beverage options may be purchased at selected sites.
- Schools and the Child Nutrition Office will encourage parents/guardians to utilize the online payment system, [MySchoolBucks](#).
- Students in cafeteria serving lines will follow CCPS guidance on social distancing protocols whenever possible.

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.
- Menu substitutions will continue to be made for all students who have a medically documented special dietary need.

Bulk self-service areas

- Fruit and vegetable bars will be discontinued until further notice; however, fruits and vegetables will be offered as part of the school meal.

Utensils and Condiments

- Utensils will be prepackaged or placed on student tray by server.
- Condiments will be prepackaged as individual servings or placed on student tray by server or Lunchroom Monitors.
- Elementary Schools – utensils and condiments will be provided by Lunchroom Monitors.
- Secondary Schools – utensils and condiments will be placed on meal trays by a Child Nutrition staff member on the serving line.

Checkout:

- Elementary Schools – No ID numbers need to be entered for breakfast and lunch participation. ID numbers will be entered by cashiers to complete any purchase of milk or water.
- Secondary Schools – No ID numbers need to be entered for breakfast and lunch participation. ID numbers may be entered by students purchasing à la carte items, provided they use hand sanitizer.

Meal consumption:

- Students will typically consume meals in the cafeteria.
- Students will be seated in cafeterias in a cohort group whenever possible.
- 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

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

- Continuing with [the CCPS 5-Year Action Plan to Address Cultural Proficiency](#)
- 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.
- Goal 2: Establish relationships with student groups, the community, Maryland school districts, and organizations connected to the work of cultural proficiency and minority achievement.
- Goal 3: Elevate access to academic success and achievement for each student through culturally responsive curriculum and instruction.
- Supporting Building Equity Teams in meeting their mission of “building the knowledge and skills we need as educators to remove the existence of bias and inequity in our spheres of influence.”
- Providing social emotional learning to support the whole child.
- Build a Multi-Tiered System of Supports (MTSS), a research-based framework that provides teachers with the tools they need to quickly identify students’ challenges and the most effective way to address them.
- Providing curriculum guidance documents that identify and prioritize standards using adjusted pacing guides and scope/sequence to inform instruction.
- Including instructional resources to be used by classroom teachers that promote a safe and secure learning community that is inclusive, culturally responsive, and accessible for all learners.

- Analyzing disaggregated data across content areas to identify gaps in academic achievement.
- Using formative assessments to adjust instruction and instructional groupings based on individual student needs
- Building the capacity of all teachers to incorporate technology into instruction

Instructional Program

We cannot give enough praise to our staff and community for the cooperation we shared during virtual and concurrent instruction during the previous two school years. Our staff aligned Schoology to make navigation easier for students and parents. They attended professional learning opportunities offered by Supervisors and the Office of Digital Learning to ensure that instruction was delivered in effective and engaging ways. School administration, counselors and support staff provided a variety of supports in place to connect with students throughout the year and provide additional services when necessary. Moving forward, CCPS will provide additional professional learning and collaboration opportunities to support staff and students returning to full instruction.

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. Throughout the summer of 2021, supervisors have worked with specialists and teachers to update curriculum and expectations for the school year.

Assessment

CCPS administers the *NWEA Measures of Academic Progress (MAP)* assessment three times during the school year. Last year, MAP assessment results showed that most students did continue to learn during the school year. However, some of our most highly abled students and most challenged learners did not demonstrate the same amount of growth that they had shown in previous years. Additional CCPS benchmark assessments were used to track the progress of students in specific courses and inform teachers of student progress.

As we approach full instruction, CCPS will continue to administer MAP Assessments in grades K-12. The MAP assessment will be administered in grades K-5 in the fall, winter, and spring, and 6-12 students in winter and spring. CCPS benchmark assessments 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 Benchmarks per year
9-12	Alg2, HAlg2	4 Benchmarks per year
11-12	AP Lang	2 Benchmarks per year
11-12	AP Lit	2 Benchmarks per year
9-12	Biology	2 Benchmarks per year
10-12	Calculus	4 Benchmarks per year
2nd, 3rd, 7th, new 4th & ESOL (3rd & 4th)	CogAT	Once per year
10	English 10	3 Benchmarks per year
11	English 11	3 Benchmarks per year
12	English 12	3 Benchmarks per year
9	English 9	3 Benchmarks per year
9-12	Financial Literacy	1 Benchmark per year
9-12	Geo, HGeo	4 Benchmarks per year
10-12	Government	4 Benchmarks per year
7	Health	1 Benchmark per year
10-12	HPCalc	4 Benchmarks per year
9-12	IntAlg	4 Benchmarks per year
KG	KRA	Once per year
K-12	MAP Math/ELA	3 times per year
6	Math 6	4 Benchmarks per year
7	Math 7	4 Benchmarks per year
7	Math 7	4 Benchmarks per year
8	Math 8	4 Benchmarks per year
8	Math 8	4 Benchmarks per year
9-12	Matter and Energy	2 Benchmarks per year
3rd-8th, 10th	MCAP ELA	Once per year
Gov	MCAP Government	Once per year
3rd-8th, Alg 1	MCAP Math	Once per year
10-11	MCAP MISA	5th, 8th and High School
8th	MCAP Soc. St. 8	Once per year
10-12	PCalc	4 Benchmarks per year

12	PE Electives	1 Benchmark per year
PK	PK Math	2 Benchmarks per year
10-12	Principles Accounting	3 Benchmarks per year
10-11	PSAT	Once per year
6	Reading 6th-8th	4 Benchmarks per year
1	Reading Fluency	1st-5th 4 times per year
KG	Reading K	Fluency 3 times per year
KG	Reading K RAN	1 time per year
PK	Reading PK	3 Benchmarks per year
PK	Reading PK Oral Language Screener	2 times per year
11th	SAT	Once per year
3	Science 3rd & 4th	4 Benchmarks per year
3	Science 5th	3 Benchmarks per year
6	Science 6th -8th	4 Benchmarks per year
6	Social Studies 6th & 7th	2 Benchmarks per year
8	Social Studies 8th	4 Benchmarks per year
10-12	Statistics	4 Benchmarks per year
10-12	Statistics	4 Benchmarks per year
9	US History	2 Benchmarks per year
11	World History	2 Benchmarks per year

Baseline Data

Our plan for data projections will include our 2019 PARCC data, 2021 fall NWEA Map assessment, and October administration of MCAP as part of our baseline data review. The tables below show the 2019 disaggregated PARCC data and disaggregated average MAP score by grade bands for the past 2 years.

2019 PARCC DATA

ACHIEVEMENT (E/M/H)	PERCENT PROFICIENT					
	MATH			ENGLISH LANGUAGE ARTS		
	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

The chart below shows the MAP average percentile for our K-12 students for the 2019-2020 and 2020-2021 school years.

K-2	Fall 19-20	Winter 19-20	Fall 20-21	Winter 20-21	Spring 20-21
Language Arts	50.40	52.83	73.04	57.35	54.89
Black or African American	43.28	44.30	71.09	54.53	48.43
Hispanic or Latino	52.13	54.26	69.74	55.99	55.39
Multi-ethnic	51.07	50.82	71.96	57.23	54.39
White	51.06	54.14	73.76	57.91	55.87
Mathematics	52.36	55.80	71.03	57.36	53.71
Black or African American	41.71	44.01	65.74	51.70	46.06
Hispanic or Latino	51.83	54.89	69.38	55.80	53.70
Multi-ethnic	51.80	53.03	70.14	55.25	51.16
White	53.85	57.87	72.06	58.65	55.11
3rd-5th	Fall 19-20	Winter 19-20	Fall 20-21	Winter 20-21	Spring 20-21
Language Arts	57.44	57.90	58.10	54.68	53.72
Black or African American	46.94	46.29	48.31	44.38	43.47
Hispanic or Latino	57.07	57.00	55.15	52.99	51.70

Multi-ethnic	57.34	57.21	57.51	54.88	53.08
White	59.33	60.15	60.31	56.85	55.95
Mathematics					
Mathematics	51.09	51.07	50.57	47.62	43.73
Black or African American	38.30	37.85	38.15	34.26	30.67
Hispanic or Latino	49.54	49.10	47.45	45.72	40.73
Multi-ethnic	49.82	50.20	49.98	46.46	41.93
White	53.57	53.64	53.15	50.53	46.71
6th-8th					
	Fall 19-20	Winter 19-20	Fall 20-21	Winter 20-21	Spring 20-21
Language Arts	59.82	60.96	58.48	56.56	54.10
Black or African American	45.76	46.63	46.69	43.49	41.63
Hispanic or Latino	55.22	55.92	57.30	54.60	52.11
Multi-ethnic	59.91	60.98	58.29	55.98	53.35
White	62.65	63.96	60.82	59.20	56.68
Mathematics					
Mathematics	56.60	57.44	54.29	54.66	52.03
Black or African American	40.39	39.25	40.82	40.56	38.13
Hispanic or Latino	51.39	51.89	52.09	50.38	49.21
Multi-ethnic	54.50	55.70	54.52	53.42	51.42
White	59.99	61.15	56.87	57.72	54.81
9th-12th					
	Fall 19-20	Winter 19-20	Fall 20-21	Winter 20-21	Spring 20-21
Language Arts	58.02	59.92	58.63	56.38	54.99
Black or African American	44.89	47.55	48.25	45.33	43.74
Hispanic or Latino	54.38	58.58	52.86	51.30	50.00
Multi-ethnic	58.08	59.77	60.15	56.97	53.16
White	60.62	62.23	60.91	58.87	57.64
Mathematics					
Mathematics	56.51	59.58	49.18	49.75	46.26
Black or African American	44.43	47.83	38.46	37.58	33.68
Hispanic or Latino	52.67	55.69	45.46	46.29	41.34
Multi-ethnic	57.13	61.07	48.14	50.16	46.01
White	59.17	61.92	51.65	52.36	48.89

Determining Data Projections

Following those administration of the fall MAP assessment and the fall MCAP assessments, system and school teams will analyze data base 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. Based on this baseline data set, we will determine projected growth measurements for the spring 2022

MCAP assessments. CCPS will use the winter MAP assessments as a midpoint check to determine how our students are progress toward the projected outcomes.

Instruction

Teachers and students engaged in live and interactive synchronous learning during virtual instruction. Hybrid instruction allowed for students to return to school and teachers to develop new skills in delivering concurrent instruction. Both efforts assisted in reducing the family burden to support student learning, increasing the social emotional learning opportunities that all students need and creating more equitable learning environments for every student.

CCPS will continue to capitalize on the learning that took place last year 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

Teachers and staff attended many professional learning opportunities through the pandemic that supported best practices for instruction and student engagement for virtual and concurrent teaching and learning. Teachers will be encouraged to bring engaging/instructional resources that benefit students as we return to in-person learning.

This year, staff will be provided professional learning in six acceleration practices that will teach ways in which we can maintain high expectations for students while addressing the wide range of knowledge and skills among the students in a class. Our professional learning will help teachers proactively anticipate where and when students may struggle within the curriculum and apply measures to addresses those struggle points in order to meet student needs as they progress through our curriculum. Using our local assessments 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 supports to students when these gaps occur.

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](#).

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

Calvert County has applied for and is administering a Virtual Academy for students in grades 3-12 for families who do not feel that returning to full instruction is the best situation for their students. Several reasons have been cited for this including individual health issues or family health issues, masking mandates, and overall success in virtual instruction. Currently, CCPS will administer a virtual program for students in grades 3-8.

Throughout the summer, CCPS has explored options to provide a virtual program for our high school students. However, due to the low number of student applications and limited staff for this effort, it has been determined that CCPS will not be able to offer the Virtual program as outlined in our proposal and shared in the Virtual Academy Townhall.

For families of high school students who were accepted into the virtual academy and remain interested in a virtual option, CCPS will offer a virtual program that is contracted with APEX Learning. Through this program, students will have access to a Maryland certified teacher who will provide asynchronous instruction 80% of the time and synchronous instruction 20% of the time. A Student Support Specialist will be assigned to work with students who are fully enrolled.

For students enrolled in the virtual academy, CCPS has established the following procedures to track student attendance.

Procedures for Recording Attendance at the Virtual Academy

Overview: When students attend school in one of our school buildings, CCPS uses period 0 (elementary school) and period 1 (middle and high school) for the daily attendance calculations. In each school's attendance timetable, period 0 (ES) and period 1 (MS/HS) span the entire school day, and when students sign in or out, the times are entered in that period 0 or period 1 slot. Class attendance (period by period) entered in TAC has no bearing on a student's daily attendance calculations (which result in a full day present, half day absent, or full day absent). However, in the Virtual Academy, daily attendance calculations will be based on attendance in synchronous classes during each school day. For example, if a student is marked absent for two of the four classes in a day, that student's daily attendance is calculated as a half day absent.

Elementary School:

Elementary school attendance shall be taken during daily synchronous sessions. Attendance for asynchronous sessions will be marked at the end of the week based on completion of work.

- Students will attend six (6) synchronous classes each day. These classes include Reading/Speaking/Listening, Writing/Language, Math, Science, Social Studies, and Related Arts.
- Teachers will take attendance for each class period and mark students absent who do not attend the synchronous class period.

- Teachers will record an absence for any student who attends a synchronous session for less than half of the scheduled session.
- **Teachers shall not record an absence for any asynchronous session; however, teachers will provide a comment indicating if asynchronous assignments were not completed.**

Calculating Attendance

- The denominator will be out of 6 to calculate daily attendance.
 - Full Day Present: Absent 0-2 synchronous sessions per day
 - Half Day Absent: Absent 3-5 synchronous sessions per day
 - Full Day Absent: Absent 6 synchronous sessions per day

Middle School:

Middle school attendance shall be taken during daily synchronous sessions. Attendance for asynchronous sessions will be marked at the end of the week based on completion of work.

- Students will attend four (4) synchronous classes each day.
- Teachers will take attendance for each class period and mark students absent who do not attend the synchronous class period.
- Teachers will record an absence for any student who attends a synchronous session for less than half of the scheduled session.
- **Teachers shall not record an absence for any asynchronous session; however, teachers will provide a comment indicating if asynchronous assignments were not completed.**

Calculating Attendance

- The denominator of 4 will be used for the synchronous classes to calculate daily attendance.
 - Full Day Present: Absent 0-1 synchronous sessions per day
 - Half Day Absent: Absent 2-3 synchronous sessions per day
 - Full Day Absent: Absent 4 synchronous sessions per day

High school:

High school attendance will be taken weekly for students through the APEX teachers.

Students complete 7 credits in a school year. Students focus on 3-4 courses daily each semester.								
Period	Time	M	T	W	Th	F	M-F 8am - 8pm	
1	8:00-8:20	Advisory* with Student Success Coordinator & SEL Activities						Tutoring
2	8:20-9:40	Course 1 (ex. English I)	Course 1 (ex. English I)	Course 1 (ex. English I)	Course 1 (ex. English I)	Course 1 (ex. English I)		

3	9:45-11:05	Course 2 (ex. Algebra I)	Course 2 (ex. Algebra I)	Course 2 (ex. Algebra I)	Course 2 (ex. Algebra I)	Course 2 (ex. Algebra I)
4	11:10-12:00	Lunch				
5	12:00-1:20	Course 3 (ex. Elective)	Course 3 (ex. Elective)	Course 3 (ex. Elective)	Course 3 (ex. Elective)	Course 3 (ex. Elective)
6	1:25-2:45	Course 4 (ex. Biology)	Course 4 (ex. Biology)	Course 4 (ex. Biology)	Course 4 (ex. Biology)	Course 4 (ex. Biology)

Calculating Attendance

What should a teacher enter in TAC if a student arrives late to or leaves early from their class?

- o If a student is present for more than half of a synchronous class, the teacher should NOT mark the student absent. Instead, the teacher should enter the tardy (T) or released early (R) attendance code that specifies the number of minutes missed. The T and R codes are listed below. The teacher may enter comments but should NOT enter any arrival or dismissal times.

Grade	Office	A	T	P	Code	Dismiss Time	Arrive Time	Comment
11		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	p	X	X	
11		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	p			
12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	p			
12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	p			
11		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	p			

These procedures help ensure that attendance entries and calculations remain consistent for state reporting, and they keep attendance entries relatively simple and straightforward for teachers

Additional note:

- The current tardy (T) and released early (R) codes available for teachers in TAC are:

R15	Released Early: 01-05 Minutes
R610	Released Early: 06-10 Minutes
R1120	Released Early: 11-20 Minutes
R2130	Released Early: 21-30 Minutes
R3140	Released Early: 31-40 Minutes
R4150	Released Early: 41-50 Minutes
R5160	Released Early: 51-60 Minutes

T15	Tardy: 01-05 Minutes
T610	Tardy: 06-10 Minutes
T1120	Tardy: 11-20 Minutes
T2130	Tardy: 21-30 Minutes
T3140	Tardy: 31-40 Minutes
T4150	Tardy: 41-50 Minutes
T5160	Tardy: 51-60 Minutes

These T and R codes have no bearing on daily attendance calculations. Students will be counted as present for the class with regards to daily attendance calculations, but the T and R codes serve as a way for teachers and/or attendance secretaries to notate how much class time was missed as a result of arriving late (signing in) or leaving early (signing out).

Attendance for students placed on Required Quarantine (RQ) due to COVID-19 exposure, symptoms, or positive test

This information has been shared with school administrators, supervisors, directors and staff. Principals communicated expectations with each school community. Contact tracing teams reiterate expectations when working with families.

During the 2021-2022 school year, students will be asked to quarantine when they have either contracted COVID-19 or when they have been exposed. In most cases, students will still be well enough to access instruction, and CCPS will be providing learning opportunities for students.

When a student is exposed to or tests positive for COVID-19, the school and parents will work together to ensure that all students who will be required to quarantine are contacted by phone and receive a letter outlining the quarantine procedures. General letters of positive cases are shared with the school community.

When CCPS or the CCHD directs a parent to keep their student home from school until further medical attention is sought because of a report of tier 1 or 2 symptoms OR when a parent notifies the school that the student is exhibiting tier 1 or 2 symptoms and is keeping the student home, the school team will provide the RQ code in attendance and provide Teams Link(s) or Learning Packets until the parent follows up with the school nurse or CCHD.

Please allow up to 24 hours for the school to notify teachers of the RQ code and to provide access and/or learning packets.

Recording attendance

Students who are on a required quarantine will be marked in eSchool using a new code (RQ) *Required Quarantine*. This code should be used by the attendance secretary to alert teachers and parents that the student is not present due to a COVID-19 related quarantine. This code indicates that the child was **absent legally** as directed by a health professional for COVID-19 related exposure, symptoms, or positive testing. These absences will not count against a student's attendance for promotion/retention should the student exceed the absences allowed for school level (elementary – 20, middle – 18, and high- 16).

Notification to staff

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. The school nurse will communicate any required quarantine to the school administration and the attendance secretary.

- The attendance secretary will preload the RQ code for Required Quarantine for 10 calendar days in eSchool in each period's attendance slot for the student, including the primary attendance period (0 for elementary, 1 for secondary).
- If the school nurse verifies a student is released from required quarantine earlier than ten (10) calendar days, the attendance secretary will be notified and the RQ code will be changed to reflect the date the student is permitted to return to school.
- School administration will develop a process for notification to teachers of students on Required Quarantine (RQ), so the teacher will be able to provide Teams links for students as indicated below.
 - This process may include publishing a confidential list; expecting teachers to review TAC attendance for students with the RQ code; or notifying teachers confidentially by another method.
 - This process should ensure that teachers who do not have access to TAC such as related service providers, ESOL, elementary band teachers, librarians, school counselors, etc. are properly notified of students on RQ.

The RQ code will only be available to school attendance secretaries.

Providing learning activities for Prek-2 students

Calvert County Public Schools has planned a 1:1 laptop initiative for grades 3-12. CCPS provides small sets of iPads in our PreK-2 classrooms. Instruction in these classrooms is typically differentiated and provided in small groups and rarely have a single point of instruction. CCPS determined that due to age, developmental level of students, instructional approaches, and access to devices and internet, learning packets will be provided to our youngest learners who are on quarantine. The learning packets are independent, recursive practice aligned to standards and serve as a base for learning each month.

Teachers may provide supplemental activities as necessary to support each student. Students can continue to work online in Dreambox and Lexia if the family has access to a device and internet. Additional instructional supports will be provided when students return.

Calvert County is currently surveying Prek-2 parents to see who would have access to a personal device and connectivity during school hours. The survey will go out to parents the week of September 20.

Students in PreK-2 who are required to quarantine will be provided with learning activities to be completed at home that:

- align to the content standards in ELA, Math, Science and Social Studies that were recently or that are currently taught.
- include learning activities for at least five school days.
- are designed for the student's independent and instructional levels.
- can be completed with minimal to moderate parental support based on the student's developmental level.

- can be completed with supplies the student has in the home.
- should be turned in for scoring and or feedback. (Classroom teacher will identify which activities from the packet need to be submitted for a process grade.)

Related Arts teachers should provide learning activities that can be completed at home that are:

- aligned to the content standards that were recently or are currently taught.
- are designed for the student’s independent and instructional levels.
- can be completed with minimal to moderate parental support based on the student’s developmental level.
- can be completed with supplies the student has in the home.

Teachers in each grade level will determine the content of the packets as outlined above and prepare materials for families. Each school will arrange for parents and/or guardians to acquire the activities.

Grading and Assessments

The learning activities provided to students should be turned in to the teacher upon the student returning to school. The teacher will provide feedback to the student on completed work. The teacher will identify which activities from the packet will be graded and entered as a process grade in Teacher Access Center. Students will participate in assessments upon their return.

Providing learning activities and teams links for 3-12 students

Recording Class Attendance

Teachers are notified through TAC and/or by the administration using the school determined process of notification.

Teachers will monitor the RQ code in TAC daily. When the RQ code appears in TAC, the teacher will follow the directions under “Setting Up Teams Links” below to provide access to the student(s) to be able to attend class virtually. No other students will receive access to attend class virtually at this time, as students must attend school daily unless they are on RQ. If a teacher does not have access to TAC or the class is not in TAC, the administration will notify the teacher using an alternate method.

All teachers with classes in TAC must enter the PAVP code (Physically Absent Virtually Present) for RQ students who attend class virtually via the Teams link.

It is important that all teachers accurately enter the PAVP code for students on RQ who have joined class via the Teams link.

Setting Up Teams Links

By September 3, 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, click this link. [How to Create a Teams Invite](#)

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

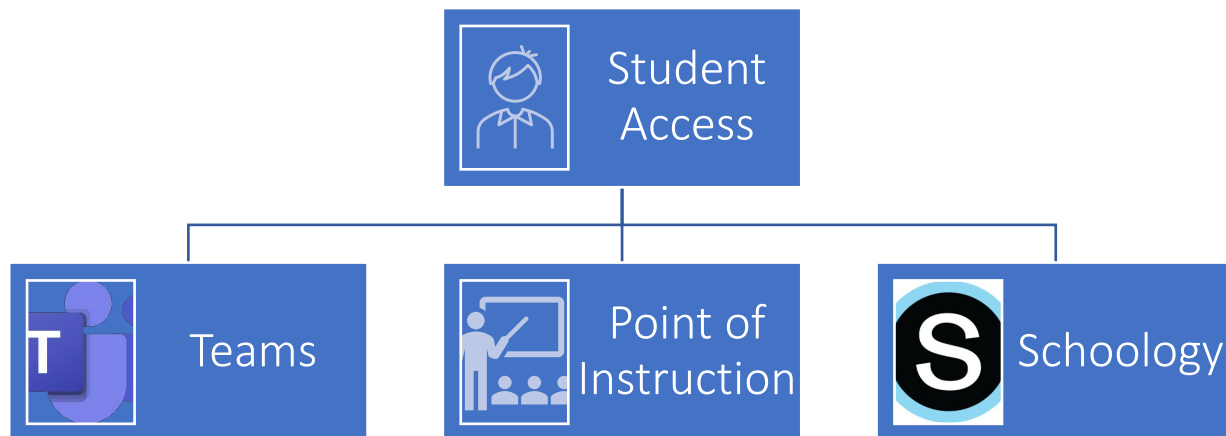
To allow students on RQ access to live instruction and ask questions as needed, teachers are required to share their point of instruction. During live instruction, teachers shall utilize their teaching station to either share their screen and or use the web camera found on the Hovercam.

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.



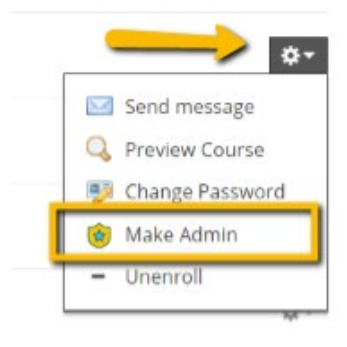
Teacher Absences

When a teacher is absent, he/she will provide plans for the substitute. Students on RQ must be able to access assigned learning activities. Providing plans through Schoology will support both in-person students and students on RQ.

It is recommended that co-owners be created in Teams, so that new class meeting links can be set up when a teacher is out longer than three (3) days. Administrators should consider using a similar process as they did last year during hybrid instruction. Consider the following:

1. The school needs to designate co-owners for each of the teachers. (Some schools used their floating substitutes, some schools designated the AP, some schools designated admin per grade level, etc.)
2. The teacher adds the designated person as a co-owner to the Team and Schoology course.
3. The teacher will designate co-owners as "admin" in Schoology and/or add them as a "teacher" in Teams. If a new meeting needs to be set up, the co-owner will create a new link to generate to the students' calendars for that day or duration only. Co-owner will enable the lobby feature.

Schoology:



Teams:

Add people to "Math Block 1"



4. Co-owner will permit only those on the QR list from the lobby to join the meeting for live instruction.
5. All teachers and administrators have been enrolled in an Office of Digital Learning course: CCPS Technology Tools and Resources. This course has resources on using Schoology and Teams effectively.

Revision to Perfect Attendance Recognition for 2021-2022

Due to COVID and the necessary precautions and restrictions regarding required quarantine, Calvert County Public Schools has made the decision not to recognize perfect attendance for the 2021-2022 school year. This will be a "no fault" year meaning that students who are working toward consecutive years of perfect attendance will not be impacted. Absences for the 2021 - 2022 school year will not impact a student's recognition for consecutive years of perfect attendance in future years.

In our current procedures, a senior is eligible to earn the perfect attendance award if they have earned perfect attendance all four years of high school. This year, seniors would remain eligible for this award if the senior has had perfect attendance in grades 9, 10, and 11.

All other students will continue to receive awards for consecutive years of perfect attendance even if they have absences this year.

As a system, we do not want to encourage any student to attend school because of this award when they may have been exposed to or have tested positive for COVID 19, or, in general, are too sick to attend school.

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 required to quarantine due to a COVID-19 exposure or diagnosis must be provided access to instructional learning opportunities, including support from an ESOL program teacher.

ESOL teachers should consider the guidance below in determining how to support ELs during a COVID-19 exposure or diagnosis.

Considerations for English Learner Support
Pre-k through 2 nd Grade Students

Students will receive an instructional packet during quarantine. The classroom teachers must determine the adaptations required to provide the student appropriate access and allow for progress in the curriculum based upon WIDA ACCESS level. As a support, the ESOL teacher will:

- Schedule an initial check-in with the parent/guardian on the first school day of the Required Quarantine (RQ) 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	Examples Supports for Literacy	Examples of Supports for Math
<ul style="list-style-type: none"> • Rephrase questions and directions • Send an image of a processing chart and a modeled problem via email (if possible) • Verbatim reading of text and questions • Providing the student with wait time to process information 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 or 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 is 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, ESOL teachers should offer weekly virtual instructional support.

3rd through 12th Grade Students

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

Teachers (General and ESOL) 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 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 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 English Language Services Pull-Out Services	
Pre-k through 2 nd Grade Students	3 rd through 12 th Grade Students
<ul style="list-style-type: none"> • 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. <i>(Refer to the guidance regarding missed services.)</i> • If the student does not have access to technology, schedule check-ins through the parent. 	<ul style="list-style-type: none"> • 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. <i>(Refer to the guidance regarding missed services.)</i>

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 can't 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		
Pre-k through 2 nd Grade Students		
<p>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 the IEP Goals and Objectives. Here are considerations to support the implementation of SDI through a learning packet:</p> <ul style="list-style-type: none"> • 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	Examples of SDI Supports for Literacy	Examples of SDI Supports for Math

<ul style="list-style-type: none"> • Rephrase questions and directions • Send an image of a processing chart and a modeled problem via email (if possible) • Verbatim reading of text and questions • Providing the student with wait time to process information 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 or two-dimensional manipulatives or pictures/images to support problem solving.
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- Schedule a mid-point check-in with the parent/guardian to discuss how the students is performing. Consider the following for your check-in:
 - Review key problems or tasks you had the student complete 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.

3rd 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

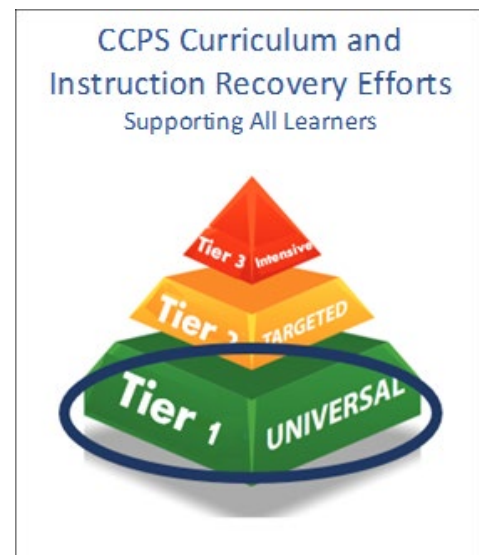
Provision of Related Services Outside of the General Education Environment

Pre-k through 2 nd Grade Students	3 rd through 12 th Grade Students
<ul style="list-style-type: none"> • If the student has access to technology, schedule a Teams meeting for the regularly scheduled session. 	<ul style="list-style-type: none"> • Create and share a Teams link with the student for the regularly scheduled session.

<ul style="list-style-type: none"> • Document attendance of the student. If the session is missed, note the absence. (<i>Refer to the guidance regarding missed services.</i>) • 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. 	<ul style="list-style-type: none"> • Document attendance of the student. If the session is missed, note the absence. (<i>Refer to the guidance regarding missed services.</i>)
<p>Related services scheduled inside the general education classroom will need to be made up once the student has returned to school.</p>	

Documenting Services Provided During the Required Quarantine	
Special Education Case Managers	Related Service Providers
<ul style="list-style-type: none"> • Access the Required Quarantine Service Log in the 0365 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 (*). <p><i>(*) Refer to the example in the Required Quarantine Service Log</i></p>	<ul style="list-style-type: none"> • 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 2020-2021 school year,
- **additional resources to support identification of gaps in the learning and mastery of CRR standards** related to adjustments made during the 2020-2021 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

As a result of the impact of COVID-19 over the previous two school years, CCPS students may not have received full content coverage and skill acquisition in their 2020-2021 courses. As a result, instructional supervisors have created reopening 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 *MAP* universal screener will continue to be administered in Grades 2-5 in the fall, winter, and spring and 6-11 in winter and spring, 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, the use of tiered assignments, 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 Integrated Literacy

Elementary 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 Foundations, Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language).

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 PreK - 3 to identify the reading foundational standards (1, 2, and 3) and skills necessary for all students to be efficient in print concepts, phonological awareness, phonics, and word recognition. These guidance documents will include developmentally appropriate learning progressions and instructional resources and strategies.
- Instructional resources will be provided that allow for scaffolding and supports from the prior grade. Consideration of skills needing mastery to reach new grade level standards will help to reduce learning gaps for all. Resources provided for teachers and students will include curriculum-embedded scaffolded supports, acceleration practices considerations, teacher created videos that model instruction and allow for student practice, lesson plans using the gradual release model, and student learning activities including online tasks. Lessons and activities integrate and reinforce reading, writing, language and speaking and listening standards and resources.
- Continuation of Lexia Reading as our 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. The supervisor, as well as literacy coaches and teacher specialists, will be available weekly for designated Microsoft Teams meetings to provide professional learning opportunities, support analyzing data, and planning for instruction to meet the needs of all learners. School-based general and special education teachers, including ESOL and Title 1, currently being trained in Language Essentials for Teachers of Reading and Spelling (LETRS) and Early Childhood LETRS can provide support by sharing literacy instructional best practices, use of teacher resources, and assessment options that will help to identify student learning needs. Continued technology professional learning will need to continue for teachers and students.

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 identify recommended texts and 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' learning loss 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 through the use of databases and eBooks. We will continue to

promote the foundational learning of literacy skills through inquiry and exploration and engagement with text and online resources.

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 instructional resources 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 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 are varying levels of proficiency or require support with prerequisite knowledge and skills.

PreK-12 Physical Education and Health

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

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 to be trusted adults for students during this stressful time while teaching students age-appropriate skills to develop the mind-body connection, improve mental health, and enhance overall wellness. Health and 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. Students will be assessed for prior knowledge and if needed, that prior knowledge will be amended to support students to 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 will move forward with its integrated program of study combining historical inquiry with literacy skills and processes, all of which is aligned with the Maryland Social Studies framework, including the adopted College, Career, and Civic Life Standards, and the Maryland College and Career Ready Standards. Teachers are expected to cover the comprehensive CCPS social studies curriculum. Instructional materials specifically designed to support the curriculum will be available to teachers through the CCPS Schoology learning management system. Teachers will be supported in their understanding of skills and processes expectations through systemic professional development, on-demand professional learning videos, quarterly webinars, and PLC meetings in grades 1-5.

Secondary Social Studies

The Secondary Social Studies program in grades 6- 12 is aligned with the Maryland Social Studies framework, including the adopted 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, and they are aided by resources and materials specifically designed to support their instruction. Additionally, teachers will be supported in their understanding of the curriculum and skills and processes 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 will include: (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.

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 be offered in a fully in-person format for School Year 2021-22. CTE courses are not available through the Virtual Academy.
- Each MSDE-approved Program of Study has been reviewed to determine critical/core content most essential for completion of certification and career preparation. In some cases, content was re-ordered/shifted and/or revised during instruction in the school year 2020-21. Continued modifications to account for these changes in the progression of pathway courses will be necessary and important. In some cases, content and/or skills which would have been taught earlier in a pathway may have been shifted to later courses in the progression. Therefore, it is essential that all CTE instructional staff be mindful of where those shifts occurred as they will impact students not only in the 2021-22 school year, but, beyond until completion of the pathway.

- Considerations have been made for students who elected to remain virtual for CTE courses in Spring 2021 and therefore have not had the same in-person or hands-on experiences or practice as other students. In some cases, opportunities will be provided in those programs where a particular number of lab or practical hours are required (such as Cosmetology) so that students can gain additional experience.
- A review and, as needed, re-teaching of safety protocols and basic tool-usage will be an important instructional focus area as all students return to in-person CTE instruction to ensure all students are prepared to meet important safety requirements. This may include re-administration or initial administration of some safety-oriented exams such as the Occupational Health and Safety Administration (OSHA) certification and/or American Red Cross First Aid and Safety/CPR certification.
- A review of all certification exams to determine precise requirements for each certification has been conducted to determine areas of concern or areas that will require modification. At the current time, there are no anticipated changes to CTE certification exams or requirements for the graduating class of 2022. However, this review allows us to be prepared to pivot quickly should conditions require any return to virtual learning or similar circumstances during the 2021-22 school year.
- Articulation agreements with colleges have been reviewed to determine areas where modifications may be necessary. Working with partner institutions throughout the summer has been 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 Class of 2021, and it is anticipated they will be waived again for the Class of 2022.
- Review of work-based learning requirements as well as work-based learning opportunities:
 - Review and canvas of local employment and work-based learning placements to determine availability of student placement. Even as local businesses and industries return to a full, regular workforce schedule, not all are yet able to accept student placements. The development of new partners and opportunities to replace previously available experiences is critical and ongoing work.
 - Determine where it is appropriate to continue virtual work-based learning experiences or opportunities as a substitute for traditional in-person placements, whether for student need or employer preference/need. For example, students in the Academy of Health Professions program may continue to have a virtual clinical rotation option should conditions in nursing homes or hospital settings disallow in-person student clinical experiences.

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. This remains especially important as work-based learning opportunities remain more limited in the recovery period.

- Monthly re-evaluation of curriculum progress to ensure continued progression toward certification requirements and standards.
- 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 Elementary Teachers

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

Class Organization

Class Directions

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

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

Organization of “Week of…” Folders in your class

Each class (content area) should be organized by week, with each folder titled, “Week of…” (i.e., Week of Sept. 7, 2021). Place current week at the top of each folder. Teachers are encouraged to alternate the colors of each week’s folder. See the sample **Weekly Folder Organization** below.

- Week of Sept. 21, 2021
- Week of Sept. 14, 2021
- Week of Sept. 7, 2021

Each weekly folder should be organized as follows:

- **Week at a Glance** - Use a **Page** to provide an overview of work to be completed for the week, provide any special instructions for the week, and include a timeline for completing work.

**Please post your plan of learning activities for the entire week on Monday. Make a note on the page explaining to parents and students that you may adjust some activities or dates based on student needs.

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

All resources needed to complete the lesson should be provided or linked in the lesson folder. The titles of the resources should match the language used in the lesson directions and the resources should be placed in the order in which they are to be used. Be sure to include any school/CCPS passwords or class codes needed for students to login into sites such as Epic, Pebble Go, or TrueFlix.

NOTE: It is important that all students know where to go to get their lessons and directions for learning. Learning Activities should only be provided via Schoology class, using the structure above. Email should not be used to assign work or provide directions.

Schoology Organization for Secondary Teachers

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

Course Organization

Course Directions

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

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

Organization of Course Folders

Each course should be organized by week, with each folder titled, “Week of...” (i.e., Week of Sept. 7, 2021). Place current week at the top of each folder. Teachers are encouraged to alternate the colors of each folder. See the sample **Weekly Folder Organization** below.

- Week of Sept. 21, 2021
- Week of Sept. 14, 2021
- Week of Sept. 7, 2021

Each weekly folder should be organized as follows:

- **Week at a Glance (Adjusted as Needed)** - Use a **Page** to provide an overview/checklist of work to be completed for the week, provide any special instructions for the week, and include a timeline for completing work. The “Week at a Glance” page should also list materials and resources students will need to complete the learning activities.
- **Learning Activities Folders** – Each lesson (single day or multi-day) should be organized in individual folders. This folder should include a title that is helpful for the student, such as the topic being covered. Teachers should also include dates for the lesson. Inside **Learning Activity Folders**, teachers should begin with a **Page** that provides lesson directions, learning dates, assignment due dates (if any), and a materials list. The lesson page should also include the lesson essential question and state outcomes to be achieved by engaging in the lesson.

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

NOTE: It is important that all students know where to go to get their lessons and directions for learning. Learning Activities should only be provided via Schoology courses, using the structure above. Email should not be used to assign work or provide directions.

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 2021-22 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. ELL students are particularly challenged by gaps in language and content standards. Many come to us with interrupted educations and a number with Special Education considerations as well. It is the job of the English as a Second Language (ESOL) teacher to 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 through May of 2021, and those scores will be received in August. We recognize that students have spent more time in the home in the past 16 months than in the schoolhouse, so we expect that students may not have gained as much proficiency in English as we would see in traditional years. Often, they do not have parents who can support them with their schoolwork, because they themselves do not speak English well, have varying levels of formal education, or work in an industry that does not allow the time to support their children's learning.

The Plan

In order to make gains, not just get them back to where they were in March of 2020, 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

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

We do follow these students for two years, but do not generally provide services. However, in the case of the pandemic, our recommendation is that 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 four 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 Advanced Learning strongly believes in the fundamental principles of equity and excellence in identifying and serving our students who are Gifted and Talented. 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 would benefit all students:

We will apply an equity lens as we transition to school opening in the Fall. In addition, we will implement programming that gives educators an opportunity to customize learning while meeting the diverse needs of each learner in the gifted and talented program. These 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.
- 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.
- 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 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.
- The Coordinator of Advanced Learning will continue to develop a Pre-K through grade 12 continuum of programming and services that is relevant to student talent areas. This will help to ensure that the district is responsive to the diverse needs of students that receive gifted services.

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:

- 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 develop a Pre-K through grade 12 continuum of programming and services that is relevant to student talent areas. This will help to ensure that the district is responsive to the diverse needs of students that receive gifted services.

Elementary and Secondary Gifted & Talented Liaison (Enrichment & Acceleration)

- Gifted and talented liaisons will help to develop and enhance virtual and face to face enrichment opportunities for high ability learners to thrive and be academically challenged in CCPS.
- In addition, the liaison will collaborate and assist with the development of students through virtual PD sessions with educators that serve in their assigned building.

PreK to Grade 12 Gifted Programming Standards

The Office of 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](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 through changing service delivery models as school re-opens. Throughout the COVID-19 school closure and re-opening process, continuity of learning has and may continue to change for general and special education, prioritizing the health, safety and welfare of students, teachers, and service providers. Individual student needs will be considered throughout the recovery process and a variety of methods will be used to support students with disabilities in the delivery of specially designed instruction and related services. An ongoing process for conducting Free and Appropriate Public Education (FAPE) activities will include ongoing progress monitoring of the student; ongoing communication with families, teachers, and service providers; and ongoing documentation of the student progress and services delivered. These activities will help to support student-specific needs arising from the transition back into school buildings. As normal school resumes, IEPs may need to be amended, collaboratively with teacher(s), service providers(s) and families in order to provide FAPE Compensatory education/recovery services are determined on an individual basis through a data-driven process.

For the 2021-22 School Year, CCPS will resume 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. In accordance with new legal requirements, beginning October 1st, as IEP teams meet, they 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 in accordance.

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 in order for the student to make meaningful progress. Progress on IEP goals and objectives will be monitored ongoing, as will progress in the general curriculum in order to make instructional and social, emotional, and behavioral supports 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 supports 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

As a result of school closures, due to COVID-19, we are aware that not all students were able to engage in learning to the extent that we all hoped they could. We would like to provide an opportunity to revisit missed teaching and learning through a two-week summer program. The goal of this program is to provide students with extended learning opportunities in the areas of reading, math and social/emotional. Related arts teachers will also be onsite to provide extended learning and enrichment activities.

Saturday School

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

School Assistance for Special Needs and At-Risk Students

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

Secondary Support Programs

Secondary Summer Programs

CCPS offered summer school courses this summer. 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. CCPS plans to continue these programs in the upcoming school years.

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 2020-2021 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.

Public school students enrolled in grades 6, 7, and 8 during the 2020-2021 school year attended CCPS summer school. Students at Northern Middle and Windy Hill Middle attended summer school at Windy Hill Middle School. Students at Plum Point Middle and Calvert Middle attended summer school at Calvert Middle School. Students at Mill Creek Middle and Southern Middle attended summer school at Mill Creek Middle School.

Original Credit

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

ONLINE COURSES – (original and review credit) – CCPS offers online Financial Literacy, Foundations of Technology, 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 2020-2021 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 are reviewing data and will be charged with developing Saturday School programs to extend learning opportunities, address attendance concerns, and encourage positive student behavior.

Dual Enrollment

Calvert County Public School partners with 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.

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.

Calvert County Public Schools plans to open for the 2021-2022 school year in-person. The Before and After School Child Care Program will be opening its doors also this fall and began taking new registration in June 2021 for the upcoming fall school year. 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 2021-2022 marks the fourth year of our Future Ready plan, after expanding our one-to-one device program to all high school students last year. All students in grades 3-12 will have a device to use at home for the upcoming school year. In terms of staff, all administrators and classroom teachers have laptops, as well as some librarians and instructional assistants.

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 teacher to teach in classroom students, concurrent teaching and 100% remote type teaching.

Hardware Support

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

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. There are plans to conduct professional learning during the upcoming school year on student data privacy for all staff who use student data.

Internet Access/Connectivity

As we return to school, 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).

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.

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.

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. There are several free screencasting applications and CCPS will determine the best application for teachers to use and will provide professional learning on creating screencasts, saving the screencasts, adding closed captions, and uploading the screencast to the Schoology platform.

Digital Curriculum

Providing 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 this fall. Last year 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 provides three-hour learning sessions that focus on enhancing instructional practice using technology. Topics included in the program range from Schoology to transforming instruction using technology tools, techniques, and pedagogy. For a list of summer sessions, you can use this link: [Digital Learning BYTES - Calvert County Public School District \(calvertnet.k12.md.us\)](https://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 creating project-based learning experiences, making student thinking visible in the digital environment, curating resources, fostering creativity, blended learning, and monitoring student learning.

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, so the majority of communication will be sent via School Messenger by principals. Some information will be school specific; other messages will be generated at the district level and given to principals to disseminate.

District-level communication to families will include:

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

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

There are several points of communication in Calvert County:

1. Public Information Officer
 - a. County communication, updates and events
 - b. Develop in conjunction with departmental directors and the superintendent's office
2. Principals
 - a. Community messages

- b. County-wide messages from central office
- 3. Public Meetings
 - a. Board of Education Meetings
 - b. Website

Interscholastic 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.

NJROTC and Marching Band Competitions will be permitted to move forward at this time.

Middle School Sports programs will be implemented with the required stipulations.

- Masks will not be required when students are participating outside, and conditions allow for distancing among participants.
- Masks will be required indoors according to the current CCPS masking policy.

CCPS will only permit CHESPAX (CHESPAX is the environmental education program for the Calvert County Public School System.) and One Room School House trips that are connected to the CCPS instructional program and community-based instruction in accordance with a student's IEP. No other field trips will be scheduled at this time.

CCPS is currently evaluating PreK-8 activities and PreK-12 events.

Supports for Staff

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

- 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 when it is deemed safe to begin resumption of use of your educational facilities. The responses below are aligned to guidance provided at the time of writing this Reopening Plan. CCPS understands that as the health status changes, information below may be revised.

- Determine how faculty and staff will receive timely, factual information regarding return to work.
 - The School Superintendent, with guidance from the Calvert County Health Department, is committed to sending information to CCPS employees that is timely and factual regarding the return to work. This information will be delivered via emails, memos, individual meetings, and staff meetings
- Identify faculty/staff shortages due to:
 - Loss of staff life, staff sickness
 - In conjunction with HIPPA guidelines, the Department of Human Resources will work with the Superintendent of Schools, School Administrators and Directors to keep them abreast of faculty/staff shortages/vacancies due to loss of staff and/or sickness. The Department will keep data to be shared with appropriate staff.
 - Staff with underlying health issues
 - The Department of Human Resources will work very closely with employees who report underlying health issues to provide assistance. The underlying health conditions must be documented by a physician. Staff members will be offered Family Medical Leave (FML).
 - Staff caring for sick 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 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.

- 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.
 - Calvert County Public Schools require the wearing of safety masks/face coverings in all CCPS buildings according to the following guidelines.
- Review procedures for sending ill persons home from the school facility
 - If an individual becomes ill while at his/her work site, the following procedures will be followed:
 - School nurses are to reference and follow Communicable Disease Policy/Procedures and Communicable Disease Guidelines.
 - Isolate ill students and staff to a designated area.
 - Ensure face coverings are used with any student or staff with a suspected respiratory illness.
 - Maintain social distancing between ill students/staff.
 - Any student/staff with a potential communicable illness will leave school as soon as possible.
 - Sanitize commonly touched surfaces, such as counters, health room beds with disinfecting wipes or cleaners after each student/staff interaction around the surface area used.
 - Resume regular use of exposed area once the area has been cleaned.
- Determine communication and outreach methods to students and parents for notification of above.
- 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.
- Additional signage has been posted within restrooms on proper hygiene practices

Mental Health

Support services for loss of any staff, students, or family:

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

Mobilize crisis recovery team to provide emotional and psychological support:

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

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

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

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

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

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

- School Counselors with 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.