



Charles County
Public Schools

Educating today's students, developing tomorrow's leaders.

SCHOOL REOPENING PLAN

FEBRUARY 2022

ABOUT THE CCPS REOPENING PLAN

The Charles County Public Schools (CCPS) Reopening Plan is an overview of how the school system resumed instructional activities this fall when all students return to school buildings for face-to-face instruction. The plan is fluid and based on information available from our health partners. CCPS will use data and examine health conditions in the community to drive decisions about how to safely educate CCPS students and welcome all children and staff back to school buildings.

CCPS is providing instruction for students in schools five days a week for the 2021-22 school year. The Maryland State Department of Education (MSDE), state superintendent of schools and state and local health departments provided local school systems with guidance and requirements to open schools.

The CCPS Reopening Plan includes detailed information about how the 2021-22 school year operates. Important areas of focus are the instructional program, continuity of services, special education compliance details, health and safety strategies, transportation protocols and athletics.

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LETTER FROM THE SUPERINTENDENT

Dear Parents, Guardians, Students and Staff:

Since March, 2020, Charles County Public Schools (CCPS) has been putting plans into place for students, families and staff to address the safety and instructional needs of our schools. We have worked closely with our community partners to ensure that updated information and guidance are included in our plans.

I am pleased to share with you the Fall 2021 Reopening Guide for Charles County Public Schools. This Guide provides an overview of our plans for learning experiences; continuity of services; IDEA, Section 504 and ADA compliance; health and safety strategies; transportation protocols; and athletics. We will continue to adjust and improve these plans when students return to school buildings this fall and as conditions warrant.

When students return for in-person learning experiences, we want our schools to be as safe as possible. Face coverings and frequent hand-washing will be required to reduce the spread of COVID-19. We will support students instructionally, socially, physically and emotionally. CCPS is committed to reopening our school buildings, but we recognize the unpredictability of the pandemic. We will revisit this plan often to keep the well-being of our students and staff at the forefront of our planning. Thank you for your continued support and collaboration as we work together to meet the needs of our families, students and staff.

Sincerely,

Maria V. Navarro, Ed.D.
Superintendent of Schools

STATE REQUIREMENTS FOR REOPENING SCHOOL

MARYLAND SCHOOL DISTRICTS MUST:

1. Have their recovery plans posted on their websites.
2. Address equity in all components of the plan.
3. Consult with a wide variety of stakeholders when developing the plan and ensure that the plans are understandable and updated every six months.
4. Create a diagnostic assessment plan of all students to identify and address gaps in learning.
5. Provide instruction using Maryland College and Career Readiness Standards and ensure continuity of services.
6. Follow Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Action (Section 504) and Title II of the Americans with Disabilities Act (ADA).
7. Implement health and safety strategies.
8. Incorporate and follow MSDE, state and federal safety protocols for food service, daily cleanings and other school operations.
9. Establish protocols for the safe transportation of students to and from school.
10. Develop an attendance tracking system for students who are engaged in virtual learning.
11. Continue to implement a communications plan to reach its stakeholders.
12. Implement the Maryland Public Secondary School Athletic Association athletic program.

EQUITY PLAN

CCPS is committed to the success and educational equity of each student in our schools. CCPS is proud of the work we have done to reduce gaps in opportunities and achievement for our diverse student population and is committed to continuing this work. We are aware that the COVID-19 pandemic could increase existing gaps. We are dedicated to focusing on the needs of all learners as we return to in-person instruction.

Educational equity requires access to essential academic, social, emotional and economic resources, and supports to engage students throughout their academic career. This access best occurs when students and teachers are face-to-face in the school building. All students in prekindergarten through Grade 12 have the opportunity for face-to-face instruction in Fall 2021.

Educational equity maximizes academic success for students through rigorous instruction with appropriate educational supports. CCPS staff assessed students at the beginning of the school year to determine our students' learning needs.

For some students in grades K-12 whose families choose to remain in a virtual environment for instruction, the Virtual Academy is an option through an application process. Parents are provided with multiple ways to contact teachers and support staff to keep lines of communication open.

CCPS provided technology devices to all middle and high school students at the start of the 2020-2021 academic year. CCPS expanded this one-to-one technology program in the 2021-2022 academic year to include elementary school students. These devices ensure that every student has access to online resources in the classroom and at home. CCPS will continue to work with families without internet connectivity by providing them with Wi-Fi hotspots.

To ensure bias does not predict or predetermine student success in school, CCPS will continue its work on cultural competency with staff. CCPS staff training in implicit bias, cultural competency and restorative practices will continue during the 2021-2022 school year.

STAKEHOLDER GROUPS

The CCPS Recovery Plan has guided our preparation to resume in-person instruction for all students this fall. Local recovery plan stakeholder groups were first formed in July 2020. CCPS worked to ensure the workgroups were inclusive of many groups of district stakeholders. Participants represented are:

- Charles County Emergency Services.
- Charles County Department of Health.
- CCPS School Safety Advisory Committee.
- Charles County NAACP.
- Teachers.
- Community members/parents.
- Students.
- School administrators.
- Superintendent and her operations group.

Work groups with more than 100 participants reviewed options in the areas of:

- Maintaining and enhancing continuity of learning.
- Providing a learning and working environment that sustains the highest safety level that is reasonable and follows the most recent medical advice.
- Ensuring educational access and equity for all students.
- Building upon collaborative partnerships.
- Proactive communication with staff and our community.
- Elementary school instruction.
- Middle school instruction.
- High school instruction.
- Operations.
- Health and safety.

Parents, community members and staff were surveyed, and proposals were presented to the Board of Education for feedback. The 2020-2021 Reopening Plan was posted to the CCPS website for public access and review. Public response is invited and welcome. Students, parents and staff were surveyed via an online link which was available from December 15, 2021, to January 5, 2022. Based on survey responses, the Plan was revised. Responses from the three stakeholder groups were analyzed by central office staff to determine which elements of the Reopening Plan were successful and which elements could be improved. All three groups consistently supported the COVID19 protocols, meal services, and facility maintenance. Many students, parents and staff called for more virtual options for students, resulting in a change to the Reopening Plan (p.13). Many students, parents and staff called for more individualized support and tutoring for students, resulting in a change to the Reopening Plan (p.14-15).

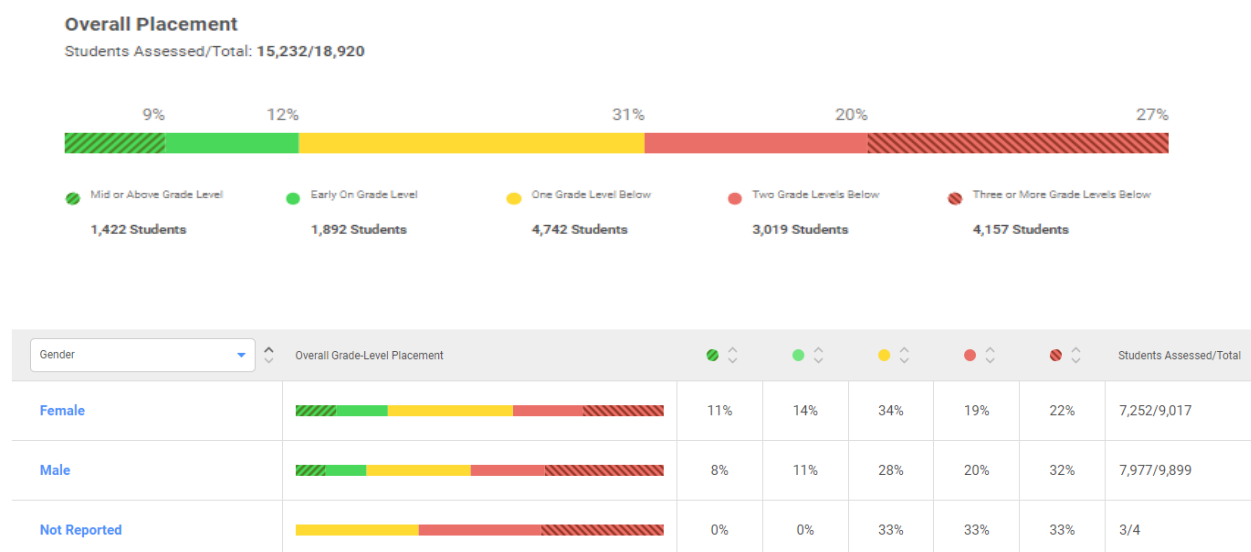
ASSESSMENT PLAN

At the beginning of the 2021-2022 academic year, teachers used a variety of data to determine students' instructional levels, identify gaps in learning and prepare a path for instructional success and recovery.

At the beginning of the year, students in Grades 1-8 and selected high school freshmen took the i-Ready assessment for reading/English language arts and mathematics. This assessment served as baseline data to help teachers and school leaders determine where students were in relation to grade-level expectations and what supports students needed in order to reduce and eliminate learning deficits.

After initial assessment, administrators and school teams convened to analyze the Fall assessment data and determine next steps for instruction for individual students, grade levels/courses and the school overall. Staff reviewed i-Ready's criterion-referenced placement levels for each student, which reflected what students are expected to know at each grade level and in each content area. In reading and math, students were determined by i-Ready's analysis to be performing on-grade or above-grade level, early on-grade level (partially meeting grade-level expectations), one grade below level, two grades below level, or three or more grades below level. This information was reflected with a profile generated for each individual student assessed with i-Ready.

For Reading, the baseline student outcomes disaggregated by gender, race and service group are as noted:



Race	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
American Indian or Alaska Native		10%	15%	30%	20%	25%	129/180
Asian		21%	21%	32%	13%	13%	473/551
Black or African American		7%	11%	31%	20%	30%	8,839/11,103
Two or More Races		12%	13%	35%	18%	22%	1,414/1,770
White		11%	13%	31%	20%	25%	4,377/5,316

English Learner	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - English Learner		1%	3%	21%	26%	49%	735/894
No - English Learner		10%	13%	32%	20%	26%	14,497/18,026

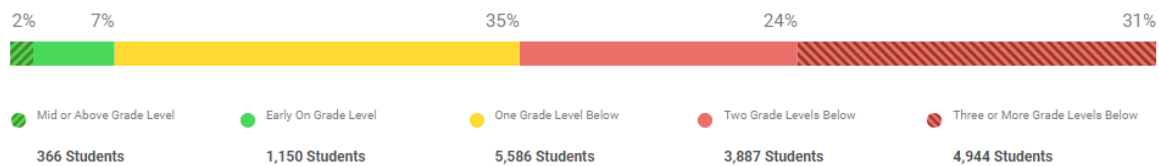
Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education		1%	2%	13%	20%	63%	1,472/1,863
Not Reported		10%	13%	33%	20%	23%	13,760/17,057

Economically Disadvantaged	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Economically Disadvantaged		5%	8%	29%	23%	35%	5,951/7,481
No - Economically Disadvantaged		12%	15%	32%	17%	23%	9,260/11,386
Not Reported		14%	24%	19%	33%	10%	21/53

For Math, the baseline student outcomes disaggregated by gender, race and service group are as noted:

Overall Placement

Students Assessed/Total: 15,933/19,412



Gender	Overall Grade-Level Placement						Students Assessed/Total
Female		2%	7%	37%	25%	29%	7,633/9,319
Male		3%	7%	33%	24%	33%	8,294/10,087
Not Reported		17%	0%	33%	33%	17%	6/6

Race	Overall Grade-Level Placement						Students Assessed/Total
American Indian or Alaska Native		5%	8%	32%	22%	33%	142/186
Asian		9%	17%	48%	15%	11%	475/556
Black or African American		1%	5%	32%	26%	36%	9,310/11,407
Two or More Races		2%	9%	39%	25%	25%	1,479/1,809
White		4%	10%	38%	22%	26%	4,527/5,454

English Learner	Overall Grade-Level Placement						Students Assessed/Total
Yes - English Learner		1%	2%	20%	28%	49%	748/902
No - English Learner		2%	7%	36%	24%	30%	15,185/18,510

Special Education	Overall Grade-Level Placement						Students Assessed/Total
Yes - Special Education		0%	1%	11%	20%	66%	1,534/1,876
Not Reported		3%	8%	38%	25%	27%	14,399/17,536

Economically Disadvantaged	Overall Grade-Level Placement						Students Assessed/Total
Yes - Economically Disadvantaged		1%	4%	29%	27%	39%	6,191/7,628
No - Economically Disadvantaged		3%	10%	39%	23%	26%	9,721/11,731
Not Reported		0%	5%	48%	29%	19%	21/53

After the fall i-Ready diagnostic assessment, each student was generated a Typical Growth measure. This is the expected growth the student will make the student based on their individual performance on the diagnostic assessment. The Typical Growth measure is the average annual growth of students at each grade and placement level. It is expected that all

groups of students will exceed 100% median progress toward their Typical Growth measure by the end of the 21-22 academic year.

Students will take the i-Ready assessment again in the winter (January/February) and in the spring (May/June). After the second diagnostic, data will be analyzed to identify instructional implications and provide additional supports for students. Over time these assessments will allow CCPS to monitor progress for individual students, as well as reflect upon instructional practices and the effectiveness of programs and resources.


In addition to this assessment, the following assessments were administered in the fall:

- Kindergarten Readiness Assessment (Aug. 31–Oct. 8, 2021)
- ELA and Math 4-9, Algebra I, and ELA 10 (Sept. 13–Oct. 22, 2021)
- MISA Grades 6, 9 and 11 — pending USDE waiver (Sept. 13–Oct. 22, 2021)
- Alternate ELA & Math grades 4-9 and Grade 12 (Sept. 13–Oct. 29, 2021)
- Alternate Science Grades 6, 9 and 12 (Sept. 13–Oct. 29, 2021)

For courses where i-Ready could not be used as a screening tool, teachers gathered data based on course specific content. Content Specialists included information in the August and September in-services protocols on how teachers could define and then identify student mastery of the key pre-cursor skills and knowledge needed for the course. Teachers then met — by course — to develop lessons and supports to directly address gaps in learning or deficits that were common across the system. At the school level, significant student-specific deficits were addressed through intervention, tutoring services and Extended Learning Opportunities.

At the district level, content specialists meet at least once a month to review system data and determine how instructional and curricular resources need to be augmented in order to address overall gaps and deficits in learning. Direct school-based support is provided as needed.

At the school level, teacher and administrative teams meet at least once a month to review school data, by grade, class or course, and on an individual basis. Schools use the TAP-IT cycle of data-driven instruction: Team, Analyze, Plan, Implement, Track. Assessments are then readministered to measure growth and make adjustments to the instructional program. In some cases, assessments that all students take, like i-Ready, are administered in the fall, winter and spring. The purpose of repeating the administration of the assessments is to monitor students' progress and academic growth. Students may also participate in other short-range tests based on needs and formative assessment data. For example, WIDA ACCESS for ELLs 2.0 is the MSDE-approved assessment for English Language Proficiency. This test is used to measure the academic language growth of English Learners (ELs) in the four domains of language (reading, writing, listening and speaking). The goal of the test is to measure the academic language proficiency gap between ELs and their grade-level peers. The window for ACCESS administration is from the second week of January through the third week of February (including the makeup window) and the test is given in four separate sessions (one for each domain). ACCESS results are returned to the school district in mid-



May. Scores are on a scale of 1.0 to 6.0, with 4.5 being the MSDE-approved exit score for ELs, indicating that the student will achieve a similar score to their peers on the Maryland Comprehensive Assessment Program (MCAP) language arts assessments. ELs who exit the ESOL Program with a score of 4.5 or higher are monitored by ESOL teachers for two additional years.

All students are monitored for individual growth and reduction in gaps between current level of performance and grade level expectations. For elementary and middle school math, the Illustrative Math program is used. Each instructional unit has an end-of-unit assessment, which allows teachers and students to know the level of understanding and mastery of the unit concepts and skills. It also assists schools with identifying the need for specific, standard based reinforcement and intervention if needed.

For elementary reading, students are administered a running record at the end of the first and second quarter, and again at the end of the year. This allows teachers to measure progress in reading as well as diagnose reading behaviors to determine next steps in instruction. For students who are performing below grade level, running records can be administered at a greater frequency to monitor progress and gather instructional implications. In addition, the Into Reading program used in kindergarten through Grade 5 has embedded standards focused tasks that provides teachers with data concerning students progress towards meeting and mastering standards.

INSTRUCTION ACROSS KEY CONTENT AREAS INCLUDES COLLEGE AND CAREER READINESS

Students enrolled in prekindergarten through Grade 12 returned to face-to-face instruction five days per week. A limited number of elementary and middle school students participate in virtual instruction this school year. Elementary and middle school virtual instruction was scheduled for the first semester. Based on parent and student feedback, the program was extended to the end of the school year. Virtual Academy is an option to students in Grades 9 through 12 selected through an application process. School-based staff have been provided guidance and support with using the curriculum frameworks. This includes a comprehensive professional development plan that provides teachers with support on implementing the MCCRS for all content areas. Details are available at the following link:

[Professional Development At A Glance](https://www.ccboe.com/index.php?option=com_content&view=article&id=296:professional-development-at-a-glance&catid=115:staff-development)

https://www.ccboe.com/index.php?option=com_content&view=article&id=296:professional-development-at-a-glance&catid=115:staff-development

In addition, content specialists and Instructional Leadership team members meet regularly with teachers during team planning and department meeting times to preview upcoming course content and focus standards, plan for effective instruction, and analyze data from student performance to determine instructional implications.

ELEMENTARY SCHOOL STUDENTS

Elementary school students participate in five days of in-person instruction. Lessons occur in person five days a week and traditional grading and attendance procedures are in place. Maryland College and Career Readiness Standards (MCCRS) are taught in each content area using the core curricular resources.

Content Area/Grade Level	Core Curriculum and Resources
Prekindergarten Integrated Content Areas	Connect 4 Learning Integrated Content.
Literacy Grades K-5	Into Reading comprehensive literacy program, i-Read and supplemental guided reading text.
Math Grade K	CCPS created curriculum addressing the MCCRS through a variety of resources, including Investigations and Origo.
Math Grades 1-5	Illustrative Mathematics.
Science	CCPS created curriculum based on Next Generation Science Standards (NGSS).
Social Studies	CCPS created curriculum based on MSDE standards.
Health	CCPS created lessons based on MSDE standards.
Physical Education	CCPS created lessons based on MSDE standards

General Music	CCPS created curriculum based on MSDE standards and Music Play Online.
Instrumental Music Grade 5	CCPS created pacing guide based on MSDE standards, Standard of Excellence for Band, Essential Elements for Strings, SmartMusic and Flipgrid.
Art	CCPS created lessons based on MSDE standards.
Library/Media	CCPS created lessons based on MSDE standards.

Students not performing at grade level are provided interventions during the school day to reduce discrepancies in performance and gaps in learning. Each elementary school has developed a plan to provide extended learning opportunities for students to address the learning gaps. The extended learning opportunities include before and after school opportunities for tutoring and interventions. All students in grades 4 and 5 can take advantage of online individualized tutoring at no cost.

MIDDLE AND HIGH SCHOOL STUDENTS

Secondary school students participate in five days of in-person instruction. Lessons occur in person five days a week and traditional grading and attendance procedures are in place. Maryland College and Career Readiness Standards (MCCRS) are taught in each content area using the core curricular resources.

CONTENT AREA/GRADE LEVEL	CORE CURRICULUM AND RESOURCES
English	CCPS created curriculum addressing the MCCRS through a variety of resources, including Literature & Thought and Commonlit.org, Study Island, and MCAP practice assessments.
High School Mathematics	CCPS created curriculum addressing the MCCRS through a variety of resources, including Desmos, HRW, ck12.org, Algebra Nation, AP Classroom, Study Island, IXL and MCAP practice assessments.
Science	CCPS created curriculum based on Next Generation Science Standards (NGSS).
Social Studies	CCPS created curriculum based on MSDE standards.
Health	CCPS created lessons based on MSDE standards.
Physical Education	CCPS created lessons based on MSDE standards.
General Music	CCPS created curriculum based on MSDE standards.
Art	CCPS created curriculum based on MSDE standards.
Library Media	CCPS created lessons based on MSDE standards.
Career and Technical Education (CTE)	Resources are tied to MSDE and/or industry standards.


Students not performing at grade level will be provided instruction to reduce discrepancies in performance and gaps in learning. Each middle and high school has developed a plan to provide extended learning opportunities for students to address the learning gaps and lost credits. The extended learning opportunities include before/after and Saturday school opportunities for tutoring, interventions, and grade/credit recovery. All secondary students are enrolled in on-demand, online individualized tutoring at no cost.

SUMMER PROGRAMS

Academic programs and programs addressing social and emotional learning will be provided in the summer. The elementary and middle school programs will focus on the learning gaps in reading and math as well as social and emotional learning opportunities. The high school program will focus on credit and grade recovery as well as opportunities for original credit. Students receiving special education services will have opportunities to participate in the summer programs as well as receive compensatory services for services not provided during the school year.

VIRTUAL ACADEMY

Students in Grades 9-12 who have been accepted into the Virtual Academy are also instructed using the Maryland College and Career Readiness Standards in each of the 32 courses offered. These students attend two 45-minute synchronous classes four days a week



through an online platform. Additionally, they complete course assignments virtually for five hours per day four days a week. In order to meet learning needs, Virtual Academy students who are English Learners, or have IEPs or 504 plans may attend in-person occasionally, as needed. All students are required to report to their home school for state assessments.

A limited number of elementary and middle school students participate in virtual instruction this school year. Elementary and middle school virtual instruction was scheduled for the first semester. Based on parent and student feedback, the program was extended to the end of the school year.

CONTINUITY OF SERVICES

CCPS recognizes the impact the past 18 months have had on students' academic needs and the social, emotional, mental health and basic needs of students and staff. In order to address these needs, CCPS provides the following supports:

BASE Education (Behavioral Alternatives to Suspension Education): Secondary Curriculum

BASE Education is an online social-emotional program that addresses mental health of students. It covers 50 different topics that include suicide prevention, digital citizenship, anger management, talking to peers, self-esteem, exploitation and substance abuse. More than 100 interactive modules can be assigned to students who may need individual support. Administrators are provided up-to-the minute access to student responses and "firewords" are triggered if a student writes something that indicates harmful or suicidal thoughts. The program meets the standards and core competencies of MTSS (Multi-tiered Systems and Supports), PBIS (Positive Behavioral Intervention and Supports) and CASEL (Collaborative for Academic, Social, and Emotional Learning). The program was piloted in six secondary schools during the 2019-20 school year.

Move This World: Elementary Curriculum

Move This World is a social emotional learning program developed to encourage, enhance and build safe and supportive learning environments. The curriculum is delivered through evidence-based, developmentally appropriate videos used daily to open and close instructional time. Move This World lessons lead to deeper self-awareness, stronger relationships, effective communication and a culture of safety and support. It was developed with educators in alignment with CASEL. All CCPS elementary schools implemented Move This World in the 2020-21 school year.

Trauma- Informed Schools Training for Administration, Staff, Students and Parents

A team of CCPS psychologists developed trauma-informed schools training for school administrators and school staff. The training includes self-evaluation, identification of others and resource information for all levels.

Safe at School Mandatory Mental Health Training for ALL staff

A Student Mental Health course was added to training modules for all staff. This course covers identification, triggers and supports for staff and students who are experiencing trauma.

School Counseling

School counselors deliver each month a social emotional competency to help students develop skills to understand and manage their emotions, feel and show empathy for others, set and achieve positive goals, establish and maintain positive relationships, and make responsible decisions. Focusing each month on a social emotional skill will help support and increase students' ability to manage stress and depression, and have better attitudes about themselves, others and school.


- September – (Self Awareness): The ability to recognize one's emotions and thought – Trauma Awareness.
- October – (Self-Management): The ability to regulate one's emotions and behavior – Stress Management.
- November – (Social Awareness): The ability to take the perspective of and empathize with others – Diversity Awareness.
- December – (Relationship Management): The ability to establish and maintain healthy relationships – Conflict Resolution and Mental Health Awareness.
- January – (College Awareness).
- February – (Career Awareness).
- March – (Responsible Decision Making): The ability to make constructive and respectful choices about personal behaviors.
- April – Testing Support.
- May – Elementary to middle and middle to high school transition to graduation.

More Social Emotional and Mental Health Supports:

- Counseling sessions.
- Risk and threat assessments.
- Third-party contractor to provide virtual counseling supports.
- Bark for Schools: An internet safety program that monitors Office365 accounts of students for signs of digital dangers including cyberbullying, threats of violence, suicidal ideation, online predators and more.
- ACE (Adverse Childhood Experiences) training for staff.
- CPI (Crisis Prevention Institute) staff training for school teams.
- Pupil Personnel Worker (PPW) visits and calls with McKinney-Vento families
- Attendance meetings.
- Restorative practices – implementation in all schools and training continues for all staff.
- PBIS – implemented in all schools.
- Charles County Association of Student Councils (CCASC) Mental Health Advisory Council is a mental health group of students and Student Services staff that meets quarterly to discuss concerns and brainstorm solutions.
- Mental Health First Aid classes are optional for all staff.
- Handle With Care – Governor's initiative to support students who experience trauma.
- Regular communication: school staff calls, emails, virtual meetings, automated phone calls, updated resource information on website.
- See Something, Say Something portal on CCPS website.

MULTI-TIERED SYSTEM OF SUPPORTS

CCPS is committed to identifying academically struggling students early and intervening quickly. Through a multi-tiered system of supports (MTSS), school staff can support academic growth in addition to behavior, social and emotional needs, and school attendance. Each



school has a designated team of adults trained to address these types of student needs and develop plans to give targeted support to students.

STUDENT MEALS

CCPS understands the importance of food security to academic progress. During the 2021-2022 school year, breakfast and lunch service for all students is provided free-of-charge, regardless of income status.

IDEA, 504 AND ADA COMPLIANCE AND PROTOCOL

SPECIAL EDUCATION

In accordance with the CCPS Continuity of Learning Plan and the mandates under the Individuals with Disabilities Education Act of 2004 (IDEA), students with disabilities must have access to and progress in the Maryland Common Core State Standards. CCPS complies with IDEA, 504, and Title II of the Americans with Disabilities Act (ADA) as outlined below. Screenings and evaluations for students are conducted virtually and in person. Measures include parent/guardian interviews, document reviews, standardized assessments, and observations. Students have their IEPs fully implemented, including service provision and progress monitoring. IEP teams meet as required. The general education classroom provides students the opportunity to access grade-level content standards through the implementation of specially designed instruction. Within inclusion classes, special education teachers collaborate with general education teachers to plan and deliver high quality lessons. This collaboration allows special education and general education teachers to develop and evaluate the effects of specially designed instruction.

INSTRUCTIONAL LOGISTICS FOR SDI IMPLEMENTATION

Push-in/inclusion services are delivered by special education teachers or instructional assistants under the guidance of a special education teacher. Small group instruction occurs with inclusive groups of students at strategic times within the instructional period.

In all cases when implementing IEPs, teachers provide supplemental services outlined, such as Check-in/Check-out, organizational assistance and social skills support. Special education teachers provide consultation to general education teachers, instructional assistants (IA) and related service providers.

INFANTS AND TODDLERS PROGRAM

The Charles County Infants and Toddlers program provides early intervention services to infants and toddlers, birth to 3 years of age, who may be delayed in development or have disabilities. This includes children identified and evaluated through Child Find. Services for eligible children and families in the Infants and Toddlers Program are provided as written on the Individualized Family Service Plan (IFSP). Early intervention services are provided in the home and/or virtually per parent request. Staff members wear face coverings when visiting students' homes to provide services. When staff members are in the students' homes, students, family members and caregivers must wear face coverings as well.

PRESCHOOL STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Students in their 2-year-old school year attend in-person instruction two days a week. Students in their 3-year-old school year attend in-person instruction three days a week. Students in their 4-year-old school year attend in-person instruction five days a week.

ACHIEVE PROGRAM

ACHIEVE is a regionalized special education program designed to meet the needs of students in kindergarten through age 21, with significant cognitive disabilities. The ACHIEVE Program

provides rigorous and individualized instruction in: (A)cademics (C)ommunication and (H)eightedened (I)ndependence for (E)ducation, (V)ocation and (E)ngagement.

ACHIEVE students in kindergarten through age 21 attend school in person five days a week at their assigned school, following the countywide calendar and school bell schedule. ACHIEVE students and staff follow countywide COVID-19 protocols, with adherence to MSDE and Maryland Department of Health guidance as appropriate regarding mask-wearing and physical distancing for individuals with sensory, cognitive and/or physical limitations. Students in the ACHIEVE Program are provided with explicit instruction using evidence-based practices to support implementation of COVID-19 protocols. Instruction and supports for social-emotional learning and self-management are addressed by a student's IEP goals and supplementary aids and are embedded into daily learning.

STRUCTURED OPPORTUNITIES FOR ACTIVE LEARNING AND RIGOR (SOAR) PROGRAM

SOAR is a regionalized program for students with autism who require specialized instruction in order to develop skills essential to achieving independence, self-advocacy, flexibility and generalization. Students in the SOAR program attend school in person five days per week at their assigned school and follow the special education protocols outlined above. Students in the SOAR program receive specially-designed instructional services, as designated on their IEPs. Instruction and supports for social-emotional learning and self-management are addressed by students' IEP goals and supplementary aids and are embedded into daily learning; this includes explicit social skills training and access to grade-level peers. Students who experience aversion and/or difficulties with wearing a mask due to sensory, cognitive and/or physical limitations are supported by explicit and direct instruction, via modeling and evidence-based practices to encourage generalization.

EMOTIONAL ADJUSTMENT (EA) PROGRAM

The Emotional Adjustment (EA) program is a highly structured self-contained therapeutic program with mainstreaming opportunities for students who have difficulty accessing the academic curriculum in the general education setting due to emotional/behavioral concerns. Students and staff in the EA program resumed in-person instruction five days a week at the beginning of the school year and follow the expectations described above, including in-person attendance and wearing a face mask. Students who transitioned to middle or high school began the year on Level 1 of the program's point and level system. Their class schedule, however, included any mainstreams determined by last spring's IEP transition meeting. All other students in the program started the year on the level they achieved by June 16, 2021. Students who started this year on the program's highest level were able to access an additional mainstream class after maintaining that level with consistent demonstration of in-person social-emotional behavioral regulation and academic success.

Psychological services provided by the EA school psychologist includes weekly individual and/or group student counseling per each student's IEP, social skills training, crisis prevention/intervention and consultation/collaboration with staff and parents/guardians. All counseling sessions are conducted in person at school. Consultation services for parents/guardians and staff are provided in person, by phone or email. Parent/guardian

consultation includes describing and modeling coping and social skills strategies that have been practiced and found effective for the student. Parents and staff may work together to develop interventions and reinforcers for use at school or home.

STUDENTS WITH RELATED SERVICES (SLP, OT, PT, CMT)

Related services are provided as directed by the IEP. Services are provided in person following the county-wide Standard Operating Procedures.

SECONDARY TRANSITION SERVICES

The Transition Team ensures uniform case management and compliance with the Individuals with Disabilities Education Act (IDEA) by providing direct services to students between the ages of 14 and 21 who have IEPs and their teachers. Transition planning and instructional activities are provided and outlined in the student's IEP. Special education teachers or instructional assistants — under the guidance of the special education teacher — assigned individualized activities and provided transition supports to assigned students using in-person and digital platforms such as Microsoft TEAMS, Virtual Job Shadow, Career Cruising, Everyday Speech and Unique. Consideration of services are also re-evaluated for each student in alignment with their IEP and post-secondary goals for employment, education/training and independent living. Work-based learning is addressed in person and in the community.

IEP MEETINGS

IEP meetings continue to be held as mandated under IDEA. IDEA states that when conducting IEP team meetings, the parent and the public agency may agree to use alternative means of meeting participation, such as video conferences and conference calls (34 CFR §300.328). CCPS is using the WebEx meeting platform to hold IEP meetings while continuing to maintain scheduling meetings at mutually agreed upon times with parents and meaningful parental input.

IEP teams include a Learning Continuity Plan (LCP) in each IEP. The LCP addresses the provision of services in emergency conditions, which is defined as ten or more school days in which a child with an IEP cannot be provided special education services at school when the school is provided educational services. Students with disabilities remain entitled to an educational experience in the least restrictive environment (LRE). IEP teams consider the opportunities offered to all students and use this context as the basis from which to make individualized determinations about how to maintain LRE on a continuum of alternative service delivery models, with a continued emphasis on maximizing opportunities for students with disabilities to learn and make progress alongside their non-disabled peers, and access and participate in the school community.

504 COMPLIANCE

All 504 meetings are held as mandated under Section 504 of the Rehabilitation Act. Meetings are held in person or with an alternative means of meeting participation, such as video conferences and conference calls. CCPS uses the WebEx meeting platform to hold meetings

and scheduling meetings at mutually agreed upon times with parents and meaningful parental input.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities may require accommodations in the school environment, such as with wearing face coverings. 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. In such situations, IEP teams work with families and healthcare providers to determine a student's needs and safety skill levels. The teams work to provide intentional, proactive, individualized instruction and behavior support to teach students to wear a mask properly for sustained periods. Additionally, some students may require accommodations in the areas of physical distancing, appropriate greetings, and handwashing.

The IEP team considers gathering baseline skill data and develop and implement a plan for addressing the desired skill or behavior. The team may consider formal behavior assessments (FBAs) and behavioral intervention plans (BIPs). A recursive approach of data collection, review, and analysis to update and improve the effectiveness of the plan is a best practice.

DISABILITY ACCOMMODATIONS FOR EMPLOYEES

Accommodations are provided on an individual basis and created in collaboration with the requesting employee, the appropriate supervisor and the Office of Human Resources.

Requesting Workplace Accommodations

If an employee believes that a medical condition is affecting his/her ability to perform their job, the employee may want to begin the accommodation request process by discussing his/her needs with their supervisor or contacting the appropriate Human Resources (HR) representative. Employees are not required to disclose the medical need for an accommodation to their immediate supervisor.

Forms for Accommodation Requests

During the accommodation request process, an employee may need to complete the Accommodation Request for Disability or Serious Medical Condition form. In addition to the accommodation request form, employees may be asked to submit a health care provider statement.

HEALTH AND SAFETY PROCEDURES

As we prepared for all students to return to our buildings for the 2021-2022 school year, we instituted a number of processes aimed at reducing risk of exposure to our staff, students and community. Our COVID19 Standard Operating [Procedures are located on the system website.](#)

UNIVERSAL PRECAUTIONS

COVID-19 is a respiratory disease spread through respiratory droplets. Following universal precautions has proven to reduce the transmission of COVID-19 drastically.

- Strongly suggest those who are eligible obtain the COVID-19 vaccination.
- Take care of your personal protective equipment (PPE). Keep it clean and disinfected along with discarding it when it becomes unserviceable or reaches the end of its life cycle.
- Where possible, maintain a safe distance when having conversations and meetings.
- When possible, meet in larger spaces such as lobbies, classrooms, auditoriums and large conference rooms with a limited number of people.
- Practice good hand hygiene.

HEALTH QUESTIONNAIRE AND PRE-SCREENING

Parents/guardians must pre-screen their child each morning before their arrival to school. Failure to accurately complete the pre-screening may temporarily result in a students' removal from school if the student is ill. The most up-to-date health screening questionnaire is posted on the CCPS website. By sending their child to school, the parent/guardian is acknowledging the health-screening questionnaire was completed and their child is not ill.

DISINFECTING AND SANITIZING CLASSROOMS

During the summer of 2021, each facility was thoroughly cleaned. That process was monitored with a pre-opening inspection by staff in the CCPS Operations and Maintenance department. That inspection also ensured that exhaust fans in restrooms, kitchens and locker rooms are operational and air filter changes occur as scheduled.

Touch points and surfaces are cleaned and disinfected daily. Restrooms are thoroughly cleaned each night and have periodic cleaning during the day. Fogging of facilities occurs as needed. Each facility has alcohol-based hand sanitizer dispensers available in common areas and all classrooms have wall-mounted hand sanitizer dispensers.

Each classroom has disinfectant spray, paper towels and hand sanitizer. At minimum, students must clean their hands routinely, between activities or movements. Each room has a bottle of disinfectant which is to be used to clean hard surfaces at the staff member's discretion. Recent CDC guidance suggests COVID-19 is eliminated by wiping high-touch surfaces with soap and water.

Staff members are responsible for disinfecting and sanitizing shared class materials.

When the hand sanitizer or disinfectant is running low, staff should contact the designated school personnel who will order additional supplies from central office.

Other preventative measures taken by CCPS include:

- Ensuring exhaust fans in restrooms, kitchens and locker rooms are operating.
- Routine filter changes for HVAC systems.
- Routine flushing of water lines to prevent the transmission of diseases with the decrease in water usage during the closures.

- Displaying signs at entrances informing visitors and contractors that face masks are required.
- Posting signs in common areas and restrooms that promote safe social distancing along with good hygiene practices.
- Ensuring visitors sign in at main offices in the event CCPS needs to conduct contact tracing. Staff sign in daily using various forms of technology based on their job description. CCPS has the ability to contact trace teachers and students utilizing Synergy (student data and grading system).
- Requiring staff to complete additional mandatory online training (COVID-19 related).

PHYSICAL DISTANCING AND CLASSROOM SET UP

Desks and work areas should be organized to maximize space and allow separation between students. Where possible, desks should be facing in the same direction. Staff may not provide their own barriers such as Plexiglas or shower curtains.

SEATING CHART

In order to assist in contact tracing, teachers and bus drivers assign students to a seat and create seating charts for each class/bus. Teachers and bus drivers maintain the charts and provide them to administration when requested. To assist with contact tracing, seating charts should be created for the cafeteria.

STUDENT AND VISITOR MASKS

Use of cloth face coverings in school are required in all school buildings. Medical professionals or school-based assessment teams may determine that a student is unable to wear a mask due to a documented disability. Students may remove their masks when eating, drinking, playing outside, exercising or napping.

- All students, adults and bus drivers must wear a cloth face covering while on a school bus or school-provided transport.
- Face shields may be worn by students and visitors, but only in conjunction with a cloth mask – not as a replacement.
- Other adults must wear cloth face coverings when they enter the school building.
- Students must wear cloth face coverings in the school building and on school grounds.
- Cloth face coverings should not be worn by children younger than the age of 2 and anyone who has trouble breathing or is unconscious, incapacitated or otherwise unable to remove a face covering without assistance.
- Students who are authorized to not wear a mask due to a documented, approved and confirmed medical condition will appear on the classroom health conditions list provided by the school nurse.
- Home and Hospital, Infants and Toddlers (ITP) and other employees who deliver services to clients in their homes must wear a mask while providing services. The client must also be masked, unless medically unable to do so.

- A cloth face covering should:
 - Be worn to cover the nose and mouth.
 - Never be worn around the neck or over the head.
 - Never be shared with other children.
 - Be removed and replaced if it becomes wet or soiled; and
 - Be removed (and not replaced) if the child experiences difficulty breathing.

MEDICAL EXEMPTION FOR THE WEARING OF A MASK

Students who are unable to wear a mask must provide a medical contraindication from a licensed provider stating the need for the accommodation to the school nurse prior to returning to in-person instruction. Students needing this accommodation who are not already covered by an educational/health plan will be referred to the 504 Team. Students with an existing educational/health plan may have the accommodation added to their health care plan after a meeting. Additionally, the 504 Team will make consideration for special transportation.

VISITING THE NURSE

Outside of life-threatening emergencies, teachers must consult with the nurse by telephone prior to sending a student to the nurse.

STAFF SIGN-IN

In order to enhance the ability to contact trace, staff are expected to individually use their CCPS identification card to “swipe” the door card reader.

DIAGNOSTIC AND SCREENING TESTING

Children who feel sick SHOULD NOT come to school. If a student at school becomes ill:

- Contact the school nurse via the phone to perform virtual pre-screening.
- Report to the school nurse at the school nurse’s request.
- Participate in COVID-19 pre-screening (using the latest CDC/CCPS screening tool).
- Report to the supervised isolation room if symptoms are present.
- Parents/guardian are contacted immediately upon a symptomatic student being placed into isolation.

Once the parent/guardian/caretaker who is picking up the student in the isolation room arrives, an administrator and the nurse walk the child to the vehicle. Since the student has pre-screened with COVID-19 symptoms, a test for the child will be offered to the parent/guardian. A signed consent must be obtained. Parents of high school students who drive may provide verbal consent for testing over the phone. The consent must be witnessed by the nurse and an administrator. The nurse and administrator will both sign and date the forms. In cases where a person other than parent/guardian picks up the student, the parent may give verbal consent for testing over the phone. The consent must be witnessed by the nurse and an administrator. This must be documented on both forms. If possible, the parent should also send an email to the school nurse indicating they consent to having their child tested for COVID-19 by CCPS.

If consent is agreed upon and waivers signed for testing, the tests will be given outside, in the parent/guardians/student's vehicle. The parent/guardian should witness the test. For high school students who do not have a parent/guardian on site, an administrator should witness the test. Rapid tests will be given in the manner prescribed by the manufacturer. Rapid tests will only be administered by a school nurse.

Upon receipt of a positive test, the principal should be notified and should gather potential contact tracing information from Synergy, the classroom(s) seating chart and ScholarChip (if needed). Administration should interview the student to determine individuals who have met the exposure threshold defined by the CDC during the positive person's contagious period while at school.

Information should be reported to the Office of School Safety and Security at 301-392-5597 and covid@ccboe.com when possible. The Office of School Safety and Security will assist in determining who meets the exposure threshold. These exposed individuals and/or their parents/guardians will be notified as soon as practical. Any exposed non-fully vaccinated student will be removed from the school setting and placed into a quarantine status.

Parents should be encouraged to seek testing for any non-fully vaccinated exposed student five to seven days after the last exposure. Individuals in quarantine may not "test out of quarantine."

Parents who wish to have their children return to school after their child has tested positive for COVID-19 must maintain continuous communication with their school's nurse via the telephone between the test results and the child's return to school. Telephonic check-in should be no less than every two school days. Nurses will add a note to Synergy documenting the contact and status of the student. The parent's failure to remain in contact with the school will result in a delay of the student returning to in-person instruction.

When vacated, the isolation room should be cleaned and sanitized.

STUDENTS WITH ASTHMA OR OTHER CHRONIC HEALTH CONDITIONS

Students who have a physician diagnosis of asthma and have medication at school who experience an asthma attack or begin to suffer symptoms may be given their prescribed medication. If treatment reduces symptoms, the student may return to class as long as they do not have any other COVID-19 related symptoms. If asthma symptoms AND other COVID-19 related symptoms are present, testing for COVID-19 should be offered and processes outlined above followed.

Students who have a physician-diagnosed chronic condition can be treated with "as needed" medication to alleviate symptoms identified by the provider that are considered baseline for the student. The physician's guidance must identify which COVID-like symptoms may present and should be expected with the chronic condition. If there is a prescribed medication that may alleviate the symptom, it should be administered prior to using COVID protocols.

SICK STUDENTS WHO DO NOT PRESCREEN WITH MULTIPLE COVID-19 SYMPTOMS

In order to return to in-person instruction after any non-COVID related illness, the student should be symptom free without symptom-treating medication for at least 24 hours.

HEALTH EQUITY

CCPS is committed to promoting health equity for groups disproportionately affected by COVID-19. Action steps will include:

- Exploring the causes for disparities in evidence-based health strategies in our youth
- Strive to address the root causes of health and educational disparities in our youth
- Identifying groups at high risk for being disproportionately affected by COVID-19
- Providing information about COVID-19 symptoms, incubation periods, and exposure to students and their families
- Targeting resources (such as providing masks, thermometers, COVID-19 testing and vaccine information) to these groups
- Collaborating with our health partners to serve our youth at high risk
- Monitor the outcomes of our efforts to address the health and educational disparities in our youth

STAFF ILLNESS

Staff who are ill or not feeling well should NOT report to work. Staff who report to work or remain at work knowingly suffering from ANY COVID-19 symptoms are subject to disciplinary actions. If a staff member is suffering from ANY COVID-19 symptoms, they must notify the Office of Human Resources/Office of School Safety and Security (covid@ccboe.com) and their supervisor. Staff should include their phone number in the email. They should also seek COVID-19 testing as soon as possible. For staff with chronic conditions such as asthma or allergies, the symptoms should represent a change in baseline.

VACCINATIONS

CCPS encourages all staff and students to speak to their medical provider to determine if they are eligible for COVID-19 vaccinations. Since January 2021, CCPS has worked with the Maryland Department of Health to link staff to vaccination appointments. More than 3,900 CCPS staff members have secured vaccination appointments. CCPS has hosted multiple vaccination clinics for staff, students and community members at school sites, including clinics at meal distribution sites and new teacher orientation. Staff who obtain a COVID-19 vaccine appointment during work hours will be granted up to two (2) hours of administrative leave.

STAFF WHO BECOME COVID POSITIVE, EXPOSED TO A KNOWN POSITIVE PERSON, OR ARE AWAITING TEST RESULTS

All staff members who test positive for COVID-19 must self-report test results to the Office of Human Resources (covid@ccboe.com) within 24 hours of receiving notification.

Staff members who are placed into quarantine or isolation as a result of an exposure, potential exposure or testing positive must use leave during the required quarantine or isolation time. Staff members who are tested in order to comply with a State of Maryland order (such as travel order) must report the testing to covid@ccboe.com and their supervisor. Staff who are awaiting COVID-19 test results (except exemptions listed below) are not allowed in CCPS facilities or buildings until they receive a negative test result. Staff who are tested for the purposes of visiting assisted living homes or nursing homes due to a state regulation, law or order are NOT required to notify CCPS of precautionary testing unless the result is positive for COVID-19. Staff who work secondary jobs that require routine COVID-19 testing (healthcare facilities, assisted living homes, nursing homes) are not required to notify CCPS of precautionary testing unless the result is positive for COVID-19. Staff who participate in CCPS's COVID-19 screening testing are allowed to remain at school while awaiting testing results.

Staff members who test positive or are placed on quarantine/isolation for COVID-19 must follow the guidance from the Office of Human Resources and/or Office of School Safety and Security.

CONTACT TRACING

CCPS, with the authorization of the Charles County Department of Health, is leading the contact tracing effort for staff cases. All CCPS employees must have a current and working phone number on file with the Office of Human Resources. The Office of Human Resources or the Office of School Safety and Security conducts contact tracing interviews with all staff members who are positive for COVID-19, met the CDC definition of exposure to known positive COVID-19 persons, or others who may need to be placed into quarantine. Staff must be open and honest during the interviews. All interviews are confidential and private. Staff members who are placed on quarantine or isolation by CCPS are expected to stay away from CCPS facilities, implement suggested protective measures at home and abide by all recommendations provided by the CDC for those in isolation or quarantine.


STAFF ARE SICK WHILE AT WORK

Staff who become ill at work must contact the school nurse and report to the school nurse for screening. If multiple symptoms of COVID-19 are present, the school nurse will offer the staff member COVID-19 testing. The school nurse will determine how the staff member will depart the school (their own vehicle, picked up, ambulance) and Human Resources must be contacted. School administration will conduct contact tracing and initiate disinfecting mitigation strategies.

CLASSROOM/SCHOOL CLOSURES

Staff continuously monitor COVID-19 positivity rates and incidents of spread. When conditions warrant individual classrooms or schools may move from in-person learning to virtual learning for a short period of time to contain the spread of COVID-19. In these cases, CCPS is committed to continuity of instruction.

When classrooms move to virtual instruction, asymptomatic students who provide proof of being fully vaccinated may be accommodated with in-person instruction. When classrooms



or schools move to virtual instruction, students in need of internet access are provided internet hotspots at no cost. Students domiciled in areas with no internet access may be provided bus transportation to a site to access the internet for instruction. When classrooms or schools move to virtual instruction, curbside meal access may be provided for students during their meal times.

TRANSPORTATION SAFETY PROTOCOLS

CCPS has a transportation portal for families to access bus information for students. In addition to accessing available bus transportation, families may wish to drive or walk their children to school, if possible. Student drivers may wish to access parking privileges at their high schools. All stakeholders are urged to arrive and depart safely by following the directions of our school staff and safety partners.

TRANSPORTATION PREPARATION AND TRAINING

Working in collaboration with the local health department and using CDC guidelines and regulations, the CCPS Office of Human Resources has produced the document, ***Procedures for Managers/Supervisors***, for employees to follow when they are not feeling well, have tested positive for COVID-19 or have been in close contact with someone who has tested positive for COVID-19. The ***Procedures for Managers/Supervisors*** document has been distributed to all school bus contractors to use as a resource for managing contracted school bus drivers and attendants.

Bus Driver/Attendant Safety Training

CCPS will continue to use a combination of literature and virtual multimedia presentations (*SafeSchools* modules as well as videos produced by the CDC and CCPS) to training. Bus Drivers/Attendants. They have received instruction in the following topics regarding safe transportation:

- COVID-19 symptoms.
- Best practices for hygiene.
- Social distancing practices.
- Usage of face-coverings.
- Bus cleaning and sanitization protocol.


Through this training process, drivers and attendants also received instruction about Personal Protective Equipment (PPE) requirements such as face masks, face shields and gloves. Face shields may be required for some bus staff (attendants) when supporting the transportation of students with highly vulnerable medical or behavioral needs. Specific PPE may be provided as requested.

Bus Driver/Attendant PPE

- CCPS provides all drivers and attendants with a cloth reusable face mask.
- Unique circumstances may arise on buses where students, drivers and attendants may require additional PPE (such as clear face shields). This PPE will be provided to staff and students as it is deemed necessary.
- Drivers were provided with face masks to be stored on the bus for any student who may forget their mask.

Bus Safety Inspections

- All 2021 summer bus inspections were conducted safely and without issue.

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- Prior to school opening for in-person instruction, all CCPS buses were cleaned and sanitized.

BUS CLEANING/SANITIZATION PROTOCOL

Cleaning/Sanitization Procedures

School buses are regularly cleaned with an emphasis on high touch point areas.

For regular buses these touch points may include:

- Bench seats occupied by students.
- The backs and tops of seatbacks in front of each occupied seat.
- Side walls next to occupied seats.
- Handles on all emergency exits and emergency windows.
- Windows, window frames and ledges of occupied seats.
- Handrails in stepwell.

For special needs buses these touch points may include:

- Occupied seats, seat backs/tops, integrated booster seats, safety vests, seatbelts, and ends.
- Any wheelchair tie downs which were used.
- Any part of the lift gate which was touched, including the controller.
- Any other equipment/item touched by students or the bus attendant.

In the event that an exposure event is reported or a student, driver or bus attendant tests positive for COVID-19, a fogger will be used to disinfect the school bus.

SCHOOL BUS LOGISTICS DURING COVID-19

Bus Configuration

- Siblings residing in the same household will be asked to sit together.
- Whenever possible, it is encouraged to leave the seat directly behind the driver empty. However, if the driver has a child from their household onboard, that child may sit in the seat directly behind the driver.

Loading/Unloading School Buses

- Students and their parents/guardians are encouraged to follow social distancing practices and to wear masks while waiting at community bus stops.
- School-based administration determine the safest and most efficient method for maneuvering their students into and out of the building at arrival and dismissal.
- CCPS Transportation coordinates with the Office of School Safety and Security and Charles County Sheriff's Office to encourage the development of individualized school plans to address and manage traffic congestion issues that are likely to occur due to an increase in car riders. Attention is focused on schools where there are known traffic-overflow issues that impede public roadways so that schools can proactively plan to accommodate the influx of vehicle traffic.

SAFETY PROTOCOL ON THE BUS

- Students are required to wear a mask at all times while on the school bus. This mask must be designed so that it remains on their face unaided.

- Drivers are provided with face masks to be stored on the bus for any student who may forget their mask. Drivers are instructed to refer students who habitually forget their mask to school administration.
- Drivers and attendants must wear a mask at all times.
- CCPS has provided all drivers and attendants with a cloth reusable face mask.
- Unique circumstances may arise on special needs buses where students, drivers and attendants may require additional PPE (such as clear face shields). This protective equipment is provided to staff and students as it is deemed necessary.
- Drivers keep the bus windows slightly open to allow for adequate air circulation throughout the vehicle during trips, as weather permits. An exception to this rule would be if a student must have air conditioning (AC) due to IEP/504 requirements, in which case, all windows must remain closed and the AC used.
- Students are instructed to limit unnecessary contact with surfaces inside the school bus.
- Students are directed to place all personal belongings on their laps and not to place items on the seats.

ATTENDANCE TRACKING SYSTEM

Daily attendance is expected in all classes during the CCPS Reopening Plan. Attendance is taken using Synergy and is available to parents through the parent portal. A student is marked present for a class when they are in the classroom available for learning. Elementary teachers take attendance before each subject begins and secondary teachers take attendance before each class period begins.

A student enrolled in virtual instruction is marked present for a class when the teacher admits them into the virtual classroom via the waiting room. Student engagement in virtual instruction is monitored through the online discussion thread or through visual or auditory participation. If there is a consistent lack of engagement, teachers notify parents and use school-based supports such as the Student Support Team, school counselor and psychologist. Students are considered tardy if they join a live lesson 10 minutes after instruction begins.

Parents/guardians must submit a note by email to the attendance secretary if a student will be absent for a full or partial school day. All absences for which no documentation is received after three days is considered unlawful. The parent/guardian is expected to call the school after the third day of consecutive absences. If the parent/guardian does not call after the third day, the school may call the family. A medical verification should be obtained by the parent/guardian for students who have missed virtual instruction for an extended period of time.

CONTINUITY OF LEARNING AND SERVICES PLAN


In the event students must quarantine or isolate due to COVID-19, access to learning and services will continue.

Quarantine procedures are communicated to students, staff, and the community through the COVID-19 Standard Operating Procedures document on the CCPS website. When a student or staff member presents positive test results, is symptomatic, or is exposed to COVID-19, they are expected to contact CCPS. When a student is in isolation or quarantine and cannot attend school, they are marked absent from school. This absence is coded as a medical absence. When a student or staff member is required to quarantine or isolate, they will receive individualized information about their quarantine or isolation period and the date they may return to school. This information will be dependent upon COVID-19 test results, exposure, and symptoms. This information will be shared with individuals through a personal conversation or phone call.

DELIVERY OF INSTRUCTION

Students in quarantine or isolation have the opportunity to continue learning when they cannot attend school in person. Each CCPS teacher uploads their assignments to their Learning Management System (LMS). Each student in CCPS has access to all of their assignments at all times by accessing their LMS. When a student is unable to attend school in person, the student can access all assignments from the LMS and complete them, using a dropbox to turn them in or submitting them once the student has returned to school. Additionally, students can complete assignments and assessments within a reasonable time after returning to school in person. Grades for assignments and assessments will be recorded in the same manner that in-person student work is graded. In other words, full credit may be earned for completing assignments while in isolation or quarantine.

Each school has a Continuity of Learning Plan posted on their school website. That plan identifies a Continuity of Learning point of contact at the school. Students who have questions about their assignments, the content, technology support, or classwork can reach out to the school's point of contact. Each school also has a posted schedule designating staff who are available throughout the day to provide instructional support to each student in quarantine or isolation. The staff includes teachers, administrators, or instructional support staff as designated by each principal. In order to engage students in the continuity of learning, the school staff designated to provide instructional support are contacting students in isolation or



quarantine to answer any questions they have about accessing their assignments or continuing their learning.

Students with service plans also have access to continuity of learning. Their assignments will be available on their teachers' LMS pages. School staff will contact students in isolation or quarantine to ensure they have access to their assignments and determine how they can provide instructional support throughout the day while they are in isolation or quarantine.

COMMUNICATIONS PLAN

The CCPS Communications team has developed a comprehensive communications plan to offer parents, students and staff timely and continuous information throughout the school year. As we open the 2021-2022 school year, the Superintendent will continue to send regular email, phone and text message updates through School Messenger. Additionally, CCPS will post the Reopening Plan on its website. The Superintendent and Board of Education of Charles County will continue to share information videos, provide updates, hold Town Halls, conduct surveys, meet with stakeholders and provide information through social media, which includes Facebook, Twitter and Instagram.

NOTIFICATION OF COVID-19 CASES

CCPS has developed processes for parents/guardians to notify the school as soon as they are made aware that they/their child has tested positive for COVID-19 or that they/their child has been exposed to a person who is confirmed to have COVID-19. CCPS has developed a plan and communications for how parents are to notify the school of a positive test result or exposure to ensure confidentiality. The Communications Office has developed a process for notification of contacts of persons who are confirmed to have COVID-19. Information about all COVID-19 cases is publicly available on a data dashboard located on the system website.

[Click here to view the dashboard.](#)

OUR KEY MESSAGES

- Effective instruction in a safe environment is our top priority.
- Staff training in safety and health protocols will be ongoing and adjusted when necessary based on public health guidelines.
- The mental health needs of students and staff are significant indicators of academic success.
- CCPS will be agile in responding to changes in environmental conditions. Clear and transparent communication will ease transitions in the delivery of instruction.

STUDENT INTERSCHOLASTIC AND ATHLETIC ACTIVITIES

Participation in high school athletics and extracurricular activities benefits students academically, physically, emotionally and socially. These extracurricular activities will allow CCPS students to stay connected with their classmates, teammates, coaches, sponsors and schools in a safe, controlled and responsible manner. Extracurricular activities include clubs, performance groups, student representative groups and athletics.

CCPS, in alignment with guidance from the Maryland Public Secondary Schools Athletic Association (MPSSAA), will provide athletic activities following strict health and safety protocols. The health and safety of students, student-athletes, coaches, sponsors and all stakeholders will continue to be our top priority and drive all decision-making. Student activities may be modified and/or suspended at any time based on Charles County Department of Health recommendations.

FALL SPORTS:

1. Conditioning dates – June 23, 2021 – Aug. 10, 2021.
2. Competition season per MPSSAA – Aug. 11, 2021 – Dec. 7, 2021.
3. Online athletic registration must be submitted with current forms prior to the student participating in practices.

WINTER SPORTS:

1. Conditioning dates – Aug. 30, 2021 – Nov. 14, 2021.
2. Competition season per MPSSAA – Nov. 15, 2021 – March 12, 2022.
3. Online athletic registration must be submitted with current forms prior to the student participating in practices.

SPRING SPORTS:

1. Conditioning dates – Aug. 30, 2021 – Feb. 28, 2022.
2. Competition season per MPSSAA – March 1, 2022 – May 30, 2022.
3. Online athletic registration must be submitted with current forms prior to the student participating in practices.

REQUIREMENTS

Due to the nature of athletic activities, all high school students participating in interscholastic athletics will be required to either:

- Provide proof of having been fully COVID-19 vaccinated (completion of the vaccination series, plus 14 days) OR
- Submit to the CCPS COVID-19 screening testing program which is free of charge

Proof of COVID-19 vaccination must include the student's name, date of birth, vaccine manufacturer, vaccine lot number, date of each vaccination and health care professional or clinic site. Students who are fully vaccinated may voluntarily participate in the screening testing program.

Student athletes who fail to provide proof of being fully vaccinated or fail to screen in accordance with the CCPS COVID-19 screening testing program will not be allowed to participate in practices or games until they comply.

Student athletes who test positive for COVID-19 must isolate for at least 10 days from symptom onset. Student athletes who are not fully vaccinated and are exposed to a known COVID-19 positive person must quarantine for at least seven days and test negative for COVID-19 (on the seventh day or after the exposure) in order to return for practices or games. Any positive COVID-19 screening results will be investigated and contact tracing completed by the Office of School Safety and Security in conjunction with the school's athletic director and coaches.

Student athletes who test positive for COVID-19 since their last physical must be cleared to return to play as documented by the Return to Play clearance form, which can be provided by the school's athletic director or athletic trainer.

GUIDELINES

1. Certified Athletic Trainers will be onsite during practices and competitions, pending availability.
2. Charles County weather guidelines will be monitored and enforced.
3. Students must bring their own water bottles labeled with their names. The sharing of water bottles will not be permitted.
4. All participants, including coaches and sponsors, must maximize distancing between each other.
5. Except during high intensity physical activity, all participants are expected to wear face coverings.
6. Students are encouraged to bring their own hand sanitizer.
7. No sharing of personal property (towels, water bottles, etc.) will be permitted.