CHARLES COUNTY PUBLIC SCHOOL

SCHOOL YEAR 2022-23

REOPENING PLAN

THINK. INSPIRE. GROW.

Charles County Public Schools

AUGUST 15, 2022

ABOUT THE CCPS REOPENING PLAN

The Charles County Public Schools (CCPS) Reopening Plan is an overview of how the school system will resume 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 2022-23 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 2022-23 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.

TABLE OF CONTENTS

LETTER FROM THE SUPERINTENDENT

Dear Parents, Guardians, Students and Staff:

Charles County Public Schools (CCPS) has plans in 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 2022 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 as conditions warrant.

When students return for in-person learning experiences, we want our schools to be as safe as possible. 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 ensure the well-being of our students and staff are 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.

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 2022-2023 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 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 2022-2023 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 the senior leadership team

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 2021-2022 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 2022-2023 academic year, teachers will use a variety of data to determine students' instructional levels, identify gaps in learning and prepare a path for instructional success and recovery.
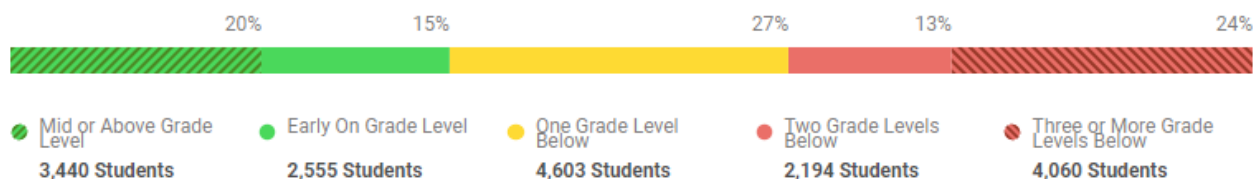
At the beginning of the year, students in Grades 1-9 will take the i-Ready assessment for reading/English language arts. Students in Grades 1-8 and those students enrolled in Algebra I and Foundations of Algebra will take the i-Ready assessment for math. This assessment will serve as baseline data to help teachers and school leaders determine where students are 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 will analyze the fall assessment data and determine next steps for instruction for individual students, grade levels/courses and the school overall. Staff will review 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 are identified 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 will reflect 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 at the end of the 2021-2022 school year:

Overall Placement
Students Assessed/Total: **16,852/19,111**

20%	15%		27%	13%		24%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
3,440 Students	**2,555 Students**	**4,603 Students**	**2,194 Students**	**4,060 Students**

Gender

Gender	Overall Grade-Level Placement	◉	●	●	●	⊘
Female		23%	17%	29%	13%	19%
Male		18%	14%	26%	13%	28%
Not Reported		25%	25%	25%	0%	25%

Race

Race	Overall Grade-Level Placement	◉	●	●	●	⊘
American Indian or Alaska Native		22%	17%	29%	11%	21%
Asian		41%	18%	22%	8%	11%
Black or African American		17%	14%	28%	14%	27%
Two or More Races		25%	18%	27%	11%	19%
White		24%	15%	27%	12%	22%

English Learner

English Learner	Overall Grade-Level Placement	◉	●	●	●	⊘
Yes - English Learner		6%	8%	23%	19%	45%
No - English Learner		21%	16%	28%	13%	23%

Special Education

Special Education	Overall Grade-Level Placement	◉	●	●	●	⊘
Yes - Special Education		4%	4%	17%	17%	58%
Not Reported		22%	16%	28%	13%	20%

Economically Disadvantaged

Economically Disadvantaged	Overall Grade-Level Placement	◉	●	●	●	⊘
Yes - Economically Disadvantaged		13%	12%	28%	16%	30%
No - Economically Disadvantaged		25%	17%	27%	11%	20%
Not Reported		43%	5%	33%	5%	14%

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

Overall Placement

Students Assessed/Total: **17,381/19,561**
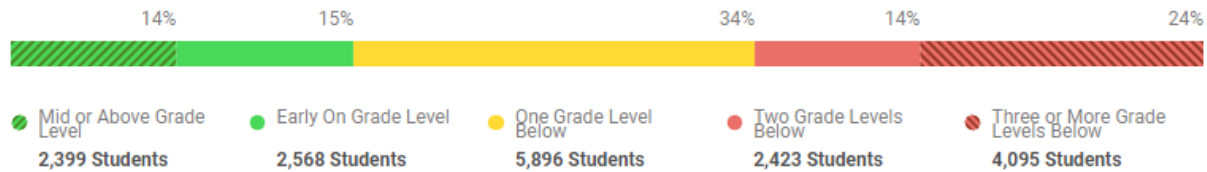
14%	15%		34%	14%	24%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
2,399 Students	2,568 Students	5,896 Students	2,423 Students	4,095 Students

Gender

Gender	Overall Grade-Level Placement	◉	●	●	●	⊘
Female		13%	15%	36%	14%	21%
Male		15%	14%	32%	14%	26%
Not Reported		33%	0%	33%	17%	17%

Race

Race	Overall Grade-Level Placement	◉	●	●	●	⊘
American Indian or Alaska Native		12%	16%	32%	16%	24%
Asian		36%	25%	24%	6%	9%
Black or African American		9%	13%	34%	16%	27%
Two or More Races		17%	17%	36%	12%	18%
White		20%	17%	33%	12%	19%

English Learner

English Learner	Overall Grade-Level Placement	◉	●	●	●	⊘
Yes - English Learner		6%	8%	29%	20%	37%
No - English Learner		14%	15%	34%	14%	23%

Special Education

Special Education ▾	Overall Grade-Level Placement	⊘	●	●	●	⊘
Yes - Special Education		3%	4%	18%	17%	58%
Not Reported		15%	16%	36%	14%	20%

Economically Disadvantaged

Economically Disadvantaged ▾	Overall Grade-Level Placement	⊘	●	●	●	⊘
Yes - Economically Disadvantaged		8%	11%	35%	17%	29%
No - Economically Disadvantaged		18%	17%	33%	12%	20%
Not Reported		24%	24%	33%	10%	10%

After the fall i-Ready diagnostic assessment, each student is generated a Typical Growth measure. This is the expected growth the student will make 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 22-23 academic year.

Typical growth outcome from 21-22 is disaggregated below:

TYPICAL GROWTH OUTCOME - READING
All Students

Students Assessed/Total: **14,323/17,394**

Progress to Annual Typical Growth (Median)

93%

| 50% | 100% |

The median percent progress towards Typical Growth for this school is 93%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

| 23% | 16% | 29% | 14% | 19% |

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	⊘ Three or More Grade Levels Below
(From 10%)	(From 13%)	(From 32%)	(From 21%)	(From 24%)

Grade Level

	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
Multi	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 1	92%	44%	65%	22%	54%	1,676/1,735
Grade 2	103%	52%	67%	26%	59%	1,712/1,774
Grade 3	94%	49%	53%	25%	55%	1,815/1,896
Grade 4	115%	55%	60%	28%	53%	1,959/2,041
Grade 5	94%	49%	43%	22%	48%	1,851/1,937
Grade 6	71%	45%	26%	19%	42%	1,769/2,015
Grade 7	75%	47%	24%	19%	43%	1,747/2,049
Grade 8	56%	45%	18%	17%	40%	1,743/2,171

Gender

	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
Gender	Progress (Median)	% Met	Progress (Median)	% Met		
Female	94%	49%	50%	23%	51%	6,951/8,381
Male	92%	48%	47%	22%	48%	7,368/9,009
Not Reported	278%	75%	100%	50%	75%	4/4

Race

	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
Race	Progress (Median)	% Met	Progress (Median)	% Met		
American Indian or Alaska Native	107%	52%	52%	27%	51%	128/164
Asian	116%	56%	59%	29%	57%	459/523
Black or African American	83%	45%	44%	19%	47%	8,261/10,105
Two or More Races	106%	53%	56%	26%	53%	1,342/1,645
White	105%	52%	55%	26%	52%	4,133/4,957

English Learner

	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
English Learner	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - English Learner	82%	43%	42%	16%	45%	695/835
No - English Learner	94%	49%	49%	23%	50%	13,628/16,559

Special Education

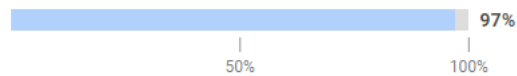| Special Education	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Special Education	61%	37%	30%	14%	39%	1,338/1,687
Not Reported	97%	50%	51%	23%	51%	12,985/15,707

Economically Disadvantaged

Economically Disadvantaged	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Economically Disadvantaged	82%	44%	43%	17%	47%	5,637/6,953
No - Economically Disadvantaged	100%	51%	53%	25%	51%	8,665/10,417
Not Reported	142%	62%	77%	43%	71%	21/24

TYPICAL GROWTH OUTCOME – MATH
All Students

Students Assessed/Total: **14,712/17,349**

Progress to Annual Typical Growth (Median)

97%

50%   100%

The median percent progress towards Typical Growth for this school is 97%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

16%	16%	37%	14%	18%

- Mid or Above Grade Level **(From 3%)**
- Early On Grade Level **(From 8%)**
- One Grade Level Below **(From 38%)**
- Two Grade Levels Below **(From 25%)**
- Three or More Grade Levels Below **(From 26%)**
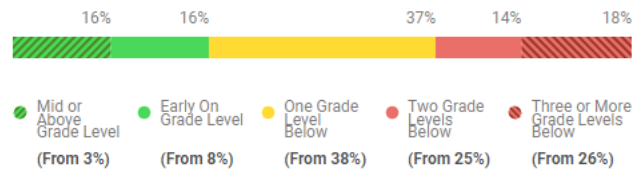
Grade Level

Multi	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 1	100%	51%	74%	29%	55%	1,672/1,735
Grade 2	103%	53%	69%	24%	61%	1,715/1,774
Grade 3	93%	47%	63%	20%	65%	1,812/1,895
Grade 4	96%	48%	56%	18%	68%	1,961/2,040
Grade 5	85%	45%	45%	13%	57%	1,850/1,935
Grade 6	113%	55%	54%	23%	59%	1,867/2,005
Grade 7	100%	52%	48%	23%	52%	1,851/2,041
Grade 8	100%	51%	41%	23%	48%	1,935/2,149

Gender

Gender	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Female	97%	50%	57%	20%	58%	7,127/8,367
Male	100%	50%	57%	22%	58%	7,581/8,978
Not Reported	468%	75%	197%	75%	75%	4/4

Race

Race	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
American Indian or Alaska Native	108%	53%	67%	18%	53%	132/164
Asian	121%	61%	77%	36%	66%	461/517
Black or African American	92%	47%	52%	18%	56%	8,526/10,083
Two or More Races	100%	51%	60%	23%	60%	1,369/1,643
White	107%	55%	65%	25%	61%	4,224/4,942

English Learner

English Learner	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - English Learner	92%	45%	49%	17%	56%	712/834
No - English Learner	100%	50%	58%	22%	58%	14,000/16,515

Special Education

Special Education	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Special Education	66%	38%	36%	12%	45%	1,360/1,654
Not Reported	100%	51%	59%	22%	59%	13,352/15,695

Economically Disadvantaged

Economically Disadvantaged	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Economically Disadvantaged	89%	46%	51%	18%	55%	5,797/6,927
No - Economically Disadvantaged	104%	53%	61%	23%	60%	8,894/10,398
Not Reported	141%	90%	91%	33%	86%	21/24

Students will take the i-Ready assessment again in the winter (January) 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 will be administered in the fall:

- Kindergarten Readiness Assessment   August 29 – October 7, 2022
- Acadience (Universal screener for K, 1 and 2)   August 29 – October 31
- PSAT   Oct 12, 2022

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 re-administered 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 provide teachers with data concerning students' progress towards meeting and mastering standards.

INSTRUCTION ACROSS KEY CONTENT AREAS INCLUDES COLLEGE AND CAREER READINESS

During the 21-22 SY, students enrolled in prekindergarten through Grade 12 returned to face-to-face instruction five days per week. 219 elementary and middle school students participated in virtual instruction.. 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 was an option for students in Grades 9 through 12. Interested students were selected through an application process. For the 22-23 SY, the Virtual Academy, available to students in grades 9-12, will be available as a virtual option for CCPS students. Applications for the Virtual Academy were due March 11th. Additional information on the Virtual Academy can be found at the following link:

Virtual Academy - Charles County Public Schools (ccboe.com)

School-based staff were provided guidance and support with using the curriculum frameworks. This included a comprehensive professional development plan that provided teachers with support on implementing the MCCRS for all content areas. Details are available at the following link:

Staff Development - Charles County Public Schools (ccboe.com)

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 met 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. A focus of this initiative was to identify students who, due to pandemic related issues or other conditions had become disengaged from the learning process and determine ways to address this. This collaborative planning will continue throughout the 22-23 SY.

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). Discovery Techbook is a resource in the upper elementary grades.
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. Extended learning opportunities are also available to address social-emotional learning, and for students at and above grade level that would benefit from additional support to strengthen their trajectory for achievement.

In order to ensure that students in need of these programs are able to attend, CCPS has provided the option for schools to have transportation provided for after-school programs as needed and can be accommodated with transportation staff,

MIDDLE AND HIGH SCHOOL STUDENTS

Secondary school students participate in five days of in-person instruction each week. 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 were provided during the summer. The elementary and middle school programs focused on the learning gaps in reading and math as well as social and emotional learning opportunities. The high school program focused on credit and grade recovery as well as opportunities for original credit. Students receiving special education services participated in the summer programs as well as received 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.

CONTINUITY OF SERVICES

CCPS recognizes the impact the pandemic has had on students' academic needs and the social, emotional, mental health and basic needs of students and staff. To address these needs, CCPS will provide 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.

ASPIRE Program/Behavior Support Program

Kindergarten-second grade students requiring behavioral supports can be referred to a central office team to help them develop more effective coping tools in school. Consultation with teachers also is a key component of the Behavior Support Program. If a student proves unsuccessful with this level of support, a referral to the ASPIRE program may take place. ASPIRE classrooms are regionalized programs at four elementary schools for regular education kindergarten-second grade students requiring intensive levels of behavioral support. Students are only admitted into this program with parent permission.

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 Office 365 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.

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 may wear face-covers 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)eightened (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 support 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 characteristics of 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 support 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 may be provided in person or virtually.

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. 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, Everyday Speech and Unique Learning Systems. 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 offering the opportunity for in-person or virtual meetings. Virtual IEP meetings will use the WebEx meeting platform while continuing to maintain scheduling meetings at mutually agreed upon times with parents and meaningful parental input.

IEP teams discuss emergency plans as a part of the annual review process. The emergency plan that is embedded in the IEP becomes effective if a school closure lasts for longer than ten days school days. 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 to allow for meaningful parental input.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities may require accommodation in the school environment, such as 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 accommodation 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 prepare for all students to return to our buildings for the 2022-2023 school year, we established several processes aimed at reducing risk of exposure to our staff, students and community. Our 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.

- .
- Practice good hand hygiene.

DISINFECTING AND SANITIZING CLASSROOMS

During the summer of 20221, each facility was thoroughly cleaned. . Operations and maintenance staff conduct an inspection of every CCPS building and school before staff and students return to school for the fall. The inspection 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. 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. The bottle of disinfectant can be used to clean hard surfaces at the staff member's discretion. R

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.
- Posting signs in common areas and restrooms that promote safe social distancing along with good hygiene practices.

STUDENT AND VISITOR MASKS

Use of face coverings in schools are optional in all school buildings.

VISITING THE NURSE

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

DIAGNOSTIC AND SCREENING TESTING

Children who feel sick SHOULD NOT come to school.

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.

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.

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.

Bus Driver/Attendant Safety Training
CCPS continues to train staff annually about preventative measures regarding the transmission of COVID 19.   They received instruction in the following topics regarding safe transportation:

- COVID-19 symptoms.
- Best practices for hygiene.
- Social distancing practices.
- Optional usage of face-coverings.
- Bus cleaning and sanitization protocol.
- Behavioral deescalation techniques

Through this training process, drivers and attendants also received instruction about Personal Protective Equipment (PPE) requirements such as face masks, face shields and gloves. Specific PPE may be provided as requested.

Bus Driver/Attendant PPE
- 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 are provided with face masks to be stored on the bus for any student who may wish to use a mask.

Bus Safety Inspections
- All 2022 summer bus inspections were conducted safely and without issue.
- 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 may be used to disinfect the school bus.

SAFETY PROTOCOL ON THE BUS
- Students may wear a mask while on the school bus.
- Drivers are provided with face masks to be stored on the bus for any student who may forget their mask.
- Drivers and attendants may wear masks
- 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.

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, 2022 – Aug. 09, 2022.
2. Competition season per MPSSAA – Aug.10, 2022 – Dec. 6, 2022.
3. Online athletic registration must be submitted with current forms prior to the student participating in practices.

WINTER SPORTS:
1. Conditioning dates – Aug. 30, 2022 – Nov. 14, 2022.
2. Competition season per MPSSAA – Nov. 15, 2022 – March 11, 2023.
3. Online athletic registration must be submitted with current forms prior to the student participating in practices.

SPRING SPORTS:
1. Conditioning dates – Aug. 30, 2022 – Feb. 28, 2023.
2. Competition season per MPSSAA – March 1, 2023 – May 30, 2023.
3. Online athletic registration must be submitted with current forms prior to the student participating in practices.

Student athletes who test positive for COVID-19 must isolate for at least 5 days from symptom onset.

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. Students are encouraged to bring their own hand sanitizer.
5. No sharing of personal property (towels, water bottles, etc.) will be permitted.