

Prolonged State of Emergency Virtual Education Plan 2024-2026

Dr. Andraé Townsel
Superintendent

1305 Dares Beach Road
Prince Frederick, MD 20678
443-550-8000
www.calvertnet.k12.md.us

Approved by the Calvert County
BOE on May 23, 2024

Calvert County Public Schools

Submitted June 1, 2024

Introduction

Senate Bill 610, Chapter 804 Subtitle 14A requires that on or before June 1, 2024, a county school board of education shall, in consultation with county administrators and school staff, adopt a virtual education plan for use during a prolonged state of emergency. Senate Bill 610 defines a prolonged state of emergency as “a state of emergency declared by the Governor under Title 14 of the public safety article that prevents regular, in-person attendance at a public school for at least 14 consecutive school days.”

If there is a prolonged state of emergency that requires the cessation of in-school attendance at a public school, and the county school board determines virtual education is required, a county school board immediately shall implement the approved virtual education plan and transition the school or system to virtual education. The Prolonged State of Emergency Virtual Education Plan may be modified by the county school board to ensure it meets the specific needs of the school(s) affected and the specific circumstances of the emergency. The adjusted plan shall be submitted to the State Board of Education as soon as practicable.

The Prolonged State of Emergency Virtual Education Plan shall be updated by the county school board every two years and the most recent version shall be published on the county school board’s website. Per Senate Bill 610, the virtual education plan shall include all the components outlined below.

- Staffing and personnel assignment
- Student instruction
- Student assessment and learning support
- Social and emotional support
- Community communication
- Technology
- Nutritional and health services
- Return to in-person instruction

Component Review		
Components	Component Review:	Comments
	<ul style="list-style-type: none"> • Met • Developing • Not Met 	
Staffing and personnel assignment plan that shall include: <ul style="list-style-type: none"> • appropriate assignments for all school personnel and reasonably balanced workloads 	Met - Addresses all departments	Page 1
Student instruction plan that shall include: <ul style="list-style-type: none"> • provision of instruction through appropriate balance of synchronous and asynchronous learning • access to same curriculum and equivalent standards as in-person instruction • student engagement procedures (including methods to encourage active participation) • verified student presence during entire class period and activated cameras when appropriate • method to provide instructional materials to students • attention to student equity to ensure all students receive thorough and appropriate education during virtual education • how students with disabilities are receiving their required services and a free and appropriate public education through virtual education 	Met – outlines how content and instruction will be delivered virtually and ensure engagement of students; outlines how CCPS will support students	Page 3
Student assessment and learning support plans that shall include: <ul style="list-style-type: none"> • administration of regular assessments • process for establishing benchmarks at the start and the end of virtual education as well as periodically throughout the course • provisions of additional learning supports for students identified as having learning loss 	Met – addresses how learning will be monitored	Page 13
Social and emotional support plans that shall include: <ul style="list-style-type: none"> • interactive social and emotional wellness components designed for a virtual environment • regular student wellness check-ins • development of a school behavioral health plan 	Met – address each provision and the staff who will support this effort	Page 14
Community communication plans that shall include: <ul style="list-style-type: none"> • culturally appropriate family engagement plan that includes: 	Met – outlines how the community will be engaged	Page 16

<ul style="list-style-type: none"> ○ methods to engage with parents, guardians, and students from various ethnic, racial, and cultural backgrounds ○ students eligible for aid ○ parents, guardians, and students whose primary language is not English ● multiple methods for communication with all stakeholders during periods of virtual education ● method for prioritizing important information that must be provided 		
<p>Technology plans that shall include:</p> <ul style="list-style-type: none"> ● provision of hardware and software to students and school personnel ● access to broadband and internet services to all students and school personnel 	Met – addresses how CCPS will deploy hardware and software and provisions for internet services	Page 17
<p>Nutritional and health services plan that shall include:</p> <ul style="list-style-type: none"> ● places and times that students and other eligible individuals may receive free meals ● availability of health services to eligible individuals 	Met – Nutritional and health plan services have been addressed	Page 19
<p>Return to in-person instruction plan that shall include:</p> <ul style="list-style-type: none"> ● plans to return rapidly to in-person learning when it is safe to do so ● clear process for student engagement on return to in-person learning ● identified strategies for a return to in-person learning 	Met - outlines how CCPS will return to in-person instruction	Page 20

Staffing and Personnel Assignment Plan

Appropriate assignments for all school personnel and reasonably balanced workloads

When a prolonged closure where the system or a school must shift to virtual instruction, Calvert County Public Schools (CCPS) will re-evaluate roles and responsibilities to meet the needs of the students and staff. The superintendent in consultation with the Cabinet and Board of Education will determine if staff reports onsite to work, to an alternative site, or work remotely using the essential job functions of positions. These decisions will be based on the nature of the emergency, how widespread it affects the system, and specific circumstances. Directors and Principals will be responsible for identifying underutilized staff and adjusting responsibilities to best meet the needs of the school and/or system. In some cases, specific staff may be assigned to support distribution of materials, development of paper instructional materials, checking in with families/students, and supporting technology. Any training needed will be provided.

School Staff

- Administrators and secretaries will work remotely unless their essential job functions require them to report to the school.
- Essential staff will report on an as-needed basis.
 - Maintenance and building services workers will have access and will be scheduled as needed to conduct building checks on a rotating schedule, support School Construction, and oversee contracted services.
- Building service staff will clean/sanitize buildings and assist the administration in making essential instructional materials and electronic devices available for pick up.
- Teachers, School Counselors, Related Service Providers, and Instructional Assistants will work remotely, providing instruction and support to students.
- Other non-instructional building staff will work remotely unless essential job functions require them to report to the school. Job tasks will be determined by the building administrator.
- School nurses are considered essential to health and safety and will report to school if the environment is safe.

Central Office Building

- U.S. Mail, pony mail, and other packages will be available for pickup in the Mail Room by staff from schools/offices on Mondays and Wednesdays from 8:00 a.m. to 12:00 p.m.
- Use of the building by essential staff will be limited to Monday through Thursday from 8:00 a.m. to 3:00 p.m.
- Buildings will be closed and all staff will work remotely.

Administration Department

- Staff will work remotely unless their essential job functions require them to report.

Child Nutrition Department

- Staff will develop a schedule for meal preparation and distribution to students.
- Staff will work on a rotating basis at the designated meal distribution locations.

Copy Center/Mail Room

- Staff will report to work on Mondays and Wednesdays for printing and processing U.S. and internal Mail.
- Staff will work remotely unless needed for printing, processing U.S. and internal mail, and phone issues.

Finance

- Staff will work remotely unless their essential job functions require them to report.

Human Resources

- Staff will work remotely unless their essential job functions require them to report.

Information Technology

- Staff will work remotely unless their essential job functions require them to report.
- Computer technicians will work primarily onsite in schools or in the Central Office. Based on Help Desk needs, some will work remotely.

Instruction & Special Education

- Secretarial staff will work onsite following a rotating schedule or otherwise work remotely.
- Directors, Supervisors, Coordinators, and Specialists will report on an as-needed basis and otherwise work remotely.

School Facilities

- Maintenance and building services workers will follow a rotating schedule and as needed, support School Construction and oversee contracted services.
- Office staff will work remotely.

School Construction

- Staff will work remotely unless their essential job functions require them to report.
- Staff will visit sites to support ongoing/future school construction activities as needed.

Student Services

- Secretarial staff will work onsite following a rotating schedule or otherwise work remotely.
- Supervisors will report on an as needed basis and otherwise work remotely.

Transportation

- Staff will work remotely unless their essential job functions require them to report.

Warehouse

- Warehouse staff will work onsite Mondays and Wednesdays to assist with distributing meals to students and receiving deliveries.

Student Instructional Plan

[Provision of instruction through appropriate balance of synchronous and asynchronous learning](#)

While students cannot return to in-person instruction, CCPS will provide synchronous and asynchronous instruction to students in grades PreK – 12. When CCPS students and staff cannot access the internet, the following asynchronous instructional schedule will be utilized.

[Sample Asynchronous Schedule:](#)

[High School](#)

- Monday and Wednesday – Math, Social Studies, CTE/NJROTC, PE/Health
- Tuesday and Thursday – English, Science, World Language, Fine Arts, ESOL
- Friday is an asynchronous day and should be used as a continuation of learning for the week.
- It is recommended that, when possible, students work through their learning activities between 8:30 – 11:30 and 12:30 – 2:30 daily
- Students work in 30-40-minute increments, not to exceed 4 hours per day

Middle School

- Monday and Wednesday – Math, Social Studies, Related Arts/World Language, PE/Health
- Tuesday and Thursday – ELA, Science, Music/Grade 8 Art
- Friday is an asynchronous day and should be used as a continuation of learning for the week.
- It is recommended that, when possible, students work through their learning activities between 8:30 – 11:30 and 12:30 – 2:30 daily.
- Students work in 20-30-minute increments, not to exceed 3 hours per day

Elementary School

- Monday and Wednesday – Math, Science
- Tuesday and Thursday – ELA, Social Studies
- Friday – PE, Art, Music, Library, and completion of learning activities posted Monday through Thursday
- It is recommended that, when possible, students work through their learning activities between 8:30 – 11:30 and 12:30 – 2:30 daily.
- Students work in 15-20-minute increments, not to exceed 2 hours per day

When CCPS students and staff have access to the Internet, the following blend of synchronous and asynchronous instructional schedule will be utilized.

Sample blended Synchronous and Asynchronous Schedule

High School

- Monday and Wednesday – Periods 1 - 3
- Tuesday and Thursday – Periods 4 - 7
- Friday is an asynchronous day and should be used as a continuation of learning for the week.
- It is recommended that, when possible, students work through their learning activities between 8:30 – 11:30 and 12:30 – 2:30 daily

Middle School

- Monday and Wednesday – Periods 1 - 3
- Tuesday and Thursday – Periods 4 - 6
- Friday is an asynchronous day and should be used as a continuation of learning for the week.

Elementary School

- Monday and Wednesday – Math, Science, Related Art (Art, Music)
- Tuesday and Thursday – ELA, Social Studies, Related Art (PE, Library)
- Friday is an asynchronous day and should be used as a continuation of learning for the week.

Access to the same curriculum and equivalent standards as in-person instruction

The Department of Instruction will audit the content standards and pacing of the curriculum to identify standards taught prior to the closure and identify which standards still need to be taught. While all standards are important to educating the whole student, the impending crisis and the way instruction must continue will necessitate the need to identify priority standards and pacing of instruction for the remainder of the school year. Updated curricular pacing documents will be shared with teachers to ensure that instruction of the priority standards is taught. Professional learning on the updated pacing of the curriculum will occur.

Student Engagement Procedures (including methods to encourage active participation)

Teachers will utilize the following methods to engage students in virtual instruction.

- Microsoft TEAMS – use of the chat feature, breakout rooms, and cameras support engagement through student dialogue, interaction and ability to build a sense of community.
- Online tools such as Lumio allow students to interact with the content in real-time while providing teacher feedback on student understanding.
- Hovercam – allows teachers to do demonstrations and model learning for students
- Schoology – utilize discussions and assignments
- Movement – incorporate movement within the lesson to support health habits of technology use

Verified student presence during entire class period and activated cameras when appropriate

Calvert County will return to the use of current attendance procedures as outlined in Policy/Procedure 3005.1 - [Calvert County Public Schools, Policy 3005 \(finalsite.net\)](#) and in the [Calvert County Public Schools, Procedure 3005.1 \(finalsite.net\)](#).

Procedures for Recording Attendance

Teachers will utilize Microsoft Teams for synchronous instruction and post assignments in Schoology. Students are expected to engage in learning by having their cameras on for the duration of the lesson and actively participating using the chat and/or microphone as appropriate. Teachers will monitor student engagement and meet individually with students to determine any concerns when students are not engaging in learning. Parents will be notified as needed. Students will be taught how to change the camera background in TEAMS to eliminate distractions.

Attendance will be taken each day and during each live synchronous class period to determine the daily attendance. Attendance taken during each live synchronous class requires students to turn on the camera and actively participate in the lesson.

For asynchronous instruction, students at the middle and high school level will be assigned one period a week per course in eSchool, the CCPS student management system, for asynchronous attendance purposes. Attendance in this course will be based on student completion of assigned asynchronous work for the week. Students who submit assigned work by 11:59 each Friday will be marked present for the asynchronous period.

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

Elementary School:

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

- Students will attend six (6) synchronous classes each day. These classes include Reading/Speaking/Listening, Writing/Language, Math, Science, Social Studies, and Related Arts.
- Teachers will take attendance for each class period and mark students absent who do not attend the synchronous class period.
- Teachers will record an absence for any student who attends a synchronous session for less than half of the scheduled session.
- **Teachers shall not record an absence for any asynchronous session; however, teachers will provide a comment indicating if asynchronous assignments were not completed.**

Calculating Attendance

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

Middle and High School:

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

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

Calculating Attendance

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

Calculating Attendance

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

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

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

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

Additional note:

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

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

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

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

Persistently Absent Students

- Calvert County will continue to monitor student attendance regularly. Principals, Assistant Principals, Counselors, Pupil Personnel Workers (PPWs), and School Secretaries track and monitor student attendance beginning the first day of school. The Department of Student Services tracks students who are considered “No-shows” by having PPWs, counselors and school secretaries make repeated contacts with these families, including conducting home visits, to determine missing students or students who have withdrawn to other districts or to parental instruction.
- The school staff train teachers to accurately record daily attendance. When a student is absent it is recorded in eSchool. Students have 3 days to provide documentation of a legal absence. School Student Services Teams regularly review attendance for the school and individual students. School secretaries and administrators provide regular correspondence to families of students regarding the number of days absent. For students who are persistently absent, a variety of steps are taken to encourage students to return to school such as providing notification to parents and/or guardians, conferences, engagement in advisory/mentoring programs, contracts, disciplinary consequences (if deemed necessary), and referral to local agencies via the PPW.

Method to provide instructional materials to students

Teachers are expected to post learning activities in Schoology. Paper packets will be copied and distributed to schools for parent pickup as needed. They will also be available at the food distribution sites.

Attention to student equity to ensure all students receive thorough and appropriate education during virtual education

When a crisis occurs, and virtual instruction is necessary, CCPS will utilize an equity lens to assess systemic needs. Ensuring student equity during virtual education is crucial and will require collaboration, communication, and proactive measures to support all students.

Therefore, CCPS will:

- Prioritize equitable access to ensure that students and families have devices and reliable internet connectivity conducive to virtual learning.
- Educate students and parents on how to leverage technology. CCPS will provide clear instructions on accessing Schoology, Microsoft TEAMS, and Clever.
- Create inclusive and equitable learning environments by ensuring that digital materials are accessible to all and address barriers that a virtual environment can create for groups of students.

How students with disabilities are receiving their required services and a free and appropriate public education through virtual education

During a prolonged school closure, it is important to prioritize the following when providing instruction for students with disabilities:

- Safety, health, and welfare of students, families, and staff should be the primary focus.
- Provide FAPE (Free Appropriate Public Education) by delivering services to students to the best of your ability.
- Document your efforts and ensure that the documentation reflects a sincere attempt to provide quality services.
- Maintain compliance throughout the extended closure.
- Communication with parents and staff on accommodations and delivery of services

504 Plan Implementation

Students with 504 plans are general education students and should follow grade level lessons. During virtual instruction, teachers should implement all relevant accommodations on a student's 504 plan to the greatest extent possible. If a student receives a related service through their 504 plan, the relevant related service provider (Occupational Therapists, Physical Therapists, Audiologists, School Counselor, School Psychologist, etc.) will consult with teachers, families and students, provide activities (online or via telephone) to support student progress, and will use technology to provide teletherapy for some direct services as appropriate. All services provided will be documented.

Accessibility of Instructional Materials

All instructional materials should be accessible to students with disabilities. A review of all 504 plans will occur to identify potential barriers students may experience. When it is determined that a student will be unable to access grade-level lessons or other educational materials due to their disability during virtual instruction, parents will be contacted to discuss the concern to identify possible support.

Section 504 Meetings and Monitoring

Given the inability to hold 504 meetings in person while schools are closed, any necessary 504 meetings will be held over the phone or through Microsoft Teams. All standard CCPS Section 504 policies and procedures, including timelines, must be followed during the distance learning period.

Individualized Education Plan (IEP) Implementation

To help schools provide distance learning in compliance with federal law, CCPS will:

- Recognize that exceptional circumstances may affect how special education and related services and supports are provided to students with disabilities.

- Provide a free and appropriate public education (FAPE) to students with disabilities, and the provision of FAPE may include, as appropriate, special education and related services that can be provided virtually or phone.
- Ensure that online learning is accessible to students with disabilities. Federal law does not mandate the specific methodologies for providing virtual education.
- Meet the legal obligations by providing equally effective alternate access to the curriculum or services provided to other students in instances where technology is not accessible or where educational materials are not available in an accessible format.

Special Education Distance Learning Plan (DLP)

In collaboration with parents/guardians, a DLP will be developed and implemented for students during the period of time when schools are closed. The plan will be based on the student’s current Individualized Education Program (IEP) and will serve as the amended IEP. Once the school system can resume regular programming, the services outlined in the IEP will be implemented in their entirety.

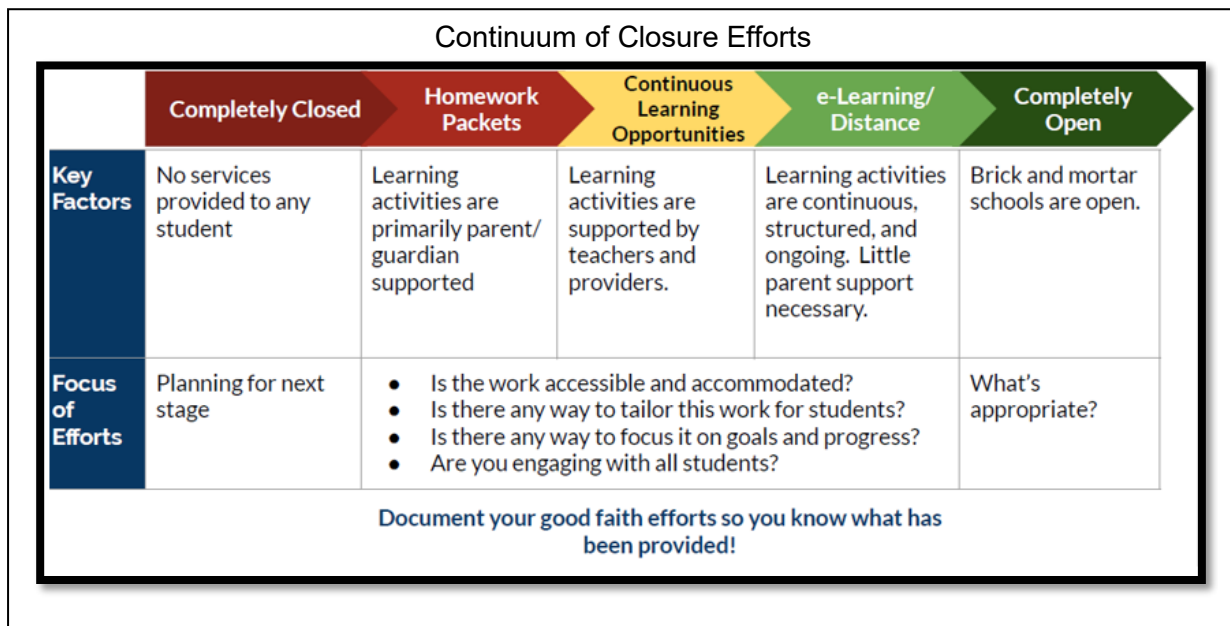
Special Education Distance Learning Plan (DLP)	
Student Name	
Local ID	
Grade	
School	
Case Manager	
Parent Participant	
Date DLP Developed	
Description of student disability	
Ability to access distance learning including preferred types of activities and mode of access	
Supports, accommodations, consultation, and services will be provided to ensure access to academic materials and help student. <u>Make continued progress with IEP Goals and Objectives</u>	
Detail accommodations and other supports that are necessary to access the academic materials	

being made available during this time	
Schedule of special educator/related service provider direct instruction	
Schedule of teacher-parent consultation	
Description of how progress toward goals will be tracked	
List of other activities/supports that will be provided	

Self-Contained Core Classes Guidance

During the extended closure, the responsibilities of Special Education Teachers must shift to primarily

- providing case management,
- preparing for and attending IEP meetings,
- supporting general education in a digital environment through consultation and collaboration,
- developing distance learning plans for students with disabilities, and
- facilitating specially designed instruction to target specific goals and objectives.



CCPS is in the *Continuous Learning Opportunities* phase on the visual above. This continuum of school closure represents the services provided within each phase. When planning lessons both general and special educators should ask themselves the four “Focus of Efforts” questions for students with disabilities as outlined above.

Student Assessment and Learning Support Plan

Administration of regular assessments

CCPS will continue to administer district-level assessments, and timelines for administering the assessments will be reviewed and adjusted as needed.

Universal Screeners: The NWEA Measures of Academic Progress (MAP) assessments are administered three times during the school year for middle school levels and twice a year in select courses at the high school level. CCPS administers the iReady Diagnostic Assessment as the Universal Screener for all elementary students and an additional assessment – a Rapid Automatized Naming (RAN) - for kindergarten students to identify students in need of supplemental instruction in reading. Additionally, kindergarten students will take a kindergarten readiness test annually.

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

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

Every two years, CCPS meets with the Calvert Education Association (CEA) to discuss assessments. The assessments for 2023-2025 are described in [CCPS Bridge to Excellence Assessment Information \(finalsite.net\)](#).

Process for establishing benchmarks at the start and the end of virtual education as well as periodically throughout the course

The Department of Instruction will establish benchmarks for virtual education to track progress and ensure student success.

- At the start of the virtual education period, teachers and instructional supervisors will assess students' baseline knowledge and skills through analysis of existing data.
- Throughout the extended closure, teachers will evaluate student progress through formative assessments to gauge understanding and adjust instruction to address individual needs.
- Throughout the closure, Data Analysis and Reflection will be used to identify trends, teaching methods, and adjustments to instructional approaches.
- At the end of the virtual education period, teachers will conduct an assessment and evaluate the data to determine student growth. Instructional supervisors will determine the assessment that will be used.

Provisions of additional learning supports for students identified as having learning loss

To address learning loss during and after virtual education due to the extended closure, CCPS will utilize the Multi-Tiered System of Support guidance documents ([MTSS Guide 2023 August.docx](#)) for academics, behavior, and social-emotional learning. Academic screeners, benchmark assessments, and teacher-made assessments will be used to determine which students demonstrated evidence of learning loss. Each school will identify students needing additional support and offer targeted instruction, in-school tutoring, and tier 2 and 3 supports and interventions.

Social and Emotional Support Plan

Interactive social and emotional wellness components designed for a virtual environment

CCPS employs school counselors, social workers, school psychologists, and pupil personnel workers (PPWs). All student services staff are assigned to specific schools daily and will provide mental health support virtually or through phone conferencing. The daily school assignments will remain in effect should the school system transition to Emergency

Virtual Education. Professional development has been provided to staff in the areas of behavior, social/emotional health, restorative practices, and trauma-informed care/instruction. Annually, staff receive training on child abuse and neglect and suicide prevention. Leveraging technology to support a robust social emotional wellness component will be essential to ensure that students are connected with adults, peers, and maintain a healthy lifestyle. The following strategies will be implemented:

- Positive Behavior Interventions and Supports (PBIS). Schools PBIS/ MTSS teams will continue to support teachers in addressing SEL in the classroom to ensure students are able to demonstrate positive academic learning behaviors, self-management skills, and positive relationships in a virtual environment;
- Electronic communication of "Handle with Care" notifications will continue between local law enforcement and the Department of Student Services to assist the schools with identifying and developing supports for students who are in at-risk situations in their home and community. "Handle with Care" notifications will allow school staff and local providers to develop plans of support for students who experience potentially traumatic events;
- Social-emotional learning curriculum will be delivered in a virtual environment for students in Pre-K through 8th grade (Second Step, Character Strong, Teaching Social Skills to Youth, Great Body Shop, etc.);
- Eighth and ninth grade health classes provide the Signs of Suicide program that explains depression and suicide and signs that should be reported to an adult;
- School-based Student Services Teams/ Behavioral Health Teams will meet regularly during prolonged state of emergency to continue to monitor students' mental health, academic engagement, family needs, and address teacher concerns;
- School-based Student Services Teams/ Behavioral Health Teams will utilize CCPS SEL Screener survey results (Panorama) to proactively identify students who are at risk of increased mental health concerns as a result of a prolonged state of emergency. Staff will monitor and address problems which may arise because of the removal of school attendance as a source of support and which may contribute to loneliness and alienation, family stress, increased depression and potential thoughts of self-harm.
- SEL screener (Panorama) may be used to target various groups of students to measure their current levels of mental health and needed support. Administration of the screener would be compatible with CCPS' current technology utilized during a prolonged state of emergency.
- All students who receive school-based counseling will continue to have access to these services virtually from CCPS social workers, school counselors, and school psychologists;
- School-based mental health staff will collaborate with Calvert Health Department mental health providers to assist in the continuity of regular counseling. Individual, small group and class social emotional support throughout the course of the prolonged state of emergency will be provided. Virtual counseling is supported through CCPS' current technology. For students who do not have a 1:1 device, school-based mental health staff will collaborate with families and mental health providers to assist in obtaining the necessary materials to provide continued services.
- CCPS wellness coordinators will collaborate on age-appropriate activities to support students. Resources and training obtained through the previous pandemic will be used to support students and staff.
- CCPS has joined the greater Calvert County Community to engage in regular wellness challenges. These challenges focus on activities that use Personal Affirmation Surveys and specific activities to increase healthy habits and wellness. Exercise, Physical Activity, Hydration, and Goal Setting are a few community challenges that have been used in the past.

Regular student wellness check-ins

Social Workers, School Psychologists, Pupil Personnel Workers, and School Counselors will work collaboratively with school-based administration to support the social, emotional, and mental health of students and staff. Professionals will advise school improvement teams, participate in school-based administrative meetings and Student Services Teams to determine the developing needs of students and appropriate support. Additionally, leveraging technology to provide individual, small group, and full class sessions and support will allow all these professionals to check-in with students in the buildings.

Development of a school behavioral health plan

CCPS is in the process of fully implementing a Multi-Tiered System of Support (MTSS) plan. This plan addresses the academic, behavioral, and social emotional needs of our students. Using the SEL screener, school Student Services Teams (SST) will meet to review the data and develop School Behavioral Health Plans. These plans will set clear goals and strategies to support the mental health needs of both students and staff and will address needs related to prolonged state of emergency.

Community Communications Plan

Communication is an important facet for Calvert County Public Schools. CCPS will continue to communicate on safety, learning, and flexibility. We recognize the need to continually reflect and adapt to meet the needs of our students, staff and community. CCPS believes that families are most closely connected with their schools. Some information will be school specific; other messages will be generated at the district level and given to principals to disseminate. Engagement methods may include but are not limited to personal phone calls, in-person support at distribution times, Technology Hotline, email, school messenger, home visits, Teams check-ins and conferences.

Culturally appropriate family engagement plan that includes:

- *methods to engage with parents, guardians, and students from various ethnic, racial, and cultural backgrounds*
- *students eligible for aid*
- *parents, guardians, and students whose primary language is not English*

The CCPS website will have the following language for our diverse community, “Please use Microsoft Edge, so that documents, including the Prolonged State of Emergency Plan, can be read in the language of choice.”

Additionally, CCPS invests in **Language Line**, a live phone interpreting service. There are times that it could be more useful than requesting a personal interpreter via Kelly Sheranko and Britta Sparks. **Language Line** can also be used if you receive a call from a non-English speaker. In all other, more involved cases that would require extended conversation, it would be more appropriate to contact ESOL Office – 443-550-8042 for a personal interpreter, i.e., parent conferences, guidance issues, or a student in crisis.

Multiple methods for communication with all stakeholders during periods of virtual education

CCPS will continue to use the multiple avenues of communication with which our community is familiar: Board of Education Meetings and various Town Hall meetings will be used to share additional broader context and information. The CCPS website, social media, and direct messaging through School Messenger, our vendor-supported communication system for email, texts, and phone calls will be used to share most up-to-date information.

Method for prioritizing important information that must be provided

We recognize the need to continually reflect and adapt to meet the needs of our students and staff. Information that must be provided to the full Calvert County Community and Staff will be shared from the district. Additional specific information will be shared by the school or department, as CCPS believes that families are most closely connected with their schools.

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

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

District information for the community will go through the CCPS Public Information Officer who will disseminate to the press.

There are multiple distribution points for communication in Calvert County:

- Public Information Officer
 - District-wide communication, updates and events
 - CCPS Website – <https://www.calvertnet.k12.md.us/>
 - CCPS X – @calvertnet
 - CCPS Facebook – Calvert County Public Schools – CCPS
 - CCPS Mobile App
- Principals
 - School specific messages
 - District-wide messages from central office
 - School website
 - School Twitter
- Public Meetings
 - Board of Education Meetings
 - Citizen Advisory Committee Meetings (CAC)
 - Special Education Citizen Advisory Committee Meetings (SECAC)
 - Website

Technology Plan

Provision of hardware and software to students and school personnel

Laptops

All students in grades 6-12 are assigned laptops and have a device to use at home for the upcoming school year. Students in grades 3-5 are assigned laptops at a ratio of 1 per 2 students.

Teachers and instructional assistants are provided with laptops by the IT Department. Administrators, counselors, school secretaries, nurses, deans, ISI assistants, and safety advocates are provided laptops from their school/department.

iPads

PreK-2 classrooms have iPads for student classroom use in a ratio of 1 per 4 students because they are more developmentally appropriate than laptops for our youngest students.

Device Distribution

- **Students in grades 6 – 12:** Will continue to use their CCPS issued laptop during the prolonged school closure.
- **Students in grades Prekindergarten through grade 5:** A survey will be conducted to determine which families do not have access to a device, and CCPS will assign families a laptop or iPad if available.

Hovercam

Hovercams are an essential component of the remote classroom setup. They allow teachers to teach remotely from their classrooms or from their homes. The Hovercam works as a web and document camera, giving teachers added flexibility to create videos or record what is happening in class. Training will be provided for teachers in utilizing webcams and making videos accessible with closed captioning.

Hardware Support

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

Data Governance

Keeping students safe while working online is a high priority for CCPS. For several years, the Department of Information Technology and Office of Digital Learning have provided training and shared information to ensure that all staff understand the practices that help keep our students and their information safe. The transition to digital learning has increased the urgency of establishing stronger data governance practices. A Student Data Governance policy was approved by the CCPS Board of Education. Professional learning on student data privacy is provided for all staff who use student data.

Access to broadband and internet services to all students and school personnel

Internet Access/Connectivity

Following the Covid-19 pandemic, many geographic areas that did not have access to high-speed internet now have that access. However, CCPS knows that not all Calvert County families have reliable, high-speed internet because it is either cost prohibitive or because their home is not serviced by an ISP (internet service provider).

Households with at least one child eligible for the National School Lunch Program may be eligible for reduced cost high-speed Internet with the Internet Essentials program through Xfinity for \$9.99 per month. More information is available at [Internet Essentials - Affordable Internet from Xfinity](#). This information is shared each year with families.

Local providers like Comcast are receiving funds to run lines in an effort to reduce the number of homes not serviced by reliable, high-speed broadband. Calvert County Government is currently working with Comcast to provide cable access to 100% of county residents. Current residents who **do NOT have** cable infrastructure access to their homes should visit [Comcast Buildout](#) and click on the “Add Your Address for Comcast Buildout” link to help ensure that your home will be included in the project between Calvert County Government and Comcast. Although there is no current timeline that we

are aware of, having a more complete list of addresses will help ensure that Comcast/Xfinity/Broadband lines are run to your home.

CCPS purchased a small number of hotspot mobile devices and data plans. Families who do not have internet service may email Help Desk at HelpDesk@calvertnet.k12.md.us for more information.

Students who are eligible to receive hotspots live in areas where Comcast internet service is not available or who are in situations where the expense of the service is cost prohibitive. Please also note that the most reliable high speed internet service is through an ISP like Comcast. Comparatively speaking, hotspots are much slower and only work in areas where Verizon cellular service is strongly broadcast.

Nutritional and Health Services Plan

Places and times that students and other eligible individuals may receive free meals

The Supervisor of Child Nutrition will submit a waiver request to provide alternative meal service during Unanticipated School Closures (SM 02-24). Initial distribution of weekly meal kits will begin on the third weekday after staff are permitted to enter school buildings. Meal kits will subsequently be distributed weekly on Wednesdays between 11:00 a.m. and 12:00 p.m. at the sites listed below. If a site becomes unavailable for distribution, an alternate site close by will be selected whenever possible. Each kit will contain five days of both breakfast and lunch meals. Students who are eligible for free or reduced-price meals will receive meal kits free of charge. Students who are not eligible for free or reduced-price meals may purchase five-day meal kits at current posted Elementary School meal prices. Due to eligibility requirements, parents/guardians will need to pre-register for meal pick up by contacting the Child Nutrition Office at 443.550.8680.

Distribution sites include:

- Patuxent High School
- Calvert High School
- Huntingtown High School
- Windy Hill Middle School

The above is subject to change based on federal, state, and local guidance. Questions/concerns should be directed to the Supervisor of Child Nutrition.

Availability of health services to eligible individuals

- School nurses are considered essential to health and safety and will report to school if the environment is safe.
- School nurses will provide health education, support and resources to students, parents, families, and the community.
- School nurses will be available to communicate with students, staff, parents and families through phone calls, virtual conferences, electronic messaging, newsletters, social media, and school websites.
- School nurses will participate in school based student services team (SST) meetings, 504 and IEP processes, when applicable, to identify needs of students in the schools and recommend appropriate accommodations to assist with learning in the virtual environment.
- School nurses will contact parents/guardians of students with Individualized Health Care Plans in their school to offer support and be a resource to students.

- School Health Services program will promote communicable disease prevention and mitigation strategies by implementation of Calvert County Health Department, Maryland Department of Health, Maryland State Department of Education and CDC guidance.
- School nurses will support with community programs like testing and vaccination to help return to in person learning.
- School nurses will make appropriate referrals to a health care provider for any student experiencing physical health concerns or refer students to the school crisis team for psychological health concerns.
- Health services will be provided to eligible individuals in collaboration with the Calvert County Health Department and Emergency Services in the community at established shelters or crisis centers.
- School nurses will assist in staffing needs for shelters as needed on a voluntary basis.

Questions/concerns should be directed to the Supervisor of Student Services.

Return to In-Person Instruction Plan

Plans to return rapidly to in-person learning when it is safe to do so

To ensure a smooth transition back to in-person learning when it's safe, CCPS will:

- Monitor the situation, such as local health metrics, and collaborate with the local government and health authorities to determine when conditions allow for a safe return.
- Prioritize communication to keep parents, students, and staff informed about the plan for returning to in-person instruction.
- Provide clear guidelines on safety protocols.
- Assess school facilities for safety.
- Provide staff training on safety protocols necessary for in-person learning and addressing mental health and emotional well-being concerns.

Returning to in-person learning after a prolonged closure will require flexibility and adaptability as the situation evolves. Therefore, a phased-in approach will be considered by starting with vulnerable populations and then gradually increasing in-person attendance while monitoring safety.

Clear process for student engagement on return to in-person learning

The length of time that students engage in virtual instruction will directly impact the process in which students return to in-person learning. The following will be utilized:

- Considering the amount of time students have been isolated from the in-person learning environment,
 - CCPS will assess students' social and emotional well-being to determine the level of support in moving to in-person learning.
 - CCPS will assess for learning loss and determine the level of support in moving to in-person learning.
- Schools will provide opportunities for students and families to visit the school before returning to in-person returning.
- Schools will work directly with communities to identify and address barriers to ensure high levels of student engagement and attendance.
- Staff will be identified to monitor students who struggle with the return to in-person learning and provide support and strategies to families and students in need.

- Staff will be identified to provide support and strategies to families when students do not return to in-person learning as intended.

Identified strategies for a return to in-person learning

Empathy, clear communication, and flexibility are essential to transitioning back to in-person learning. The following strategies will be utilized:

- Ensure a welcoming and inclusive environment by focusing on the Social Emotional Learning competencies.
- Establish predictable routines that are taught and modeled frequently.
- Reintroduce and model norms and expectations.
- Utilize instructional strategies that promote active participation during discussions and activities.
- Foster positive teacher-student and peer interactions through class meetings that support building community among students.
- Welcome and engage families as essential partners in their child's learning.
- Provide students with access to the resources needed to engage in learning.
- Utilize research-based strategies and evidence-based practices to deliver strong Tier 1 Universal Instruction.