FCPS
Frederick County Public Schools

DRAFT

Frederick County Public Schools' Plan

for

Reopening and Advancing Forward

July 8, 2020

Board of Education of Frederick County

2020

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Dr. Theresa R. Alban

Superintendent of Schools

Executive Summary

Preparation for the 2020/2021 school year, in the midst of an unprecedented public health challenge, required stakeholders across Frederick County Public Schools to join forces to outline a plan for the safe reopening of schools and resumption of service to students. Using "Maryland Together: Maryland's Recovery Plan for Education" as a guide, senior staff developed principles to serve as touchstones for future decision-making. These principles acknowledge the agility required by unprecedented circumstances, a state of doing business that has been a hallmark of the ever-changing conditions presented by COVID-19.

These Guiding Decision-Making Principles, rooted in the spirit of FCPS's goals and Strategic Plan, are:

·   Prioritize the safety and health of students, employees and families.

·   Make all decisions through an equity lens.

·   Provide high-quality instruction and maximize face-to-face interaction to the greatest extent possible.

·   Support the social-emotional well-being of students and staff.

·   Communicate concisely, accurately, and frequently.

·   Engage stakeholders in the decision-making process as appropriate.

·   Deploy resources strategically while adapting to ever-changing conditions and requirements.

·   Return to full operational status as quickly as possible when safe health conditions exist.

Recognizing the complexity of planning for recovery and reopening schools, Superintendent Dr. Theresa Alban established a diverse and knowledgeable field of professionals from across the organization to serve on work groups reporting directly to the superintendent's Cabinet. Of particular importance was the representation of teachers, administrators, and education support professional employees as members of these work groups. Each work group immediately began meeting and focused on reviewing the individual processes, procedures, and requirements outlined in its particular charge in light of the principles set forth. As the work groups began drafting initial plans, the Public Affairs department solicited real-time feedback from a parent advisory group. The parent advisory group was composed of representatives from existing Board of Education advisory committees and the PTA Council of Frederick County.

Work groups were focused on strategic components of the reopening plan, in order to maximize skills, experience, and flexible thinking of the members. The Logistics Work Group focused on operational procedures necessary to safely manage the physical spaces of the school buildings, the health, safety, and cleaning protocols, and the transportation arrangements required to facilitate a reopening under various unique conditions. The Instructional Work Group was tasked with creating consistent and

instructionally-sound options for equitable student course schedules and groupings, instructional staffing, professional learning, and virtual education options. The Special Services and Student Supports Work Group addressed the social-emotional well-being of all students, while also determining procedures necessary to ensure additional support for students with diverse learning needs, such as those who receive special services. The Employee Relations and Communications Work Group grappled with questions surrounding non-traditional operational processes, support and resources for employees, and strategies for effective communication with staff, families, and the community at large.

During the month of June 2020, each work group met both as a whole and in subgroups working on individual tasks. Cabinet representatives kept senior leaders informed of the work groups' progress and ensured that the groups had the latest guidance and access to the most current information. The Plan presented here is reflective of the significant hours, research, and collective wisdom and insight of the many stakeholders who focused on possibilities in the face of uncertainty, promise in the face of peril, and breakthroughs rather than barriers in order to serve the students of Frederick County Public Schools.

Reopening and Advancing Forward Work Group Members

Logistics Work Group	
Name	**Title**
Bob Wilkinson, Work Group Chair	Director- Maintenance & Operations
Paul Lebo, Cabinet-Level Adviser	Chief Operating Officer
Scott Blundell	Supervisor- Security & Emergency Management
Heather Clabaugh	Budget Officer
Wanda Ford	Sr. Exec. Secretary- Public Affairs
Eddie Hargreaves	Assistant Principal- Walkersville ES
Greg Keller	Assistant Principal- Walkersville HS
Bob Kelly	Senior Manager- Food & Nutrition Services

Kevin Kendro	Supervisor- Athletics & Extracurricular Activities
Curtis Orndorff	Manager- Building Maintenance
Larry Phillips	Manager-Custodial Services
Mark Pritts	Instructional Director
Fred Punturiero	Director- Transportation Services
Shane Ryberg	Purchasing Agent II
Christine Samuels	Assistant Principal- West Frederick MS
Curtis Scott	Sr. Manager- Employee Relations/Contract Management
Jessica Sichert	Accountant
Rachel Sorenson	ELL Teacher- Tuscarora ES
Bruce Taylor	FASSE Representative
Stephanie Ware	FCASA Representative
Jen Waters	Health Services Specialist
Zelda Tribit	Administrative Support
Instructional Work Group	
Name	**Title**
Work Group Chair- Dan Lippy	Director- School Management
Cabinet-Level Adviser- Kevin Cuppett	Executive Director- CII

Colleen Bernard	Curriculum Specialist- 6-12 Social Studies
Charles Berry	Music Teacher- Deer Crossing ES
Kristen Canning	Principal- Ballenger Creek ES
Jessica Clabaugh	Budget Analyst
Amy Cordes	Achievement Specialist
Ellen Georgi	Social Studies Teacher- Walkersville MS
Chris Horne	Curriculum Specialist- PreK-5 Science
Gina Keefer	Sr. Manager- Talent Acquisition/Management Certificated
Tracey Kibler	Principal- Gov. Thomas Johnson HS
Karl Kidd	Advanced Academics Teacher- Sugarloaf ES
Debbie Langowski	FASSE Representative
Meg Lee	Director- Organizational Development
Kimm Mazaleski	Principal- Tuscarora ES
Bill Meekins	Purchasing Agent III
Dian Nelson	Coordinator- Communications
Dan Noble	Systems Engineer I
Lorcan OhEithir	FCASA Representative
Laura Olsen	Manager- Environmental Compliance & Occupational Health

Linda Raines	Administrative Support
Jessica Reinhard	Supervisor- Advanced Academics
Jennifer A. Reynolds	English Teacher- Brunswick HS
Mary Jo Richmond	Supervisor- PreK-12 Media
Kathleen Schlappal	Director- School Administration
Amy Schwiegerath	FCASA Representative
George Seaton	Director- CII
Michelle Shearer	Project Manager- HS Innovation & Transformation
Mike Shesman	Teacher Specialist
Jeannette Thompson	Manager- Transportation
Frank Vetter	Principal- Walkersville MS
Special Services & Student Supports Work Group	
Work Group Co-Chair- Linda Chambers	Director- Special Education Compliance & Student Support
Work Group Co-Chair- Dana Falls	Director- Student Services
Cabinet- Level-Adviser- Keith Harris	Executive Director- AAE
Gary Barkdoll	Manager- Maintenance
Amanda Baugher	Manager- Accounting

Jennifer Bingman	Director- System Accountability & School Improvement
Angie Corrigan	Coordinator- System Accountability & School Improvement
Michael Dillman	Principal- Brunswick HS
Rachel Eversole	Coordinator- Behavioral Intervention & Supports
Max Fletcher	Assistant Principal- Ballenger Creek ES
Tracy Frank	Coordinator- Special Education
Amanda Furajter	FCASA Representative
Kathy Gull	Coordinator- EL
Maritza Figueroa-Mangene	EL Teacher- Lincoln ES
Ann McGreevy	Supervisor- Mental Health & Psychological Services
Kim Miskell	Assistant Manager- Purchasing
Andrea Morgan	Administrative Support
Debbie Myers	Curriculum Specialist- PreK-5 Math
Ed O'Hara	Manager- Transportation
Eric Louers -Phillips	Supervisor- Equity/Cultural Proficiency
Amy Boehman-Pollitt	Special Education Teacher
Janet Shipman	Supervisor- Behavioral Health & Student Services

Karren Sowell	FASSE Representative
Tonya Street	Coordinator- Public Affairs
Tim Thornburg	Director II- Human Resources
Joshua Work	Assistant Principal- Monocacy MS
Employee Relations and Communications Work Group	
Work Group Co-Chair- Donna Clabaugh	Sr. Manager- Employee Benefits/Wellness
Work Group Co-Chair- Tiana Haile	Coordinator- Community Engagement
Cabinet Level-Adviser- Jamie Cannon	Chief of Staff & Legal Counsel
Jeneen Beck	Achievement Specialist for School Culture
Daryl Boffman	Sr. Executive Director- Public Affairs
Sharon Eburg	FASSE Representative
Denise Flora	Supervisor- Compliance & 504
Deb Huffman	Coordinator- Use of Facilities
Janet Ingram	Executive Secretary- CII
Kerrie Koopman	Manager- Purchasing
Andrew Macluskie	MSEA Representative
Sabrina Nail	Ombuds
Rhonda Phillips	Assistant Manager- Accounting

Danny Rumpf	FCASA Representative
Tom Saunders	Instructional Director
Allie Watkins	Principal- Waverley ES
Rob Wedge	Sr. Manager- Talent Acquisition/Management Support
Faye Zimmerman	Administrative Support

Parent Advisory Group	
Name	**Title**
Ivania Amador	Parent
Elissa Andrade	Parent
Dana Barlow	Parent
Daryl Boffman	Executive Director of Public Affairs
Kyle Bostian	Parent, PTA Council
Lissette Colon	Parent
Michelle Concepcion	Director of Special Education
Charisse Diggins	Parent
Tia Dowdell	Parent
Kate Erickson	Parent
Mike Franklin	Co-chair, FCPS 2019 Teacher of the Year
Tiffany Green	Parent
Dana Nardone	Parent
Donna Quatman-Wilder	Co-chair, Teacher Specialist, Public Affairs
Heidi Quick	Parent

Traci Tatum	President of PTA Council
Jennifer Wheat	Parent

FCPS Timelines

Week of April 20	Innovation Teams began to convene
April 30	Plan development began in Superintendent's Cabinet
May 18-May 29	Innovation Teams reported to ACTS leadership
May 29	Four system work groups are formed: · Employee Relations and Communication · Instructional · Logistics · Special Services and Student Supports
May 29 - ongoing	Work group meetings (and subcommittee meetings) are held
June	Parent Advisory Group regarding reopening was formed.
June 11	Structured feedback gathered from students
June 11 - ongoing	Work groups report back to Cabinet on progress
June 15	Parent survey on reopening disseminated
July 8	Reopening plan update to the Board of Education of Frederick County (BOE)
July	Opportunity for community feedback
July	Public Release of the Plan
August	Final Report presented to Board of Education

Maryland State Department of Education Guidance

"Maryland Together: Maryland's Recovery Plan for Education" established requirements for local school systems as they work to develop their plans for the 2020/2021 school year. These requirements include:

Requirement #1:

Local school systems must have their recovery plans completed and posted to their website by August 14, 2020. The Maryland State Department of Education (MSDE) will review all local recovery plans to ensure that the plans include and address all requirements for opening schools.

Requirement #2:

The local school system's equity plan must be reflected throughout the local recovery plan.

Requirement #3:

Local school systems must establish a recovery plan stakeholder group that is representative of their schools and community.

Requirement #4:

Early in the school year, schools must determine where their students are instructionally, identify the gaps in learning and prepare a path for instructional success and recovery.

Requirement #5:

All local school systems must ensure that Maryland College and Career Ready Standards, pre-kindergarten through grade 12, are taught in all content areas and the state frameworks are followed for each content.

Requirement #6:

Local school systems must follow the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act (ADA).

Requirement #7:

Local school systems must follow procedures that are developed by the MSDE in collaboration with the Maryland Department of Health and Guidance from the CDC for an individual who tests positive for COVID-19.

Requirement #8:

Local school systems must follow safety protocols for collection of materials, cleaning of schools and other facilities, daily cleaning, and nutrition as established by MSDE in collaboration with the Maryland Department of Health and the CDC guidance.

Requirement #9:

Local school systems must follow protocols for the safe transportation of students to and from school.

Requirement #10:

Local school systems must develop a system for tracking attendance when students are engaged in distance learning.

Requirement #11:

Each local school system must develop its own plan for communication.

Requirement #12:

The COVID-19 Checklist (Appendix XX) must be utilized in the development of the recovery plan.

Requirement #13:

The Maryland Public Secondary School Athletic Association (MPSSAA) Roadmap forwarded for interscholastic athletics and activities must align with the MSDE and the LSS Educational and Health and Safety decisions in order for education-based athletics and activities to resume during Stage One and Stage Two of the Governor's Maryland Strong: Roadmap to Recovery.

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Instructional Models

Face-to-face opportunities will convene based on the FCPS Reopening Plan, which considers guidance from the "Maryland Together: Maryland's Recovery Plan for Education COVID-19 Response and The Path Forward" and guidance from the Centers for Disease Control (CDC) on Reopening Schools.

FCPS is actively planning for three possible scenarios to start the 2020/2021 school year with a strong emphasis on flexibility and fluidity given the ever-changing nature of the conditions related to COVID-19. Consistent with the Maryland State Department of Education (MSDE) plan, FCPS has designated three potential stages for reopening the 2020/2021 school year.

- Stage 3 Green – Traditional opening of schools with intensified safety and health measures.
- Stage 2 Yellow – A hybrid model that incorporates both face-to-face instruction as well as virtual learning.
- Stage 1 Red – A full virtual learning model that incorporates some elements from the spring 2020 FCPS Continuity of Learning Plan with the adoption of improvements that will enhance the overall student learning experience.
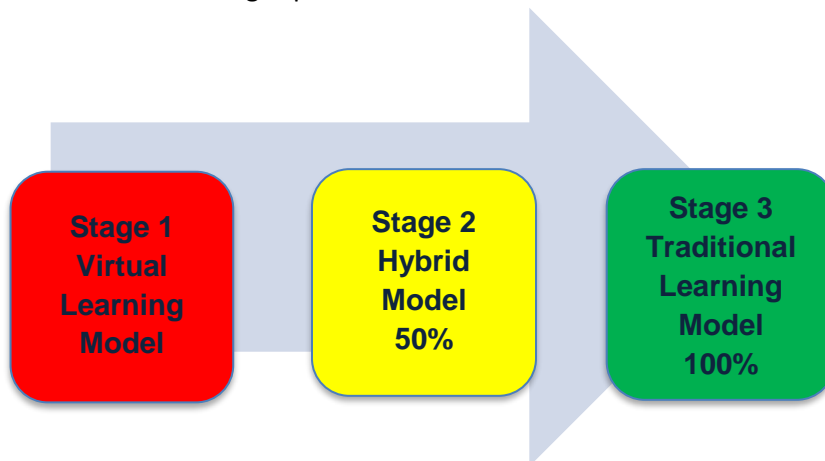
FCPS is accustomed to the Stage 3 Green because it closely resembles the traditional start of a school year; however, FCPS leaders will address key areas resulting from this spring's building closure and COVID-19. These areas include:
- Assessing academic progress as well as potential learning loss.
- Focusing on the social-emotional wellbeing of students.
- Instituting safety and health measures to prevent the spread of COVID-19.
- Intensifying services and supports to address potential learning loss.
- Reestablishing relationships and routines.

FCPS Work Groups invested the majority of their time preparing for the potential of Stage 2 Yellow reopening which necessitated both face-to-face instruction as well as virtual learning. While FCPS staff believes a Stage 3 Green school opening would be optimal, many indicators suggest that schools will open in Stage 2 Yellow. Decisions about Stages will continue to come from direction from the Governor and State Superintendent of Schools, as well as, the local County Executive with guidance from the health department.

The FCPS Stage 2 Yellow plan affords students face-to-face instruction two days a week and virtual learning three days a week. It is imperative to note that virtual learning does not equate to seven hours each day of synchronous learning for students. FCPS does not possess the human resource capacity to provide both face-to-face instruction and synchronous instruction five days a week for seven hours.

In Stage 2 Yellow, staff will identify each student's primary mode of transportation: (a) bus, (b) parent drop off and pick up and (c) walking. This designation is significant in order to determine FCPS capacity to transport students to school given the modified school schedule and bus capacity limitations. FCPS will limit one student per bus seat and require face covering for both employees and students while on buses. School arrival and departure times will be staggered in order to minimize large group gatherings. Buses will be cleaned at the conclusion of each run.

Student Cohort Assignment

Students will be assigned to either an "A" or "B" Cohort which will designate the days of the week in which they have face-to-face instruction. The factors below will be used by school staff to determine student placement into cohorts:

- Academic needs
- Course selection
- School-age siblings
- Special student needs
- Student mode of transportation

Stage 2 Yellow (Hybrid Model)

Face-to-Face Instruction: School Day

The division of students into two cohorts will allow 50% of students to attend school under social distancing restrictions while the other 50% of students learn at home. This is termed a hybrid model because it combines both face-to-face and virtual learning.

Hybrid Model Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Sat. – Sun
Cohort A is in school.	Cohort A is in school.	Cohort A and B are in virtual learning. (Building cleaning)	Cohort A is in virtual learning	Cohort A is in virtual learning	Building Cleaning
Cohort B is in virtual learning.	Cohort B is in virtual learning.		Cohort B is in school	Cohort B is in school	

Time for Building Cleaning

The safety of students and staff are FCPS' first priority. Schools have been completely cleaned and disinfected and staff will continue to adhere to all necessary safety precautions. School buildings will be cleaned and disinfected each evening, and special emphasis will be placed on frequently-touched surfaces throughout the day. The physical absence of students in the school building on Wednesdays will allow time for custodial teams to thoroughly clean and disinfect in preparation for the second cohort's arrival on Thursday. The same cleaning and disinfecting will occur Friday evening and over the weekend, if needed.

Full Virtual Option

FCPS hopes that school will return to normal operation as soon as possible because five days of in-school, face to face schooling is generally the most effectives option for students. FCPS believes that the Hybrid Model of instruction is the most robust and supportive instructional model for students if social distancing is required.

FCPS recognizes that some families may need a Full Virtual model that facilitates five days of virtual instruction because of health and/or family considerations. FCPS will communicate more information about this model and how families can select it by mid-July.

It is important to understand that participation in the Full Virtual model will require students to participate in virtual assignments and activities, view videos for learning, submit work for feedback and grading, engage with digital tools and software and attend synchronous sessions via Google Meet. This model will vary across the elementary, middle and high school levels.

Recognizing that many teachers will still have face to face responsibilities in the Hybrid Model, the amount of direct, live support teachers can provide to students in the Full Virtual option will be limited. In order to support teachers in virtual instruction, central teams are focusing resources to create a significant number of direct supports for virtual instruction over the summer.

Virtual Offering Model Selection

The Instructional Work Group explored two possible Full Virtual Models: (a) a centrally-delivered model and (b) a school-based delivery model. The school-based Full Virtual Model was deemed the best model because it reflects the systemic priority of maintaining school-student connections and building relationships with students. The Full Virtual Model ensures:

- Relationships are valued.
- Course options and supports are lensed through the resources and staff at the building level.
- Change is minimized when students transition from virtual learning to face-to-face learning.
- Large-scale reorganization of systemic resources in a very short period of time is not required.

Currently, staff are designing level-specific structures (schedules, staffing, course offerings, etc.) to support the school-based Full Virtual Model. In addition to a school-based virtual model, FCPS will

continue to expand offerings and target student specific needs for high school students who may benefit from offerings from Frederick County Virtual School (FCVS). This is an opportunity provided in any stage of re-opening.

It is imperative to note that details of the instructional model implementation will be determined throughout the month of July. Principals have workshop sessions scheduled throughout the month to respond to the information and direction provided in the re-opening plan. Significant networking will occur as school leaders create their specific school schedules. Leaders will consider their school staffing allocation, the input they receive from families regarding virtual versus in person options, and the needs of specific students to appropriately schedule all students.

Instructional Support for Students in the Hybrid Model

- Staff will be able to provide general support to students daily (recognizing that they will have responsibilities for face-to-face instruction on Monday, Tuesday, Thursday and Friday). General support may include a brief synchronous session to provide instruction or clarification. It may also include engaging with students in Schoology, responding to questions in the platform or via email or phone.
- Synchronous and/or asynchronous instruction and office hours will be available each Wednesday through scheduled Google Meet sessions, email communication, and additional supports such as screencasts and recorded examples.

Instructional Support for Students in the Virtual Model

- Staff will be able to provide general support to students daily (recognizing that they will have responsibilities for face-to-face instruction on Monday, Tuesday, Thursday and Friday). General support may include a brief synchronous session to provide instruction or clarification. It may also include engaging with students in Schoology, responding to questions in the platform or via email or phone.
- Synchronous and/or asynchronous instruction and office hours will be available each Wednesday through scheduled Google Meet sessions, email communication, and additional supports such as screencasts and recorded examples.
- At the secondary level, students may be assigned to identified virtual sections which will allow teachers to provide synchronous support during each school day at identified times.

Virtual Learning Support Day (Wednesdays)

- Affords dedicated time for staff to provide synchronous instruction and support to students.
- Allows time for continued professional learning opportunities to increase proficiency with virtual learning.
- Creates planning time needed to coordinate instruction for all three instructional groupings: (a) face-to-face instruction, (b) cohort virtual instruction, and (c) full virtual instruction.

Instructional Approaches

In the Hybrid instructional model outlined in Stage 2 Yellow, students may be in three groups. Group A will be face to face on Monday and Tuesday, Group B will be face to face on Thursday and Friday, and some students, Group C, maybe fully virtual. (This may vary by level with secondary schools possibly providing full virtual sections for courses.)
How teachers will manage instruction while having multiple groups of students is a notable challenge. Some examples of instructional approaches that teachers could use to address teaching with three groups are listed below.

> *Station Rotation Model:*
> On Monday and Tuesday, Group A is face to face, while Groups B and C are completing virtual learning tasks. On Wednesday, each group rotates to the next learning rotation with Group C in the face to face rotation through synchronous instruction. On Thursday and Friday, the groups rotate again with Group B in the face to face rotation.

> *Playlist Model:*
> Each group is provided with a playlist that outlines the learning goals and assignments for the week. As each group meets face to face on their assigned days, students continue working on the playlist while teachers are able to work with individual students or small groups for assessment, reteaching, and extension. This may allow teachers to check in with students participating virtually as well

Enhancements to the Virtual Learning Experience

In both the all full virtual or hybrid instructional models, the virtual experience will be enhanced for students in the 2020-21 school year based on student, staff, and parent feedback. Consistent themes emerged from the initial survey offered to staff and families, as well as, in the end of year reflection activities with staff and students.

Digital Tools

FCPS has been building the digital ecosystem for several years. Several high-quality tools were available and used during the Continuity of Learning period such as Playposit, Pear Deck, etc. That work continues and has been adjusted based on feedback gathered from families, students, and teachers in order to ensure that Virtual Learning is an improved experience over the Distance Learning experience from spring of 2020. Examples of digital tools added this year include, but are not limited to:

- Lexia Core 5 (Elementary Language Arts learning software)
- Screencast-o-matic (screencasting tool)
- Overdrive (Media ebook platform)
- Google Enterprise tools (enhanced features for Google Meet, originality reports, etc.)
- Onshape (CTE engineering design software)
- Legends of Learning (Elementary Science)

Synchronous Instruction and Support

Students, staff, and families alike valued the opportunities for students to connect with their teachers and classmates using Google Meet. This will be utilized by all staff in the 2020-2021 school year. Further, consistent feedback requested a desire for more teacher instruction versus support sessions. Students wished for more clarity in teacher direction and assignments. All teachers received professional learning in the use of Google Meet in June of 2020. Best practices for collaboration using Google Meet as a live online video conferencing tool, including resources for teachers to share with parents and students, is available in a guidance document.

Single Learning Management System

Finally, families requested a desire for students to be in one digital platform to administer virtual learning. For this reason, the Schoology Learning Management System (LMS) will be utilized by all staff for course management in the coming school year. Consistent teacher feedback requested training to use the tools required in a virtual setting. To this end, central staff implemented a flexible professional learning model at the end of the school year and into the summer to support the needs of teachers. A combination of on-demand professional learning videos and courses are still available to teachers, and live webinars will be scheduled close to the return of school.

Supporting Resources

Curriculum, Instruction, & Innovation is developing courses and in student facing resources that align to standards, engage students, maintain rigor, formatively assess and encourage Mind, Brain Education (MBE) strategies. Depending on grade level and content area, teachers can go to Schoology resources and in a matter of seconds have a whole module and/or a single resource in their course ready to use or customize for their students' needs. The following are examples of the support resource being provided at the elementary and secondary levels:

Schoology Templates (Elementary and Secondary)

Curriculum can indicate key materials that are automatically populated for teachers. Items include: Blueprint courses, student training videos, and student facing resources. Templating supports consistency across FCPS coursework, decreases managerial tasks in the virtual environment, reallocates time from building and sequencing materials in Schoology to customizing and meeting the needs of students through personalization.

Secondary Blueprint Courses (Secondary)

Blueprints courses are pre-developed courses that can be pulled down from Schoology resources. They are mapped to standards and student facing.

Elementary Student facing Online and Offline resources

Best practices in curriculum include providing high quality experiences online and offline
Example of the resources in development for back to school include, but are not limited to:

- Phonics Suite videos
- Instructional videos
- Formative assessments
- Science modules
- Home science kits

Content Area Reopening Plans

Each content area has developed a reopening plan. To learn more about how specific content areas are enhancing support including leveraging new tools, targeting learning loss, and providing guidance to maximize face-to-face instructional time, click on the appropriate link below.

Elementary	Secondary
Health and Physical Education	Career and Technology Education
Language Arts	English Language Arts
Math	Health and Physical Education
Media	Math
Science	Media
Social Studies	Science
Visual and Performing Arts	Social Studies
	Visual and Performing Arts
	World Languages

Access to Technology

FCPS one-to-one technology deployment will continue at the secondary level and a device will be made available for all secondary students. Elementary students who need a device to support virtual learning will be provided one upon request.

Internet access hotspots will continue to be available for families in need to ensure access in the 2020/2021 school year. Families were allowed to retain the devices this summer to support any online learning opportunities this summer. Hotspots are available for students based on the needs identified by the school administrators.

Curriculum, Instruction, and Assessment

Staff from across the Academics, Curriculum, Transformation and Student Achievement (ACTS) Division collaborate each spring to design a comprehensive assessment program for the school system. This year, staff are considering the need to identify a baseline for student performance in the critical areas of math and reading for each and every FCPS learner. The system's computer diagnostic assessment will be administered at the beginning of the year, as well, at other appropriate points to gauge student progress in the 2020/2021 school year. In addition, the school system's early literacy screener will be given to all students in grades kindergarten, one, and two. Finally, the school system's standards aligned, formative benchmarks will be utilized to assist school teams in appropriately evaluating student progress in the standards. Teacher assessment will also be a critical component of ensuring students are on track in the standards. The plan will specifically address the need to determine student progress as well as skill and learning gaps that may have occurred during the conclusion of the 2019/2020 school year. The finalization of the plan is anticipated by July 15, 2020 and will be presented to the Board of Education of Frederick County Curriculum and Instruction Committee on August 5, 2020. The final assessment plan will be included in the FCPS final 2020/2021 Reopening and Advancing Forward Plan.

Curriculum and instruction resources will be designed and adjusted to support students who have experienced learning loss. When introduced to new content, teachers will have formative assessment tools to determine if any learning gaps exist. If gaps are evident, the prerequisite standards that were not mastered in the previous spring can be targeted through reteaching to support the grade-level standard.

Family and Caregiver Assistance

FCPS staff is in the process of developing online resources to assist parents and caregivers with:

- Accelerating learning such as strategies to support the development of executive functioning skills and strategies to maximize memory and retention.
- Supporting social-emotional health and wellness, including strategies for appropriately balancing screen time and perseverance.

Grading

In the fourth quarter of the 2020 school year, FCPS implemented a lenient grading system at the encouragement of state leaders and with feedback from students and families. While this may have been the best plan during the spring closure, consistent feedback from stakeholders indicated challenges associated with this plan. Teachers indicated a reduction of engagement from students particularly at the secondary level and a large majority of students/parents actually opted for the traditional letter grade to earn "credit" for their hard work during distance learning this past spring. For this reason, FCPS will follow its existing grading regulations in the 2020/2021 school year. Student feedback supported the importance of teacher flexibility with deadlines in a virtual and more flexible learning environment in which students are learning and demonstrating said learning at their own pace. Several elements of FCPS Grading Regulations will be critical in any stage.

- Important consideration should be given to each student and FCPS' multi-tiered system of support that must be offered in any instructional model.
- Based on student input, teachers should carefully consider the ways in which they will provide feedback to students as to whether or not students are meeting expectations.
- Learning activities should be designed to both challenge and support students.
- The design of classroom activities should account for the varied needs of students.
- Whether virtual or in person instruction is occurring, teachers can still monitor and informally evaluate student work regularly providing oral and written feedback throughout the learning process.
- Finally, determination of report card grades in response to a student's Individualized Education Program (IEP) should be a collaborative process among general educators and special educators.

The FCPS teaching contract requires a minimum of one formally graded assignment per week, which can be achieved in a virtual, hybrid, or traditional instructional model. Grading practices will adhere to the procedures outlined in the FCPS Grading Regulations 500-05 (Elementary) and 500-06 (Secondary).

Handling of Instructional Materials

The sharing of instructional materials will be minimized. Procedures will be implemented to ensure any shared materials are cleaned and disinfected between student use. Personal kits of common supplies will be provided to students to reduce the sharing of instructional materials.

Printed Packets

Connectivity and use of Chromebooks will be the primary vehicle for instruction for the 2020/2021 school year; therefore, FCPS is not planning to create, print and distribute packets on a large scale. Staff is working diligently to develop Schoology blueprints, digital resources and instructional videos. As individual needs dictate, staff will work to provide packets when needed.

Summer Programming

While this plan focuses primarily on the 2020/2021 school year, stakeholders should note that reopening efforts have already begun with a series of robust summer offerings. Our summer program plan is an important step in re-opening. Each program was determined with an equity-based approach focusing our efforts to support students with identified learning needs. Students in higher poverty settings, students with disabilities, and English learners were a significant focus in selecting school sites and programs. Our plan includes a combination of face-to-face as well as virtual learning opportunities. Face-to face opportunities will convene based on the guidance provided within the FCPS Reopening plan. Summer Program Plan 2020

Professional Learning for Staff

FCPS is committed to continuing to enhance the ability of staff to skillfully instruct students in these ever-changing conditions and environments. As a result, a full complement of models and opportunities will be implemented during the 2020/2021 school year:

Stakeholder Group	Learning Response	Led By
New Teachers	**Increased Mentorship** Increased numbers of new teacher mentors (+20) and master teachers	Teacher Induction & Professional Learning Team, Organizational Development
New Teachers	**Enhanced Induction Program** Revamped induction program to incorporate key components of virtual learning while ensuring relationship building and networking to address the social-emotional needs of students as well as educators; induction will begin via Schoology on August 1, 2020 and will include a hybrid New Hire Symposium	Teacher Induction & Professional Learning Team, Organizational Development
All Teachers	**Summer 2020 Structured Feedback & Professional Learning** Distance Learning Self-Assessment was followed by specific professional learning requirements and options designed to the meet the unique needs of certificated staff: Elementary School PL Middle School PL High School PL English Learner PL Special Education PL	Curriculum, Instruction, & Innovation Student Services Accelerating Achievement & Equity Organizational Development
All Teachers	**Schoology Professional Learning** FCPS has defined Schoology Essential Proficiencies and performance standards that guide teachers to become proficient in the following areas: ○ Create and deploy learning materials/activities ○ Deliver and receive assignments ○ Provide feedback and grades ○ Communicate course updates and day-to-day communication A la carte videos and live training webinars will be available throughout the summer and into the 2020/2021 school year. Additionally, teachers have access to the premium 24/7 chat and phone support through Schoology, the FCPS Schoology Help Center and the FCPS Schoology Help Desk.	Curriculum, Instruction, & Innovation

All teachers	**Virtual Learning Mentors** Virtual Learning Mentors for each school will provide ready-to-use tips, screencasts, online workshops, on-demand office hours, and other consultative services to increase teacher comfort with the challenges of facilitating remote learning.	Curriculum, Instruction, & Innovation Organizational Development
All Teachers	**2-Credit MSDE Course Each Semester** 2-credit distance learning course will be offered widely during the summer, fall, and spring sessions. This course, tentatively titled *Creating the Anytime, Anywhere Classroom*, will equip educators to effectively facilitate distance learning experiences and organize the online learning environment in a manner that balances content and connection. The course will be offered online and the structure will allow participants to explore resources and current research, engage in collaborative discussions, and gain practice with tech tools that may support and enhance the online experience for diverse students. In addition to a strong emphasis on best practices for distance learning, the course will also integrate Mind Brain Education principles grounded in research about learning. All components of the course are designed to specifically address the importance of self-care, building resilience, and teacher wellbeing that are more critical than ever in the context of a pandemic.	Organizational Development
All Teachers	**1-Credit MSDE Course On-Demand** Recognizing the balance of work and home demands that will likely be a reality for many educators in the 2020/21 school year, there will also be an option to take a 1-credit, asynchronous, on-demand course. The course will include topics such as: Creating a sense of belonging and community in a distance environment, organizing/structuring courses and content delivery in an LMS, tending to vital issues of equity, virtual communication/collaboration and tech tools, utilizing formative assessment and providing feedback.	Organizational Development
Leaders	**Leader Learning Modules** Leading schools, programs, and departments during crisis and recovery require specialized professional	Leadership Development, Department of Organizational Development

	learning opportunities for principals, assistant principals, coordinators, supervisors, directors, and other leaders. Multiple asynchronous, on-demand modules will be available to all leaders throughout the 2020/21 school year. Leaders may opt to take these modules for credit. Modules will be designed to meet real-time needs in schools, while remaining grounded in the Professional Standards for Education Leaders.	
Leaders	**Lead and Learn: Leading Through a Crisis** Facilitated by the Leadership Development team and Deputy Superintendent Mike Markoe, the Leading Through a Crisis workshops will provide regular touchpoints for current leaders to reflect on the challenges that they are dealing with on a day-to-day basis through the context of leadership principles. By applying the lens of effective leadership to the realities of leading in uncertain and complex environments, leaders will have the opportunity to problem-solve together and reflect personally on the short- and long-term goals of leading in their own context.	Leadership Development, Department of Organizational Development
Leaders	**Summer Learning & Collaboration/Creation of School-Based Hubs** School-based administrative teams will gather multiple times during the month of July for focused learning and collaboration in anticipation of the needs of students, staff, and families during the 2020/21 school year. One component of this learning will be the development of school-based Hubs for professional learning, collaboration, and communication through Schoology. The Hubs will provide a structure through which instructional staff can collaborate and share. By leveraging the efficiencies of technology to streamline messaging and the sharing of systemic and school-created learning materials, the Hubs will also serve as a valuable conduit for consistent and timely distribution of information to all staff, regardless of physical environment.	School Administration & Instructional Leadership, SASA Leadership Development, Department of Organizational Development Curriculum, Instruction, & Innovation
New Leaders	**New Leader Coaching Program**	Leadership Development,

	Entering a new administrative role as an assistant principal or being promoted as a new principal presents new responsibilities as well as new challenges. Both of these are particularly heightened as a result of the complications of Covid-19 and the uncertainty that is likely to cast a shadow over much of the 2020/21 school year. In order to provide personalized, contextualized support to new leaders, Frederick County Public Schools will train and deploy leader coaches. A joint effort of the Leadership Development team and the School Administration and Instructional Leadership directors, the coaches will provide direct support to new leaders and will participate with them in mastermind groups designed to engage in timely, relevant, equity-focused problem-solving and innovation.	Department of Organizational Development School Administration & Instructional Leadership, SASA
Education Support Professionals	**Education Support Employee Professionals** Education support employee professionals play a range of critical roles in every department of the school system, so their ongoing learning -- as well as specialized learning during school closure and preparation for recovery -- are of great importance. A Support Employee Professional Learning Portal was created in Spring 2020 to serve as an electronic repository for modules, courses, resources, and training components that can be accessed by support employees from any location. The Portal includes information to support relationship-building, social-emotional needs of children, health and wellness, mindset, technology, workplace efficiency, as well as programs specific to Frederick County Public Schools. By providing robust offerings in an asynchronous environment, supervisors are able to curate the most appropriate learning content for their support employees while also allowing choice and flexibility. The portal also contains a professional learning record and log of completion so that departments and employees can document and honor completion of Portal offerings.	School Administration & Instructional Leadership, SASA Leadership Development, Department of Organizational Development Accelerating Achievement & Equity
Education Support	**Enhanced Substitute Onboarding/Access/Professional Learning**	Human Resources Organizational Development

Professionals	Recognizing the challenges of substituting during this unique period of time, the onboarding and learning materials for substitutes will be expanded, adjusted, and housed in Schoology to meet the dynamic needs of their role. In addition to traditional onboarding content, special emphasis will be added to essential understanding of Schoology, social-emotional health and wellness, equity, and safety protocols.	Student Services Curriculum, Instruction, & Innovation Accelerating Achievement & Equity
Families/ Caregivers	**Online Resources** It will be critical to expand our support during this recovery from school interruption to parents, grandparents, and child care providers who are helping to nurture and guide their children's education at home. Parents and caregivers have asked for resources and tools to help them with social-emotional strategies, tools for increasing memory and retention, support for executive functioning, and best practices for accelerating learning. Using Frederick County Public Schools' background and partnerships in the area of Mind Brain Education, the variety and quantity of online tools and resources available for all caregivers will be expanded and adjusted to meet the current conditions. Outreach to local child care organizations will aid in ensuring a broad reach for these resources. In addition, teachers will have access to information that can be shared with families through their Schoology parent communication platform.	Curriculum, Instruction, & Innovation Organizational Development Accelerating Achievement & Equity
Families/ Caregivers	**Podcast** Recognizing that families and child care providers need a variety of flexible options for their own information and learning, an on-demand podcast will provide an engaging, unique, and supportive environment for additional communication. Topics such as making learning meaningful, aiding memory, balancing stress, the importance of sleep and down time, and mindsets will give caring adults the specialized support they need while acknowledging the critical role that they play in their child's education.	Organizational Development

School-Based Professional Learning

Special considerations will be given to the quantity, focus, and delivery of school-based professional learning during this time. The work group set forth the following guiding principles:

- Maintain focus on the FCPS priorities that existed prior to the Covid-19 pandemic: high quality instruction through the Framework for Teaching; Accelerated Learning Process; and a commitment to Equity and closing the achievement gap.
- Collaboration for teachers and instructional staff will be paramount to meeting the needs of students and addressing academic and logistical challenges. Any scheduling models used should allow for significant time for instructional staff to collaborate, particularly to create efficiencies and maximize expertise. In addition to in-person or video conferencing as collaboration options, Schoology offers the ability to link courses and share resources and tools, creating supportive instructional networks for teachers while enhancing expertise for students.
- Professional learning at the school level should be informed by data and responsive to the changing the needs of staff and students as conditions warrant. It is recommended that FCPS leverage the efficiencies of Schoology through a systemic deployment of hubs for professional learning that can be customized to meet individual school needs. This reduces cognitive load for staff and can meet the learning needs of individual teams and departments, while providing access to administrators and central office staff.

Special Services and Student Supports

Attendance Criteria

FCPS Regulation 400-98 addresses student attendance. The Regulation provides definitions related to attendance and codes used to track attendance. The regulation, however, does not address student attendance during distance/virtual learning. As such, staff must consider changes in how attendance is recorded while alternative options for schooling are in place. The definition for a student being "present" may look quite different and this change in definition needs to be provided and communicated to students, parents and staff. FCPS will develop two local attendance codes directly related to COVID-19, one "present code" for Home Hospital Teaching services delivered due to COVID-19 and an "absence code" for when students are absent related to COVID-19. A checklist of options for teachers to use to indicate student engagement in an assigned task during a virtual learning day has been developed.

It is recommended that both a present and absent code are created to reflect COVID-19 so that staff can track the impact of this virus throughout the 2020/2021 school year. The definition of "present" must provide equitable opportunities for all students. As such, a student being marked as "present" for learning should be recorded using multiple measures.

Overall, a student should be considered as "present" for the day as long as the student engaged in some type of school activity, completion of Schoology course work, verbal or virtual meetings with a service provider, or completion of assigned classwork provided by the teacher are some of these ways. The relationship between the student's classroom teacher and service providers will allow those staff members to best determine how to record a student's attendance.

It is recognized that there may be barriers which prevent students from completing learning activities on a daily basis, and during standard school hours. However, the lack of engagement during traditional school hours should not be a determining factor in noting whether or not a student is present or absent for the day. When it cannot be clearly determined whether or not a student met the criteria for being considered "present," every effort should be made by school staff to contact that student and family. The use of mental health and community services staff will support monitoring students' attendance in whatever learning situation the student may engage in.

FCPS already has a strong structure in place, utilized this past spring, involving student support teams. Key staff, including administrators, counselors, instructional assistants and other special service providers monitor student's participation in the instructional program and make every effort, in some cases, daily or weekly, to re-engage with the student. This model will continue during the 2020/2021 school year. Consistent stakeholder input indicated this support team played a critical role in engaging students.

The determination of "present" must provide equitable opportunities for all students. Documenting the attendance of students when they are not in the school building may cause additional work for teachers and support staff. Following are options and important considerations for determining attendance:

- Use Schoology to document student login history and use for attendance purposes. Using Schoology to track attendance will allow the school system to account for the large majority of students who are logging into their coursework. However, it is recognized that Schoology should not be the only tool used to track attendance in order to ensure equity for all students, as many students will not be able to login consistently to Schoology due to a variety of family constraints.
- Attendance should not be documented solely based on student completion of work or the amount of time it takes students to complete assignments. Prior to Continuity of Learning (COL), students were marked present when they entered classrooms in the building, but that does not reflect how engaged they were in their classwork. The same needs to be considered for COL.
- A student should be counted 'present' for the day as long as the student engaged in some type of school activity. A school activity may include Schoology course work, verbal or virtual meetings with a service provider or completion of paper copies of classwork provided by the teacher. This ensures equity in attendance records for students lacking timely access to technology.
- Barriers may prevent students from completing such an activity during standard school hours. However, engagement should occur each school day to ensure that the student meets the standards of attendance/engagement.
- Attendance may be reported by teachers per school-based routines such as recording attendance through the Teacher Access Center or scantron sheets.
- Clear, systemic communication about attendance and engagement is imperative. FCPS should ensure that all students and parents are well informed and understand the importance of student engagement in educational activities. Requirements for being considered "present" need to be clearly communicated and accessible to all students and parents.

Student Services Teams (SST) will review data regarding student engagement and support families to increase individual student engagement.

Attendance secretaries will be provided access to Radar if manual entry into eSchoolplus is required.

Home Hospital Instruction

Guidance for Home/Hospital Instruction (HHT) during COL in the 2019-2020 school year was not provided by the CDC or MSDE. FCPS Regulation 400-37 addresses HHT services. A number of FCPS students continued to receive HHT services during COL.

- Students who are immunocompromised or live with someone who may be considered high risk may have documentation stating that attendance in the building is not medically in their best

interest. Those students will still need to access their education and HHT may be the best way for them to do so.

- Home and Hospital Teaching services will continue to be delivered in a virtual setting until all COVID-19 mandates have been lifted.
- Those who serve as HHT teachers are required to hold a bachelor's degree, but not a teaching certificate.
- To increase recruitment opportunities, it is recommended to pay at a higher rate to contracted FCPS teachers who also serve as HHT teachers during the recovery period.
- One teacher can provide instruction for multiple students who are all enrolled in the same class. HHT recertification requirements for students may be waived by the supervisor/director during the recovery period.
- HHT teachers will create Schoology courses to use with HHT students. Schoology access must be provided to HHT teachers.
- Criteria needs to be developed for HHT requirements for students that have an immediate family member that is ill or high risk for COVID-19 and therefore cannot attend school.
- HHT services will be delivered for students with an emotional or physical condition that impacts the student's ability to attend school as certified by the corresponding medical provider. Recertification requirements will be flexible so as not to expose immunocompromised students to a doctor's visit.

English Learners (EL)

FCPS offers an EL program for students in grades pre-kindergarten through grade 12. Students are identified as EL based on a home language survey and an English proficiency screening assessment. FCPS currently supports over 3,000 EL students. All elementary schools have at least one EL teacher who provides EL services to students and EL case management. EL services at middle and high schools use a partial center-based model, with students at Ballenger Creek, Crestwood, Governor. Thomas Johnson, Monocacy, and West Frederick middle schools receiving EL services at their home school. Middle school EL students at all other middle schools who opt in to the EL program attend West Frederick Middle School for EL services. Similarly, high school students at Frederick High, Governor. Thomas Johnson High, and Tuscarora High receive EL services at their home school. Students from other high schools who opt in to the EL program attend Frederick High School. Secondary EL services will further expand to Walkersville Middle School and Walkersville High School beginning in the 2021/2022 school year.

In the virtual learning setting, FCPS is continuing to provide EL services to students at all levels. The goal of these services is to promote successful English language acquisition through concurrent language and content learning. The sections below offer a summary of the current approach to EL services employed by FCPS during COL.

Elementary Level

EL teachers work collaboratively with classroom teachers to recommend and create instructional materials as needed to maximize equitable access to grade-level content. In addition, EL teachers create linguistically differentiated standards-focused lessons to support Newcomers (students arriving to the

country after July 1, 2019) and Entering level, English proficient students. EL teachers act as family liaisons to communicate instructional and school-based initiatives.

Secondary Level

EL teachers at the secondary level are continuing to support ELs in sheltered courses and co-teaching content classes. EL teachers craft virtual learning with the use of EL textbooks, content resources, and supplemental digital resources. Distance learning was designed and organized using a variety of tools, including the Schoology platform and Google classroom. Secondary teachers continue to provide EL students with asynchronous interactive instruction through use of Screencastify videos (teacher) and Flipgrid (students). Communication with students and families has been a challenge. Written communication with the Talking Points application was successful, but the opportunity for phone conversations to address questions or concerns was missing from the COL family-teacher partnership. Although concerted efforts were put forward to supply all families with a device for online learning, many families do not have internet access. Many of the "free" services being offered either require families to provide information they do not have or have a long waitlist. Families with health issues, as a result of COVID-19 infections, relied heavily on secondary aged students to help with providing for the families' physical and monetary needs. Families faced with lack of basic necessities (food and shelter) were unable to focus on COL. Teachers also found major misconceptions among EL populations regarding COL, including that participation was optional; once students were not traveling to a school building some parents felt the school year was over.

Limited technological knowledge left families struggling as they attempted to troubleshoot connectivity or platform issues. This limitation hindered students' ability to consistently connect to their virtual learning. The limited level of independence among pre-kindergarten through grade one learners required active parental support and guidance to connect to virtual learning in an asynchronous learning environment. Parents with limited formal education and limited English proficiency struggled to support students at an equitable rate commensurate with their English-speaking peers. When schools' support teams sent out monolingual English messages, many EL families missed important information from schools. Therefore, the following adjustments are recommended:

- Maximize synchronous support and learning to increase student participation and access to learning materials. Lower level Limited English Proficient (LEP) students (levels 1.0-2.8) will need more direct support from EL teachers and will need differentiated grade-level instruction and assignments for them to be active participants in a distance learning environment. Further, ELs require access to scaffolding, interaction, and comprehensible input for content and language learning; such supports are limited in an online learning environment. Schools must follow the guidelines presented by the United States Department of Education and ensure equitable access to learning in a digital environment by providing such scaffolds and supports both in-person, and online learning environments.
- Administer language placement assessments, as students return to school in a face-to-face environment. Provisional EL students will need to be given the language placement assessments to determine language level thus ensuring correct scheduling. Provide synchronous instruction and support whenever possible.

- Provide additional face-to-face and/or virtual opportunities for EL students.
- Allow for flexible scheduling options based on individual student needs (e.g. distance learning only, face to face, etc.).
- Provide direct services from EL teacher to Lower-Level LEP students.
- Provide direct services from content teacher to Higher-Level LEP students with additional support provided by EL teacher.
- Provide content and EL teachers common planning time to develop informed instruction, to the extent possible.
- Continue to provide EL accommodations to EL and Parent Refusal (PR) students, by purchasing word-to-word bilingual dictionaries for each student.
- Ensure the schedules for attendance are consistent so that families may plan accordingly, as it is necessary to consider the burden on working families who rely on school for child care during the day.
- Ensure appropriate space and staff available to cover additional classrooms. Consider grouping EL students strategically to ensure access to EL supports during both in-person and distance learning days as schools with schools with high EL populations and how priority groups will impact space and class sizes
- Consider procedures for students who arrive on their unassigned days at school.
- EL teachers will be allocated time to work directly with English learners in elementary grades to provide explicit language instruction and support.
- Enhance school-home communication via Townhall Google Meetings to include answering questions, help with technology supports, etc.

Upon return to Stage 3 (Traditional Learning Model):

- Ensure that all EL students have opportunities for re-teaching and acceleration as they return to school for regular instruction.
- Maintain some flexible scheduling options for students.
- Expand EL summer school options as some secondary EL students will require credit earning opportunities beyond the regular school year, especially if the number of courses available during the traditional year are limited.

Health Services

There are several ways in which FCPS can help protect students and staff and slow the spread of COVID-19 in the community as the school system plans to reopen schools. Specifically, "Schools can determine, in collaboration with state and local health officials to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community" (CDC, 2020). The more people that enter a school and the longer they interact, the higher the risk of spreading COVID-19. As the school environment is typically full of social interactions between people in close proximity to one another, the risk of spreading COVID-19 is increased. Therefore, environmental factors and personal prevention practices recommended by the CDC and within the Maryland Recovery Plan for Education are detailed below for consideration by the district.

The decision points listed below for Stage 2 and Stage 3 are based on recommendations from the CDC's Guidance for U.S. Healthcare Facilities (2020), CDC's Considerations for Schools (2020), and the Maryland Together: Maryland's Recovery Plan for Education COVID-19 Response and the Path Forward (2020). These recommendations are meant to supplement rather than replace any state or local health and safety laws and regulations that schools must comply with. There may be increased anxiety during this time as the school system prepares school staff, students, and parents/guardians for reopening. The school system in collaboration with local health officials may determine how to implement some of these decision points while meeting the needs of schools and their surrounding communities.

Recommendations:
- Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering).
- Provide basic information about COVID-19, include age appropriate information for students/staff. Topics for good hygiene practices include: handwashing, covering coughs and sneezes, staying home when ill, temperature monitoring.
- Identify protocol for health room staff assessing symptoms with minimum patient transition to prevent exposure to the building.
- Implement protocols requiring that sick students and staff stay home and provide requirements for a return to school/work.
- Health room and quarantine protocols will be established for students who are ill versus routine health services, while maintaining discretion and confidentiality.
- Provide an isolated restroom, to the extent possible, for patients accessing the COVID-19 health room.
- Identify special population students and staff who require specialized Personal Protective Equipment (face shields, gloves, etc.) due to the need for closer proximity. Special population students include, but are not limited to: those who display high risk behaviors that may spit or bite, students who are deaf and hard of hearing, students accessing reading interventions, and students with sensory impairments.
- Training on the proper use of PPE will be provided to staff and students.
- Establish protocol for scheduling health room visits and times for medication administration.
- Develop a flowchart regarding how to support individuals presenting COVID-19 symptoms. This should include procedures on isolation and exclusion from school buildings, as well as appropriate processes for return.
- Establish protocols regarding contact tracing, and train school nurses/administrators on these protocols.
- Notify appropriate health officials if student/staff is COVID-19 positive and follow appropriate notification or closure guidance.
- Teach and promote self-quarantine and social isolation from others if suspected exposure to COVID-19 or receipt of positive testing results for COVID-19.
- Require health services staff to wear PPE (mask/face shield) when working with all students.

Homeless Student Population

FCPS currently provides services to 838 students kindergarten through grade 12 identified as homeless using the criteria established by the McKinney Vento (MV) Act and supported by FCPS Regulation 400-55 Homeless Students-Enrollment Procedures. The current economic impact felt by families during the COVID19 closure is expected to have additional impact on families as legislation, funding, and other supports come to an end entering the summer. There is potential for a significant increase in the number of students attending or enrolling in FCPS identified as homeless students. FCPS homeless students may exhibit or experience similar challenges in either Stage 2 or Stage 3 openings. The level of support required will be the same in either phase. The greatest barrier to students successfully navigating this scenario is school attendance. The most effective way to eliminate many resource and instructional needs is to encourage homeless students to attend, with provisions to accommodate their learning, social, emotional, and physical needs, on a daily basis. To effectively address the needs of homeless students in FCPS, consideration should be given to the following areas: communication, access to resources, social-emotional support for students, and training for staff.

Recommendations:
- Develop communication plans for families to educate them regarding supports and services available to them.
- Provide additional face-to-face and/or virtual learning opportunities for homeless students.
- Provide access to digital learning tools and other tools necessary tools for instruction.
- Provide access to counseling and school health.
- Enhance community partnerships so that when FCPS locations are not available, partnerships can provide access to methods and locations to support instruction.
- Provide Social-Emotional support for homeless students.
- Provide awareness and instructional training for staff regarding impacts of homeless on student's attendance and performance.

Interventions

The FCPS intervention continuum offers services to students based on a multi-tiered system of supports. These supports begin with students receiving supplemental supports in the general education classroom, and based on need, students may require additional supplemental instruction in small groups or individually at varying levels of intensity in order to provide explicit instruction on content below grade level standards.

In a Stage 3 setting, with 100% capacity and a normal calendar and bell schedule, any student needing intervention can receive the appropriate level of support, and all interventions can be implemented with fidelity to the requirements outlined in the research-validated intervention programs (RVIPs) or individualized intervention plans (IIPs). However, in a Stage 2 setting, students will only receive in-person instruction 25% - 50% of each week, and the remainder of instruction will occur online. With this format, some interventions will be challenging to implement with fidelity, but intervention and general education teachers will collaborate to provide high quality supplemental instruction to support students needing prerequisite skills in order to master grade-level content. Students receiving more intensive

interventions will continue to receive in-person instruction and synchronous online instruction throughout the week to continue the frequency and intensity of these interventions.

Stage 2 Recommendations:

- Provide additional face-to-face and/or virtual learning opportunities for intervention students, to the extent possible at elementary and secondary schools.
- Students enrolled in structured literacy interventions will continue in these interventions with as much fidelity as possible. Students might need additional time to be taught an intervention that could exceed the FCPS allotted time for students in their grade. Structured Literacy Interventions need at least 40 additional minutes per day.
- Group intervention students by intervention needs and not by grade level.
- Students in comprehension interventions will receive their intervention as "supplemental" support to English/Language Arts (ELA) from an intervention teacher.
- Add a student information system field to document ELA supplemental instruction to identify students receiving support that does not meet the fidelity of the intervention.
- All elementary school math interventions would be Individualized Intervention Plans (IIP). No Research Validated Intervention Program (RVIP) utilization would be permitted.
- Students enrolled in structured literacy interventions will continue in these interventions with as much fidelity as possible.
- Teachers with students in Read 180 who have tested into HD Word as a supplement will work with their literacy specialist to determine which of the two programs will be taught.
- Students in Read 180 will receive their intervention as "supplemental" support to ELA from an intervention teacher.
- Based on student need, schools will either offer modified Math Workshop courses or have intervention staff provide supplemental instruction support within the general math course.
- Secondary teachers with students in yearlong English who have tested into HD Word as a supplement should work with their literacy specialist to determine which of the two programs will be taught during COL.
- Secondary students in yearlong ELA with Achieve 3000 support will receive their intervention as "supplemental" support to ELA from an intervention teacher.
- Secondary Algebra 1 Acquisitions (A1A) class will utilize a modified Algebra 1A/1B curriculum map.

Stage 3 Recommendations:

- When all students return, consider what data should be reviewed to determine if intervention groupings should be shifted or assess the group to determine the intervention plan moving forward.
- Same as Stage 2,students receiving comprehension support should continue with that program with fidelity after assessment to determine placement within the program.
- Students receiving a foundational skills intervention should be assessed to determine placement in the program scope and sequence. Groups should be formed based on these assessments and the program should be continued with fidelity.

- The full offering of FCPS approved Research Validated Intervention Programs (RVIP) and FCPS developed Individualized Intervention Plans (IIP) would be available for utilization.
- Secondary students receiving comprehension support from Read 180 should continue with that program with fidelity after assessment to determine placement within the program.
- Students receiving a structured literacy intervention should be assessed to determine placement in the program scope and sequence. Groups should be formed based on these assessments and the program should be continued with fidelity.
- Students would be meeting face to face on a daily basis with their classroom teacher as opposed to only a few days a week.

Mental Health Supports

Mental health concerns affect about 17% of students nationwide. For FCPS, this translates into approximately 7,480 students each year who struggle to achieve the social and emotional health required to support executive functions necessary for school success. The most recent Youth Risk Behavior Survey (2018) published spring 2020 indicated that almost a third (31.2%) of FCPS high school students reported feeling sad or hopeless every day for more than two weeks in a row, and for middle school students, 18% had thought seriously about suicide, 10% had made a suicide plan, and 4.9% had attempted suicide. Added to that is the increased stress from mandated responses to COVID-19 and the impact related to the racial injustice and civil unrest occurring across the nation: social isolation, disruption in work and family routines, financial pressures, and increased exposure to family and community violence, making re-connection with a caring school community imperative.

Data from the Frederick City Police indicates that calls for domestic violence cases increased significantly during March through May of 2020 compared to the same time period last year (39%, 9% and 71% respectively). Data from the Child Advocacy Center and Child Protective Services, however shows a decrease in the number of children they served during this same time period, clearly demonstrating that while domestic violence cases increased services to support those students involved decreased. This perfect storm leaves many more students exposed to family violence without the buffering support of daily connections with educators and referrals to child serving agencies when needed.

Social Emotional difficulties should be anticipated upon the reopening of schools regardless of format. School staff will need to be prepared to adjust routines as well as balance academic curricula and time to help students readjust socially and emotionally to the heightened demands, rigor, social interactions and atypical schedule upon re-entry. A primary focus on building positive relationships with teachers and peers will be the most powerful tool for helping students increase their readiness to learn.

FCPS implements a multi-tiered system of supports to identify and assist students both academically and socially/emotionally. This system should be examined by each school upon return to ensure that student needs are being adequately addressed. As stated previously, positive relationships between students and between students and staff will be a critical component for helping students adjust. As students move through tiers of support, the number of touch points they have in school should increase, ensuring that they have access to supportive relationships.

Transition Teams

Transition Teams will be created at each school to support students and staff in the area of social-emotional learning during the reopening of school. For those students whose parents elect to keep them home until schools reopen at 100%, a virtual approach will be employed to support the same transition process. The development of a Transition Team at every school will enable each school to meet the unique demands of its population and culture while aligning with the recommendation from FCPS and the State of Maryland. School-based transitions teams will be provided guidance and direction while still allowing each school to plan for the unique needs of their school community. Transition Team work can occur virtually or in face-to-face meetings. If meeting face-to-face, the Transition Team will follow guidance for social distancing as outlined by the CDC Transition Team Considerations.

Social Emotional Learning (SEL) Curriculums

FCPS will provide a SEL curriculum to all schools for teachers to use with students. Investment in building social-emotional skills with students, pre-kindergarten through high school, lays the foundation for academic achievement at all grade levels and the future wellbeing of students and the community. Social emotional difficulties are anticipated upon the reopening of schools, regardless of format.

Lessons will be delivered virtually or face to face following all established safety guidelines. Elementary schools will use PATHS curriculum and secondary schools will use Digital Solutions.

FCPS has and will continue to provide staff professional learning for all staff implementing SEL for the first time. Staff members require focused professional learning on the specific SEL curriculum they will be implementing to ensure they understand the "why" and to adhere to the fidelity of implementation. Elementary school training began in early June and will be completed by the end of July 2020. Middle school training has also started and will be completed by the end of July 2020.   An overview of SEL training was provided to high school teachers in June 2020. Additional training focused on the Digital Solutions Curriculum which will be available in early October 2020.

Written Correspondence

FCPS worked to enhance parent communication in the area of SEL. Written correspondences regarding the implementation of SEL curriculum have already been shared with pre-kindergarten through grade two parents.   Written correspondence will be provided to parents with students in grades 3-5, middle school and high schools implementing the SEL curriculum.

Community Resources Document

FCPS created a Community Resources document that will appear on each school's web page for direct access by families. The aim of this document is to connect families with community resources, promote resilience and mitigate the effects of students' exposure to adversity.

Referral Process for Timely Social Emotional Support

FCPS continues to strengthen its referral process for students who require Tier II and Tier II interventions. Many students are susceptible to the adverse impacts of restricted school-based socialization and limited opportunities for emotional development during the COVID-19 pandemic. Social emotional difficulties should be anticipated upon the reopening of schools regardless of the format. Teachers will receive awareness training so they can identify common student risk factors and symptoms associated with enduring a pandemic and/or social unrest. If staff are sensitive to students' distress and adjustment challenges, the likelihood of students struggling further behaviorally or academically is decreased. The aim is for staff to effectively identify students at risk and promptly refer them to the appropriate student services team. Students presenting with emotional crises will receive timely emotional support.

Restorative Practices

All FCPS schools have trained staff members from the department of student services who can independently, or in collaboration with the Achievement Specialist for School Culture, provide support for Restorative Practices. Resources have been acquired to support awareness and implementation at all schools (posters, affective questions cards, talking pieces) Video resources will be shared with all stakeholders so they are explicitly aware of the importance of Restorative Practices in all communities.

All schools will work with their School Improvement Teams, trained staff and the Achievement Specialist for School Culture to consider ways of establishing a plan to utilize a Restorative Practices approach.

Restorative Practices resources were recently purchased for all school communities. These resources will be delivered to all schools prior to the opening of school.

Trauma Informed Discipline

Trauma Informed Discipline eliminates classroom management strategies that promote shaming (clip charts, placing student names on board and tally systems on boards that count negative behaviors).   It is anticipated there will be an increase in student behavioral concerns, rooted in exposures to stressful experiences related to the impacts from COVID-19 and racial inequities and unrest. Social, emotional, physical, and academic safety must be prioritized by teachers and administrators in responding to student behavior upon return to school. In light of this, principals will:

- Consider a temporary moratorium (at least the first quarter) on out-of-school suspensions except for weapons, drugs, threats of imminent harm, and serious bodily injury.

- Monitor numbers of disciplinary actions that are initiated in each class.   Increases in referrals should generate a response from administration for additional teacher support.

Modified Behavioral Threat Assessment Process

Many students have experienced increased stressors related to mandatory social distancing and recent civil unrest. It is anticipated that when school resumes, there may be threats related to compliance with health rules, health related bullying, and toxic media related to racial injustice and upcoming political elections. Threats to safety will be assessed and managed per existing policy and regulation; however, interviews of students of concern, witnesses, and family members, as well as School Threat Assessment Management Team (STAMT) and Threat Assessment and Management Oversight Team (TAMOT) team meetings may need to be conducted via teleconference until students/staff return to school buildings full time.

Special Education Services

Throughout the school closure due to COVID-19, special educators, general educators and service providers have continued to create meaningful lessons and activities, as well as provide support to all students with disabilities. To the maximum extent possible, IEPs for students with disabilities and those with 504 Plans have continued to be implemented through Continuity of Learning/Distance Learning Plans. School teams worked with parents to develop a Distance Learning Plan (DLP) based on each students' IEP goals, instructional accommodations, supplemental aids and services, and transition plan. The DLP was developed through a process of prioritizing goals conducive to being delivered in the virtual environment, including ways the student could access instruction and how progress would be monitored. Special educators collaborated with general educators to ensure that IEP accommodations were considered and available for all tasks assigned. In addition, students attending non-public schools had both a DLP and an Individual Continuity of Learning Plan (ICLP) developed and implemented. All FCPS and non-public schools collected data on goals and objectives, and entered progress for each student into the MD Online IEP (OIEP) quarterly. Parents were also provided suggestions on how their child's 504 Plan accommodations could be implemented in the home environment. Some students with related services (speech/language pathology, occupational therapy, counseling, etc.) received direct services from a special educator or service provider through tele-intervention. This face-to-face intervention helped to mitigate against students losing or stagnating in their acquired skills. For students requiring accommodations, adaptive computer software was provided. This software was provided not only for students receiving special education and 504 services, but for all FCPS students to support their individual virtual learning. Teachers were also available to advise parents with implementation of accommodations.

While many efforts were made to support students with disabilities and 504 Plans to the maximum extent possible, staff recognizes that there have been some disadvantages for these students during Distance Learning (DL) due to the level of disability, inequitable access to technology, or lack of access to supervised learning at home as parents continue to work. Feedback from parents indicated that some students were manifesting new learning challenges, such as inappropriate behaviors, as a result of disruptions of their typical routines. As such, special education teachers had to consider whether or not students needed additional services and support. When considering services for students going forward

in a hybrid learning environment, there will be an ongoing need to balance federal regulations, CDC recommendations, state mandate, and FCPS procedures.

In addition to guidance provided through these resources, two additional questions are suggested by MSDE and guide the recommendations for serving students with disabilities and 504 Plans. These questions are: "Can the IEP be implemented remotely?" and "Are there any new needs resulting from distance learning?" MSDE recognizes that "serving students with disabilities requires additional considerations to comply with the Individuals with Disabilities Education Act (IDEA): including ensuring continued access to the general education curriculum, and an IEP designed/implemented to allow the student to make progress on their Individualized Education Program (IEP) goals through changing service delivery models as school re-open." As all students with IEPs or 504 Plans continue to receive instruction at home or in a hybrid model, activities and lessons must be provided in a variety of formats. General and special education teachers, as well as related service providers must meet consistently to discuss progress monitoring, how to document student's progress and how services are delivered.

Regulatory Mandates and Compliance Guidelines

Assessments

Assessments for the purposes of initial eligibility and reevaluation that were delayed due to the school closure will be completed in a manner that is consistent with the health and safety needs for students and staff.

Recommendations:
- Schedule assessments over the summer, if summer salary for teachers and related service providers is available.
- Create an assessment team to work through logistics, complete assessments, and refine the protocol for bringing students into the building and managing testing materials.
- Consider the use of arena testing so that multiple providers are in one location and can gather data together.
- Use a centralized location, or a few locations (central, north, west, east), as testing hubs. Work closely with administrators and custodial staff in these buildings to clean and disinfect before and after the testing of each student.
- Schedule individual appointments with families to bring their students to the testing location.
- Use plexiglass shields or face shields between the assessor and student (dependent on the individual student or assessment needed) to create a barrier. These will need to be ordered, which will have a cost implication for the system.
- Include the statement on all assessments that additional data can/should be gathered upon return to face-to-face instruction so that educational planning can be enhanced.
- The volume of assessments that need to be completed is excessive. On average, each school team has five to six assessments and the Child Find Team has over 50 assessments on hold that need to be completed. With hundreds of assessments, there will be impact on budget, time and space to complete these.

- For students who are unable to be assessed face to face, FCPS will consider the use of Alternatives for Virtual Assessments (linked above) to collect data via Google Meet or another approved virtual platform.
- In order to meet the criteria for proper transition assessments, staff established more digital options for teachers to obtain information for transition planning purposes. Additional digital options for transition assessments as well as more technology for students in the Learning for Life Program will be provided.

IEP/504 Meetings

FCPS received positive feedback from families regarding virtual IEP meetings. Families state that the meetings are both more convenient and allow for social distancing.

Recommendations

- Continue holding IEP/504 meetings virtually over the summer, and even into partial reopening to maintain health and safety guidelines for staff and families.
- Reschedule IEP/504 meetings over the summer if parents are interested and staff salary is available.
- Allow for face-to-face IEP/504 meetings for some families, if this makes the meeting more accessible for parents. Child Find screening meetings include the child so a screening and initial observation can occur during the meeting to help inform the decision making about whether testing is needed or not. Observing such young children virtually is a challenge. During face-to-face meetings:
  - Use a larger conference room or classroom to maintain distance between participants.
  - Provide individual pens for each participant, which are collected and cleaned at the end of the IEP meeting.
  - Provide clear masks or face shields for interpreters.
  - Work with custodial staff to ensure cleaning of all surfaces both before and after each meeting.

Instructional Models: Preparing for Multiple Scenarios
- If all students are required to participate in Full Virtual learning, it is recommended that students with disabilities:
  - Access increased synchronous learning, face-to-face, to the maximum extent possible, through tele-intervention four days per week.
  - Special Education and general education teachers, along with related service providers must still work collaboratively to meet students' individual needs
- If all students are allowed to access learning in a Hybrid format, with students accessing learning in school two days per week and accessing virtual learning three days per week, it is recommended that students with disabilities:
  - Based on each student's individual learning needs, access to in school face-to-face learning may be expanded beyond the two days per week provided for general

education students. Students requiring specialized programs will receive first consideration for this offering. This would allow students to access instruction with typical peers in the classroom and specially-designed instruction with the special education teacher and/or related service provider.
- When students access virtual learning, synchronous learning, to the maximum extent possible, should be utilized.

Additional Actions:
- The individual needs (learning, medical, physical) of students must be considered when planning for and scheduling to meet the learning needs of students.
- Special Education Instructional Assistants (SEIAs) have been an integral part of the support for students with disabilities in the virtual learning environment. They will continue to be used to support students learning, whether virtual or face to face.
- To the maximum extent possible, staff must ensure instructional consistency and routines for students with disabilities, particularly those students assigned to specialized programs.
- To the maximum extent possible, students must continue to access learning with their typical peers.
- Some students, due to medical needs, may continue accessing learning through virtual learning. These students may need to receive Home Hospital Teaching.
- Students on hybrid schedules may also need to be instructed by multiple teachers and service providers on days when they are learning virtually due to increased caseload management responsibilities.
- School teams should consider ways to staff a virtual resource room such that students with special needs have greater access to instructional staff and support.

Recovery Services

Recovery services are additional services provided to students in acknowledgment that the COVID-19 pandemic may have resulted in unique challenges for students with disabilities, thereby resulting in learning loss. FCPS recognizes that students receiving special education and related services may benefit from additional instruction to support the educational impact resulting from the COVID-19 school closure. Recovery services are in addition to and supplement active IEP services; therefore, may need to be provided outside of the typical school day (e.g. before or after school).

School teams will determine the need for Recovery Services and implement those services within one year of determination. The consideration of recovery services may need to be revisited multiple times dependent upon the phase of school reopening. The recovery service determination process is driven by the needs of the individual student and determined in collaboration with the parent/guardian, case manager, and essential members of the IEP team.

It is noted that providing recovery services will have staffing and budgetary implications. Staff will be recruited and hired to work beyond their work-year contract. Providing services for students beyond the school day and typical school year will result in additional expenditures for staffing, resources and materials.

FCPS will prioritize: (1) those students with moderate to significant disabilities in specialized programs whose distance learning was vastly different than their active IEP services when in brick and mortar, (2) those students requiring face-to-face assessments as a part of a delayed eligibility process during the school closure in recovery services opportunities is recommended upon school reopening, and (3) those students that have a disability and also may be English Learners or who participate in reading interventions to address goals and objectives on their IEP. Students who are significantly medically fragile should be considered in the order of implementation of recovery services when the face-to-face services yield outcomes that are safe for the medically fragile students' return. The remainder of students with IEPs then will require IEP meetings to determine recovery services once the previous students have been prioritized.

Recommendations:
- Students who have more significant disabilities, including those in specialized programs (e.g. autism, intellectual impairment) benefit from attending school in person as much as possible to re-establish a routine. These students will be prioritized to have the maximized face to face learning upon reopening.
- Students who are medically fragile (e.g. Rock Creek and students with disabilities who are immunocompromised) need additional time at home, continuing with distance learning with an assigned home hospital teacher (HHT) until such time when there is stability in the safety recommendations set forth by the CDC.
- Staff should monitor the health status of students who are medically fragile or immunocompromised. Health status monitoring includes temperature checks and observation for sweating, coughing, expression of pain, etc. This is important for students that are nonverbal and/or non-ambulatory and cannot readily communicate their wants and needs.
- Students with disabilities that manifest with significant anxiety prefer remote distance learning and have demonstrated successful learning when they do not need to navigate the uncomfortable social world of peers in a face to face environment (e.g. autism, emotional disability). Students in this category will have access to distance learning to the extent appropriate for their individual needs.
- FCPS students in nonpublic schools will receive instruction from nonpublic service providers through distance learning and hybrid models of face to face and distance learning in July and August. Special Transportation will be arranged as indicated in the IEP, as warranted.

Reopening: Social Distancing

According to CDC Guidelines, FCPS must teach and reinforce staying a minimum of 6 feet from other individuals or stay home. FCPS should teach and reinforce hand washing for at least 20 seconds, teach and reinforce the use of face coverings for children above the age of two, support health hygiene behaviors and post signs in highly visible locations that promote these guidelines. Students and staff should avoid touching their eyes, nose and mouth. Students that have trouble breathing or cannot physically remove a face covering should not wear one.

Recommendations:

Personal Protective Equipment (PPE)
- Provide appropriate PPE for all staff so they can be within 6 feet of students. When working with students with disabilities, close, and often physical, contact with students is required.
- Provide PPE face coverings in the form of face shields to service providers, including general and special educators, related service providers and support staff (e.g. SEIAs and interpreters) of students with disabilities. Face shields allow for the students with disabilities (e.g. deaf and hard of hearing students, those with sensory impairments, students accessing reading intervention, students with behavioral difficulties, etc.) to see the full facial expressions and vocalizations of the provider, as well as interaction among peers.
- Provide clear masks or face shields for students who are still learning a functional communication system, (e.g. students in specialized programs).
- Provide instruction for all staff working with students and students on how and why face covering/wearing a mask.
- Schedule short "mask breaks" for students to remove masks at certain intervals and access outdoor space for instruction, weather permitting, to help with compliance and any sensory needs
- Collaborate with parents about how to best prepare their child(ren) for returning into the school building (social stories, practice wearing a mask at home, etc.) is necessary for students in order to minimize their anxiety and stress.

Classroom
- Carefully consider classroom occupancy, including students and instructional service providers in specialized programs, given the size of the classroom space and the number of instructional service providers and students to maintain appropriate and safe social distancing. Scheduling of itinerant related service providers will be strategic to minimize unsafe classroom occupancy.
- Develop specific protocols for scheduling the use and cleaning of the sensory room. Provide clear delineation of what are the responsibilities of classroom staff, versus custodial staff.
- Review and revise seclusion room and restraint protocols to maintain the additional safety guidelines set forth by the CDC. Student behaviors manifest in such a way that hands-on proximity is required and will need to be maintained related to safety (hands-on may be needed).
- Establish bathroom schedules (class A, the first 15 minutes of a period, class B the second 15 minutes, etc.) to minimize contact in a small space. Some students require 1:1 adult support for bathroom protocols and safety measures must be followed.

Students Who Are Deaf and Hard of Hearing
- Captioning and Picture-in-Picture Interpreting for students who are deaf and hard of hearing will be provided. Given the increased volume, teachers will be required to submit requests to the

Office of Interpreting Services in a timely manner, allowing for 24-48 hours to secure appropriate staff and formatting of materials.

- Learning activities through distance learning lessons need enhanced sound, captioning or interpreting based on each student's need. Additional technology may be used for these purposes. Alternative activities and trouble-shooting support will be needed for students continuing in distance learning should these accessibility features be unavailable.
- For students utilizing FM equipment (wireless assistive hearing devices) which travel between classes, more frequent cleaning will be required. Staff will wear gloves when handling the shared devices and clean them prior to passing to the next staff member.

Visual Impairments
- Braille readers and enlarged print materials for visually impaired students will need to remain with individual students to mitigate against the spreading of germs.
- All community-based instruction through travel training and orientation and mobility should follow the proper safety precautions based on the type of transportation (FCPS bus or public) and destination, while providing meaningful experiences for students.

Addressing Student Needs versus Requirements for Compliance

Now more than ever, emotional stability and feelings of safety can increase academic achievement. Teachers use academic work to help support emotional needs and focus on the whole child. Students will need to be supported socially and emotionally, while staff will also attend to their overall well-being with curriculum implementation and compliance rules.

Related Services

Related service providers include staff such as speech/language pathologists, occupational and physical therapists, adapted physical education teachers, vision, hearing, and other itinerant services. County Occupational and Physical Therapy Staff are considered itinerant staff. Modified school schedules will have an impact on the ability to provide general service provisions. Typical services often require hands-on therapeutic intervention and close proximity with students. These staff include; OT, PT, teacher of Visually Impaired, teacher of deaf and HOH, and Adapted PE). Adapted PE has shared equipment that will need frequent cleaning. Ongoing DL or a hybrid model will require IEP/504 teams to determine how services will be delivered (following the IEP/504 when face to face and the DLP when at home or another variation). Most, if not all, related service providers are 10-month employees which significantly impacts the ability to provide related services year-round for students. As such, there are unique considerations for scheduling and delivering related services for students.

Recommendations:
- Use "substitute" funds, along with FCPS CARES funding, for services needed to assist with recovery services, purchasing of additional smocks, face shields and gloves to provide protection during hands-on therapeutic services.

- Provide as much therapy as possible in the classroom reducing the need to occupy another space (increasing cleaning) by scheduling sessions during group or cooperative learning activities.
- Avoid having students use therapist-provided supplies and equipment (which may need to travel between schools).
- Use tele-therapy in conjunction with face-to-face sessions to provide services to students working on similar goals for students who may not be attending school on the same days so they can be seen at the same time.
- Work hours for part time staff should be determined to best meet the needs of students (e.g., staff working 0.5 FTE may need to work five half days, Monday through Friday, rather than 2.5 days or two full days and one-half day).

Parent Engagement

It is important to continue developing and improving relationships, and partnering with parents to support students during distance and hybrid learning. To support families in our joint work to meet the needs of students, the following should be considered:

Recommendations:
- Use a parent survey to gather data on areas where parents are struggling to support their child and need support.
- Provide flexibility for due dates for assignments and accommodations for students to complete assignments.
- Continue with adjusted grading policies, as necessary and appropriate.
- Encourage parents to check grades regularly, provide the ability to receive messages and updates from Schoology, and offer training on available student supports and tools available to them as parents.

Special Transportation

As part of a student's IEP, transportation may be a service required to be provided under Free and Appropriate Public Education (FAPE). Given social distancing guidelines, modified bus scheduling will be required for students to be safely transported to school. Additional recommendations include:
- Students should only be allowed one student per seat on the bus. Siblings may be allowed to sit together.
- Masks/face shields should be required or staff, and recommended for students. However, the health needs of students may prevent some students from wearing them.
- Transportation staff must strictly adhere to cleaning and sanitizing protocols. Buses should be disinfected between routes.
- Drivers and Assistants will also learn about PPE requirements such as face masks, face shields and gloves.
- Face shields may be required for some bus staff (assistants) when supporting the transportation of students with highly vulnerable medical or behavioral needs.

- Training may be required for some students riding the bus to educate them on social distancing and safe health practices when riding the school bus.

Assessments

Similar to Stage 2, assessments for the purposes of initial eligibility and reevaluation that were delayed due to the school closure will be completed in a manner that is consistent with the health and safety needs for students and staff.

The FCPS Virtual Assessment Work Group made a number of suggestions regarding the completion of assessments.
Recommendations:
- Schedule assessments over the summer, provided summer salary for teachers and related service providers is available.
- Develop assessment protocol to include logistics, how to complete assessments, and refine the protocol for scheduling students managing testing materials that is consistent with the health and safety needs of students and staff.
- Consider the use of arena testing so that multiple providers are in one location and can gather data together.
- Schedule individual appointments with families to bring their students to the testing location.
- Use plexiglass shields or face shields between the assessor and student (dependent on the individual student or assessment needed) to create a barrier is recommended. These will need to be ordered, which will have a cost implication for the system.
- Include the statement on all assessments that additional data can/should be gathered so that educational planning can be enhanced.
- Recognize that the volume of assessments that need to be completed may continue to be higher than average until the backlog is cleared impacting the budget, time and space needed.
- Consider the use of Alternatives for Virtual Assessments for students who continue to be unable to be assessed face to face (e.g., medically fragile) to collect data via Google Meet or another approved virtual platform.
- Continue the use of digital options to meet the criteria for proper transition assessments for teachers to obtain information for transition planning purposes.

Related Services

Itinerant staff will continue to wear necessary PPE as needed. Recovery services, along with required related services, would be provided by regular and substitute staff by adding minutes to sessions or by providing services on additional days.

Parent Engagement

Similar to Stage 2, it is important to continue developing and improving relationships where necessary and supporting parents in transitioning back to a full school routine.

Recommendations:
- Use a parent survey to gather data on areas where they are struggling and need support, provide flexible deadlines, encourage parents to check grades regularly, provide the ability to receive messages and updates from Schoology, and offer training on supports such as the Read and Write extension and other technology tools.

Additional Considerations:

- A digital environment could become more standard after schools return to a normal schedule and parents might still need support with this process, frequent communication between all staff and the parents should be considered to ease the students' transition to a new, full schedule.

Student Schedules
- Provide flexible schedules and instructional delivery methods. Schedules that afford students with learning challenges increased face-to-face instruction and/or virtual learning are in preparation. This includes: (a) demonstrating flexibility in providing Home and Hospital Teaching (HHT) for students whose health is compromised, or live with high-risk individual(s) and (b) provide a full virtual opportunity for students where needed to support their families.

Next Steps - Instruction

Interscholastic Athletics

Maryland Public Secondary Schools Athletic Association (MPSSAA) released its "Roadmap for Return to Interscholastic Athletics" document on Monday, July 6th at noon. This document is designed to serve as a resource for local school systems and their respective Return to Play (RTP) committees.

FCPS' COVID-19 RTP Team will continue its work and use this resource document to develop guidelines for a safe, gradual and responsible return to sports. The committee's initial recommendations for voluntary summer conditioning and re-acclimatization are forthcoming.

As needed, FCPS will work collaboratively with the MPSSAA and may request to utilize the flexibility to the interscholastic athletics regulations found in COMAR 13A.06.03. The one-year waiver to these athletics-specific regulations give local school systems the flexibility to navigate county COVID-19 restrictions and administer interscholastic athletic opportunities based on local conditions.

Full Virtual Learning If Stage 3 - Green

Based on preliminary data, it is possible that approximately a quarter of parents will elect to not send their children to school due to health-risk concerns. FCPS will need to consider a Full Virtual Model for

parents that will not physically send their children back to school. Resources and staffing may need to be redeployed to accommodate a Full Virtual Model while in Stage 3 - Green.

Primary Level Class Size

Given the developmental needs of students in pre-kindergarten through grade two, staff is considering the possibility of assigning no more than 10 students per class in order to accommodate their needs. The availability of staff and resources may serve as a prohibitor to these reduced class sizes.

Shortened Student School Day

It will be challenging for teachers to provide both face-to-face and virtual learning instruction within their contracted day. A shortened student school day would afford teachers additional time to focus on instruction for students learning in the virtual learning environment.

Textbook Distribution

In many subject areas, FCPS does not have enough textbooks to distribute to every student; therefore, class textbook sets must be used for instruction which presents a challenge for staff to clean and sanitize for multiple users.

Logistics

Building Cleaning and Disinfecting

The safety of students and staff are our first priority. Schools have been completely cleaned and disinfected and we will continue to adhere to all necessary sanitation precautions. School buildings will be cleaned and disinfected each evening, and special emphasis will be placed on frequently-touched surfaces throughout the day. The physical absence of students in the school building on Wednesdays will allow time for custodial teams to thoroughly clean and disinfect in preparation for the second cohort's arrival on Thursday. Similar cleaning and disinfecting will occur Friday evening and over the weekend, if needed.

Custodial Cleaning

The work shifts will be adjusted to double the number of custodial staff on-duty during the school day. This team will perform increased, routine cleaning and disinfection. CDC's *Considerations for Schools* recommends increased cleaning and disinfecting for frequently-touched surfaces. To facilitate effective disinfecting, each school will receive one (1) electrostatic backpack sprayer, and each secondary school will also receive one (1) misting (or "fogger") machine to facilitate the disinfecting in large areas, including physical education and athletic spaces. Note: despite attempts to expedite, all units may not be available until the 4th quarter of 2020.

FCPS Custodial Services Office will provide each school's custodial team with written direction on increased, routine cleaning and disinfection. Instructions will focus on high-touch areas, such as door handles, desks, and drinking water fountains. Custodial Services will ensure adequate provision and distribution of cleaning supplies, EPA approved and Green-Seal certified disinfectants, and microfiber cloths.

Staff Cleaning Supplies

Each classroom will be provided a spray bottle of cleaning agent, and microfiber cleaning cloths that will be regularly-laundered by the cloth vendor. CDC's *Considerations for Schools* recommends cleaning of frequently-touched surfaces, such as door handles. The custodial team will increase cleaning of frequently-touched surfaces, by providing cleaning provisions for instructional staff which allows them to access approved cleaning products quickly, if needed

CTE and Shared Equipment

CTE and shared equipment and spaces will receive normal cleaning from custodial and instructional staff. Any equipment or supplies that students share will be cleaned in-between uses. CTE students can also be provided disposable gloves and aprons for added precaution, if feasible and safe.

Facility Enhancements and Modifications

The focus on facility enhancements is centered around operational changes in each building to support the instructional needs and facilitate a safe and healthy learning environment.

Ventilation

Maintenance will modify the ventilation schedules such that the occupied mode will begin two hours prior to staff arrival and continue through the end of the school day. Staff may not open doors and windows due to security and health concerns. Maintenance will procure and install upgraded filter media (i.e., MERV-13) in air-handling equipment, where existing air-handling equipment will accommodate such media, as recommended by the American Society of Heating, Refrigerating and Air-Conditioning Engineers in response to COVID-19.

Protective Barriers

Each school front office will be provided with two clear, desktop shields that will provide a barrier between the school secretaries and office visitors. FCPS will restrict the number of front-office visitors, but recognizes that there are situations in which front office staff will need to interact with staff, students, and visitors.

Schools will provide and place a table in the security vestibule (or main-entry hallway, if no vestibule exists) to facilitate transfer of items without visitors needing to enter the main office. This table will be used by parents to drop-off, or pick up, items to be transferred between the parent and student, or

parent and school staff. The school will print and affix a sign to the table to promote effective use of this process.

Playgrounds

Playgrounds will open for use during the school day by students. After recess, students will wash hands prior to returning to the classroom. This guidance could change throughout the school year and will be done in coordination with the Frederick County Health Department and guidance offered by the Frederick County Division of Parks and Recreation.

Lockers

Lockers will not be used, and will be secured shut because students cannot access lockers while observing social distancing. Elementary school cubbies will also not be used for the same reason. Students will place items by their assigned workstations during the school day, and will not leave any items/articles behind when their workspace will subsequently be occupied by another student. With one-half of the students present, and given that the student mobility during the day will be limited, there will be sufficient classroom space (adjacent to the students seating area) to accommodate student belongings.

Classroom Modifications

The configuration of each school classroom will ensure that social distancing can be maintained to support 50% of the student population. Both the *Maryland Recovery Plan for Education* and the CDC's *Considerations for Schools* recommends that desks be at least 6 feet apart, and facing in the same direction. Under this general direction, each school administrator and custodial team will implement the necessary changes and identify areas to temporarily store any excess furniture. Classroom arrangements will not be configured in a typical format because of social distancing requirements. Sample classroom layouts have been developed to provide to schools.

Hand Sanitizer

FCPS will obtain and install an additional 1,800 dispensers to extend the current installation of alcohol-based hand sanitizer to every classroom. The CDC's *Consideration for Schools* recommends that if soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used for staff and children who can safely use it. Hand washing is still the preferred method of cleaning hands, but hand sanitizer is available for when hand washing is not possible.

Transportation of Students

The *Maryland Recovery Plan for Education* and the CDC recommend that students be limited to one person per seat maximum, and that additional ventilation and the wearing of face coverings by both employees and students be used to further mitigate the spread of the virus. Therefore, buses will be limited to one student per seat, for a total of 22 students per bus. Ventilation will be increased by

utilizing the roof hatches and windows. When possible, loading and unloading students in a manner that encourages social distancing (load back to front and unload front to back) will be utilized.

Face Coverings

Students will be required to wear a face covering on the bus. FCPS will make face coverings available for students who need them. Drivers are required to wear face coverings during loading and unloading of students, and during any interactions where social distancing cannot be maintained. Drivers may remove their face covering while driving if they feel it causes a safety concern, but it is recommended that face coverings be worn as much as possible while students are on the bus.

Bus Cleaning

The *Maryland Recovery Plan for Education* requires increased cleaning and disinfection for buses. Each driver will be provided a spray bottle filled with an EPA approved disinfectant and cleaning cloths. Bus drivers will clean their buses after morning and afternoon routes using the provided cleaning products. Special cleaning emphasis is placed on seats, handles/railing, and window controls.

Building Access and Pedestrian Flow

Pedestrian traffic-flow control measures for each school will not be modified significantly, because the current access procedures support staff's ability to monitor and enforce social distancing protocols. School administrators and custodians have been provided CDC and MSDE guidelines to support modifications to internal traffic flow, if possible. Different school designs and layouts preclude a systemic traffic flow standard for use in all buildings.

Student Movement

At the start of each school year, learning expectations and rules are explained to students in which social distancing will be emphasized as part of this new norm. Staff and students have been practicing social distancing for several months and site-specific adjustments will be made based on the needs of each school community. Student movement will be limited to the greatest extent possible within buildings during the day. When movement of students occurs, staff will require social distancing and the use of face coverings.

Student Arrival and Dismissal

The use of multiple entrances and exits will continue in schools to support social distancing efforts. Large gatherings of students will be limited at the beginning and end of the day. Students will move to classrooms, or other designated areas, for arrival and dismissal to maintain smaller groups of students.

Signage

Signage compliant with CDC standards will be placed throughout each school to educate and reinforce handwashing, social distancing, the wearing of face coverings, and self-screening of COVID-19

symptoms. The CDC's *Considerations for Schools* recommends posting highly-visible signs to promote everyday protective measures and to describe how to stop the spread of germs. Food Service staff will post signs in cafeterias to support social distancing and limit the number of students gathered in one area.

Health Room Protocols

Modified health room protocols are being coordinated with the Frederick County Health Department (FCHD), who provides nurses to each of our schools. The school nurses will take health direction from the FCHD medical officer for response protocols for COVID-19. Appropriate personal protective equipment is being coordinated with the FCHD, and FCPS Health Services Specialist. Strategies to reduce traffic to the health room will be implemented with school staff and FCHD nurses. For example, minor discomforts and minor abrasions can be addressed in the classroom and coordination is required prior to sending students to the health rooms for non-emergencies

Health Suite Air Purification

Each health room has been provided with a standalone air purification unit that employs an ultraviolet germicidal lamp and two levels of air filtration. FCPS has upgraded the air filter media in other areas of the building, where feasible, and will be scheduling the ventilation cycle to begin a full two-hours prior to daily occupancy. For COVID-19, the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) recommends such air purification devices for high-risk spaces. The Maintenance Department has purchased these devices, they are installed and are serviced regularly.

Health Suite Isolation Space

Schools will identify space in close proximity to the current health room for the isolation of individuals exhibiting symptoms of illness. *Maryland's Recovery Plan for Education* requires that schools immediately separate staff and children with COVID-19 symptoms at school. In some cases, the Health Suite may be used for isolation, and another space will be used for conventional, or "well care," health services.

Health Screening and Protocols

The CDC offers several methods to facilitate student and staff protection. The most protective methods incorporate social distancing (maintaining a distance of 6 feet from others) and the use of face coverings. Self-identification of symptoms is also critically important and is integral to maintain a healthy school environment. The entire school community must be partners in this effort. Employees are encouraged to stay home when they are sick, or not feeling well. Parents are also encouraged to follow these same protocols for their students. When there is a doubt about an illness, staff and students are encouraged to stay home and contact their health care provider.

Staff Screening

All staff will be passively screened, and by swiping their badge and entering the building they are acknowledging that: (a) They have not in the last seven days had any close (less than 6 feet), prolonged contact (more than 2-3 minutes) contact with anyone who is either confirmed, or suspected of being, infected with COVID-19, including anyone who was experiencing or displaying any of the known symptoms of COVID-19 (which are listed in the below items); and (b) they are not currently experiencing or displaying, and have not in the last seven days experienced or displayed, any of the following symptoms:

•   Elevated temperature (100.5 F Maryland Recovery Plan for Education or higher) or fever,

•   Cough or sore throat,

•   Shortness of breath and/or difficulty breathing,

•   Loss of smell and/or taste,

•   Fatigue, muscle aches, chills, shaking, or

•   Any other flu-like symptoms.

•   Parents/Guardians will conduct self-screening of their student(s) utilizing the same criteria.

If staff are experiencing any of these circumstances, they are not allowed to enter the building.

Student Screening

Parents will be provided the same information about COVID-19 symptoms, and affirm that by sending their student to school, they are acknowledging that their student does not have any of the symptoms. FCPS will establish and disseminate clear "return to school" procedures, in which sick staff members or students should not return until they have met CDC's criteria to discontinue home isolation.

Face Coverings

Face coverings must be worn by staff and students when social distancing cannot be maintained. Staff and students are authorized to use their own face coverings, but FCPS will provide them if students or staff do not want to bring their own. Students should be frequently reminded not to touch the face covering and to wash their hands frequently. Face coverings are different than masks that FCPS may provide to select job classes when masks are required to perform specific FCPS assigned work (i.e. changing filters, use of certain products/solvents to perform custodial or maintenance work). Face shields will be provided to staff who must work in close proximity to students and view of the face is beneficial (e.g. language instruction, working with students with special education needs, etc.).

Response to COVID-19 Infections

Return to school procedures will be distributed in coordination with the FCHD when a COVID-19 infection occurs. School nurses and other health services staff will wear personal protective equipment (mask/face shield) when working with sick students. After an illness, staff members or students should not return until they have met CDC's criteria to discontinue home isolation and/or direction from a healthcare provider.

Enhanced cleaning is triggered when an employee or student is identified as positive for COVID-19 based on testing. Enhanced cleaning will be performed as soon as a positive test results is confirmed. Enhanced cleaning will focus on the areas of the school where the staff or student(s) frequent the most. If there are multiple infections, decisions to close a school will be done in coordination with the FCHD medical experts.

Food Services

Both the cafeteria and classrooms will be utilized for students to consume meals under the current restrictions. As restrictions evolve, the cafeteria, and perhaps other areas currently unoccupied (such as elementary art classrooms) can be used to facilitate lunch activity closer to the norm. Tables will be marked by custodial staff to support social distancing in cafeterias if they are utilized. The *Maryland Recovery Plan for Education* recommends that children bring their own meals as feasible, or that FCPS serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria. Locations for meal service will be coordinated directly between FNS and school staff. This ensures appropriate meal service and cleaning protocol can be accommodated based on specific school staffing.

Meal Modifications

Food and Nutrition Services (FNS) may streamline menu options/choices to facilitate delivery and serving of meals during stage two and three of the recovery plan. FNS will fully accommodate numerous food service requirements, including food allergies, and the privacy associated with students who receive free or reduced meals. Share tables are not permitted until completion of stage three of the *Maryland Recovery Plan for Education*.

Additional Considerations

Community User Group Custodial Support

Community user groups are required to pay for custodial services until the State announces completion of Stage 3. With the additional workload created by the increased cleaning requirements, custodians cannot provide the same level of cleaning and disinfecting when there are extra occupants in the building. Additional custodial staffing will be required if community user groups are allowed to use the buildings in the fall.

Before and After School Care

Custodial Services will provide cleaning and disinfectant products and cleaning cloths to each before and aftercare provider in an FCPS facility. Daycare providers will use FCPS chemicals and microfiber cleaning cloths after each session with students. Chemicals must be provided in containers properly marked (per OSHA) and the daycare will be responsible for storing the sanitizing chemicals securely away from children.

Next Steps - Logistics

Classroom Supervision for Lunch

Part-time lunch monitors will be employed to the largest extent possible. It is likely that instructional staff may need to provide some of the necessary monitoring of decentralized lunch groups. Finalizing the staffing plans will facilitate the next steps to ensure adequate lunch coverage. FCPS may need to negotiate a Memorandum of Understanding (MOU) with FCTA in order to adequately provide supervision in this new environment.

Community User Groups

The use of FCPS facilities remains suspended. The reopening of FCPS facilities to community user groups will not occur until after a final determination is made about the fall academic and extracurricular activities for FCPS students.

Health Suite Protocol

The FCPS Health Services Specialist is working closely with the Frederick County Health Department to compile the latest directives and advisements, in order to establish changes to current practices in response to COVID-19.

Sick Student Transportation

The *Maryland Recovery Plan for Education* requires the establishment of procedures for safely transporting anyone who is sick to their home or to a healthcare facility. As it is understandably discouraged for school staff to transport symptomatic students in the staff member's private vehicle, another means of transportation must be identified. Staff is unclear on what policy/regulation, or contract addresses the transportation of individual students from school to home, or school to medical care facility.

Visitors

FCPS will need to limit school visitation to the extent legally-permissible (to be defined). Legal Services will need to define the legality/policy-changes necessary to bar "unnecessary" parent entry into the

school building. This will minimize the logistical and procedural measures necessary to safely accommodate asymptomatic visitors who may still pose a health risk. Schools will provide a table in the vestibule/hallway for transferring material between parent/school/student. Parent meetings, including IEPs, should utilize technology to the greatest extent possible.

Employee Relations and Communications Work Group

- identify adaptations to policy, regulations, and negotiated agreements necessary to successfully implement a non-traditional operational process;
- identify screening techniques to support safety of staff and students;
- consider options to maximize the use of FCPS staff who need to recover days or require modified schedules;
- provide appropriate support and resources to employees; and
- develop effective communication strategies to keep staff and community members informed as each stage of recovery is implemented.

Communication

FCPS recognizes that keeping the community and our employees updated with information is of critical importance. Information is available on the following links:

- Updates about reopening for the general public can be accessed on the FCPS website: https://www.fcps.org/update
- Updates about reopening specific to FCPS employees can be accessed on InsideFCPS: https://insidefcps.fcps.org/covid

Note: This guidebook is fluid and will be updated as additional information and guidance becomes available. Updates will be provided on the InsideFCPS link as noted above and employees are encouraged to check it weekly.

Employee Guidebook

A guidebook was developed to provide employees with details about reopening; work responsibilities; essential contact information regarding leave, benefits, and requests for accommodations; and support for employees during the transition.

Parent Advisory Group Feedback

- Endorse the Hybrid model because it minimizes student exposure.
- Coordinate scheduling of students based on school-aged siblings.
- Ensure consistent meal delivery is satisfied regardless of established schedule.
- Believe the Hybrid schedule presents a significant challenge for extended daycare requirements.
- Be cognizant of FCPS employees with children in FCPS who may have daycare conflicts during their off days.
- Explore how families who are using daycare are supposed to complete the online learning requirements.
- Account for families' job responsibilities and the need to support three hours of virtual learning instruction each day.
- Account for school holidays impacting the equal access for students between the A/B day schedule.
- Recommend language learners receive comparable services to students with disabilities by affording extra face-to-face instructional time.
- Be cognizant of the challenges related to weight of a bookbag particularly for younger children.
- Define attendance differently because the current definition does not work. Consider defining attendance by students completion of assignments and demonstration mastery for each assignment. Many valid reasons were expressed regarding the barriers of "true attendance" such as employment, language barriers, income, fears, etc.
- Consider requiring high school students to participate in online learning and elementary school students attending in-school classes each day.
- Anticipate issues related to enforcing requirements associated to mask coverings particularly with younger children. Additionally, the group expressed concerns about activities like lunch and physical education which could exasperate student exposure.
- Institute mandatory hand sanitizer stations and require each student to sanitize their hands prior to entering a building much like a cruise ship (possibly mandatory hand sanitizer before entry to each classroom).
- Offer lessons that specifically address COVID-19 and stress the importance of empathy for those who have contracted the virus.
- Limit the number of students permitted in a bathroom at one time. Consider staff monitors.
- Provide clear direction on activities such as recess.

Conclusion

A few short months ago, the thought of crafting a plan for providing educational opportunities for students during a global pandemic would have been the plotline for a fast-moving novel. The challenges of COVID-19 forced organizations, large and small, to pivot quickly and apply flexible thinking to every ingrained process. Frederick County Public Schools entered the closure period with many of the same challenges as other large school districts. Students, staff, and families were confronted with new demands and obstacles. Stakeholders provided valuable feedback and insights to aid in crafting improved procedures, strategies, and tools. Grounded in principles driven by the FCPS strategic goals and priorities and drawing on the spirit of innovation and collaboration that has always been a hallmark of our school system, the FCPS community worked together to craft plans for a safe and successful 2020/21 school year for each and every student.

Resources/References

- EL Background Information *(Appendix*
- [MSDE Technical Assistance Bulletin #20-09: Recovery Efforts: Addressing the Provision of FAPE through Alternative Service Delivery Models for Students with Disabilities during the Re-Opening of Schools](#)
- [MSDE Guidance Document: Supporting Students with Disabilities During COVID-19 and Afterwards](#)
- COVID-19 website
- FCPS Parent's Guide to Special Education Distance Learning website
- Maryland Recovery Plan *(pg. 21)*
- Department of Education Guidance Questions & Answers *(Appendix 5)*
- MSDE Special Education Technical Assistance Bulletin (20-03): Providing Continuity of Learning to Students with Disabilities during COVID-19 *(Appendix 6)*
- How to Reopen Schools: A 10-Point Plan Putting Equity at the Center
- Supplemental Fact Sheet (MSDE): Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities
- Getting Smart; 6 Principles That Put Equity at the Core *("Define success and continuously reflect…")*
- Recovery Efforts: Addressing the Provision of FAPE through Alternative Service Delivery Models for Students with Disabilities during the Re-Opening of Schools
- Step by Step 504 Distance Learning Guidelines *(Appendix 7)*
- 504 Accommodations during Distance Learning *(Appendix 8)*
- Education Week: The Socially Distanced School Day
- Recovery Efforts: Addressing the Provision of FAPE through Alternative Service Delivery Models for Students with Disabilities during the [Re-Opening of Schools](#)
- Special Education Recovery Services Program Overview *(draft) (Appendix 11)*
- Deaf and Hard of Hearing Accessibility in Post-COVID-19 Classrooms
- FCPS' Parent Guide to Special Education During Distance Learning
- Online Learning for Students with Disabilities: Recommendations for Parent Engagement *(Appendix 14)*
- Prioritizing Maslow to Get to Bloom *(Appendix 15)*
- FCPS ACTT Distance Learning Website
- FCPS Digital Tool Hub Website
- MD Recovery Plan (App C Special Transportation)
- CDC's Frequently Asked Questions: Coronavirus (COVID-19) Guidance for Child Care Settings
- CDC's Guidance for Child Care Programs that Remain Open
- FCPS Transportation of Students – Designation of Bus Routes/Bus Capacities *(Appendix 16)*
- MSDE Transportation for Students with Disabilities *(Appendix 17)*
- Education Week: Managing Buses May Be the Hardest Part of Reopening Schools
- FCPS ACT Team Distance Learning Site
- FCPS Digital Hub Professional Development Calendar
- FCPS Spring/Summer Professional Learning

- Guidance for Preparing Online Teachers to Work with Special Education Students *(Appendix 18)*
- MD Recovery Plan
- Virtual Assessment Considerations (*Appendix 9*)
- Alternatives for Virtual Assessments - achievement (*Appendix 10*)
- Online Learning for Students with Disabilities: Recommendations for Parent Engagement *(Appendix 14)*
- Prioritizing Maslow to Get to Bloom *(Appendix 15)*
- FCPS ACTT Distance Learning Website
- FCPS Digital Tool Hub Website