ACPS

ALLEGANY COUNTY PUBLIC SCHOOLS

FALL 2021

DRAFT Recovery Plan

The Safe Return to In-Person Instruction

and Continuity of Services

Message From the Superintendent

Planning for the reopening of Allegany County Public Schools requires collaboration with many stakeholders. Throughout the planning process and during the upcoming months, we will continue to follow guidance from Governor Larry Hogan and State Superintendent of Schools, as well as from the Maryland Department of Health, Center for Disease Control, and the Allegany County Health Department. Adjustments to the Reopening Plan will be made as needed based on their guidance and recommendations.

Mr. Jeffrey S. Blank, Superintendent of Schools

Board of Education

- Mrs. Crystal M. Bender, President
- Mr. Robert S. Farrell, Vice President
- Dr. David A. Bohn, Board Member
- Ms. Debra L. Frank, Board Member
- Mrs. Tammy M. Fraley, Board Member

TABLE OF CONTENTS

Overview- Reopening Spring of 2021

When the school closures that occurred in mid-March 2020 were extended through the fall of the 2021 school year due to the increase in the metrics, much of the attention focused on the Continuity of Learning Plan and Reopening Plan for the spring of 2021.

Return to School- March 2021
Allegany County Public Schools began the transition back to school buildings for concurrent in-person/ hybrid learning for the 20-21 school year on the following schedule:
- Monday, March 1, 2021 - Students in Grades Pre-K, Kindergarten, and Grade 1; students failing or failing to engage in virtual learning; and identified students with special needs (M, T, W, Th, and Friday all virtual)
- Monday, March 8, 2021 - Students in Grades 2-5, 6, 9, 12 (See details below)
- Monday, March 15, 2021 - Students in Grades 7, 8, 10, 11 (See details below)

Students in Grades 2-5, 6-8, and 9-12 reported to school Monday through Thursday on an A-B-A-B schedule. A student's last name will determine which days he/she will attend. Students with last names that begin A-L will attend school on Mondays and Wednesdays, and students with last names that begin M-Z will attend school on Tuesdays and Thursdays. Friday was a virtual day, and the current virtual day schedule was followed.

By the beginning of the MP4, all schools were open Monday through Friday for in-person learning.

Fall Reopening of 2021

The ACPS schools will open for traditional in-person learning Monday-Friday for the fall 2021-22 school year. In accordance with Governor Hogan's Executive Order 21-06-15-01, and following K-12 School and Childcare COVID-19 guidance provided by the Maryland Department of Health and the State Department of Education, effective July 1, 2021 and revised July 23, 2021, in that the MDH/MSDE strongly recommend, but do not require, that all individuals who are not fully vaccinated continue to wear face coverings in all indoor settings outside of their home and in outdoor settings when physical distancing cannot be maintained.

All staff and parents are strongly encouraged to make the best decision for their own personal health and safety, and the health and safety of students.

A federal order that face masks be worn by all people while on public transportation conveyances, including public and private school buses, is still in effect. Therefore, wearing a face covering remains a requirement for drivers and students on school buses by order of the CDC https://www.cdc.gov/quarantine/pdf/Mask-Order-CDC_GMTF_01-29-21-p.pdf.

ACPS will maintain physical distancing as much as possible within the school setting to reduce transmission risk. The ACPS will also focus on layered prevention strategies such as frequent handwashing and daily cleaning of the schools to reduce risk of transmission.

The school system will continue with bagged lunches for the school year. Students who wear a mask at school will eat their meals six feet of physical distance apart from other students. Modifications to the lunch schedule

and locations for meal services will be determined by the school principal based on the needs of the school. The cafeteria and classrooms may be used, as necessary.

It will remain a priority to maintain healthy school and office facilities with daily cleaning. The ACPS will continue to examine ways to ensure improved ventilation within all buildings.

Good hand hygiene is still a recommendation for general health considerations. Staff and students should continue washing or sanitizing hands routinely, especially before eating.

ACPS will continue to follow Maryland Department of Health guidance in regards to contact tracing, isolation and quarantine. Unvaccinated students and staff will need to quarantine for 14-days if they are in close contact with a person who is positive for COVID-19. Vaccinated students and staff will not need to quarantine if they are in close contact with a COVID-19 case as long as they remain symptom-free. The decision aid (July 23, 2021) for Exclusion and Return for Persons with COVID-19 Symptoms and Close Contact in Childcare, Schools, and Youth Camps will be utilized per the recommendations for the person with symptoms who is not fully vaccinated and for the the person with symptoms who is fully vaccinated. Please refer to the addendum for a copy of the decision aid. The ACPS will continue to collaborate with the local health department. Schools will continue to follow existing procedures for reporting communicable diseases (COMAR 10.06.01) and notify the local health department when a student or staff member has tested positive for COVID-19.

The ACPS will maintain a room or other space for isolation of persons who become ill during the day that is separate and distinct from the health room at each school site. Schools will communicate the procedures for notifying the school of absences due to illness related to COVID-19 symptoms and the requirement for timely pick up of a student who has a fever or exhibits symptoms while at school. Schools will follow the MDH/MSDE guidance entitled "Responses to Confirmed Cases of COVID-19 and Persons with COVID-19 Symptoms in Schools and Childcare for exclusion, isolation, and quarantine recommendations as well as communication and notification processes. Where appropriate, such as cleaning and disinfecting practices, contact tracing procedures, and considerations for those with special health care needs, schools will refer to the local health department and the CDC guidance for COVID-19 prevention in K-12 Schools if the items are not covered in the MDH/MSDE guidance.

The ACPS will continue to promote the recommendation of the MDH and the MSDE regarding the recommendation that all eligible Marylanders receive a COVID-19 vaccine and will provide information about vaccination opportunities among teachers, staff, eligible students/children and their families. The Allegany County Health Department will continue to offer weekly free COVID-19 vaccination clinics and opportunities for free vaccinations with no appointment needed on specified dates throughout each month. Moderna and Johnson and Johnson vaccines will be provided for individuals ages 18 and older. Pfizer vaccines will be provided for individuals ages 12 and older. Children under 18 must be accompanied by a parent or legal guardian.

The ACPS is currently considering screening options to occur within school buildings when students return in the fall, as well as screening options for students participating in athletics. The ACPS will continue to provide training to staff and teach students on health and safety strategies, including correct wearing of masks and handwashing.

Appropriate accommodations will be made for children with disabilities with respect to health and safety policies.

Blended Virtual Learning Option

In addition, Allegany County Public Schools will offer a Blended Virtual Learning Program to any student in Grades K-6 enrolled in ACPS for the 2021-2022 school year, who due to an extenuating circumstance, need an alternative to in-person learning. Students who are admitted into the blended virtual learning program will attend the program for the set length of time per year (180 days) that is required for public school students. Prior to completing an application for this blended virtual program, it is critical that parents and students review and understand the conditions necessary for academic success in a blended learning environment. These requirements and responsibilities are outlined on the program application. Applications will be accepted on an on-going basis but will be screened for eligibility as well as grade level classroom capacity.

If a student was not enrolled in a Maryland public school for the 2020-2021 school year, they will need to provide a copy of their birth certificate, proof of residency, and immunization records prior to enrollment in the school system. Applications for the Blended Learning Program are available HERE. All applications will be screened for eligibility, and submission of an application does not guarantee admission into the program. The application window will be open from July 7-16, 2021. Parents will be notified of acceptance/non-acceptance in August. An orientation will be held in August for students accepted into the program. If parents do not have access to complete the online application, they should contact Tammy Darr, administrative secretary, at 301-759-2015.

The program will align with the district's curricula and 180-day school calendar, albeit the start and end times may differ from the schedule in the brick and mortar building. For Grades K-6, the Blended Virtual Learning model will be delivered by synchronous instruction provided by the local school system educators to students in remote locations and complemented by the asynchronous use of assignments and resources.

Attention Parents of Incoming 7th Graders- Fall of 2021

Students entering the 7th grade starting in August will NOT be permitted to start school until the dates of the below immunizations are on file with the school nurse:

- o Tdap (REQUIRED)
- o MCV (Meningitis) (REQUIRED)
- o HPV (OPTIONAL)

Make your appointment now to avoid the rush with your child's pediatrician. These immunizations will also be available at the Allegany County Health Department on the dates listed below on a walk-in basis:

- o Tuesday, August 17, 2021, 8:30 a.m. to 4 p.m.
- o Thursday, September 9, 2021, 1 - 6 p.m.

For more information, call the health department at 301-759-5082.

ACPS Communication Plan

The Board of Education affirms the need and obligation to keep the citizens of Allegany County apprised of accurate information regarding the Allegany County Public School System (ACPS) and recognizes the importance of effective means of communication with the general public. The Board of Education invites and welcomes the active participation of the news media in the ACPS.

The release of information concerning the school system shall be coordinated by the Superintendent and the Office of Public Information. Principals shall consult with the Superintendent and the Office of Public Information prior to releasing any information to the news media.

The Superintendent, Chief Academic Officer, and designated staff may communicate with the public through a variety of methods, including, but not limited to, television, radio, newspapers, magazines, telephone, email, text message, and the ACPS web and social media sites.

The Office of Public Information is responsible, at the direction of the Superintendent, for disseminating information about the ACPS. All information published by staff in the Central Office for general distribution to the public or to the news media is prepared in cooperation with the Office of Public Information. The Office of Public Information maintains contact with the news media, the staff of the school system, and the citizens of the county, and provides accurate and current information about the school system. All official media releases must be authorized by the Superintendent or his/her designee and shall be issued in the name of the Superintendent. The Superintendent, Public Information Officer or designee will communicate information pertaining to the Allegany County Public School system on social media sites.

The ACPS regards school safety as its first priority. ACPS works closely with all applicable public law enforcement and emergency agencies. The school system has developed comprehensive procedures that cover a wide variety of emergencies that serve as a guide to employees and students, public safety partners, and the general public. When an emergency occurs in a school or office (fire, accident, assault, etc.) the principal or director immediately informs the Superintendent or his/her designee. The Superintendent's office notifies the public information officer who works with the principal or director or their designee in coordinating the release of information to the news media and the public. When an emergency occurs, it is critical that accurate information is provided to the public.

The ACPS Public Information Officer is charged with ensuring that communication is shared through approved communication procedures. Communications will be shared through the following avenues to stakeholders and the community through the following methods:

- ACPS District Website
  - Crisis Management Site
  - Videos
  - District Letters/District Newsletters or Flyers (Peachjar), if applicable
  - Board of Education Meetings
- Direct communication via the Superintendent, Senior Staff, BOE Communication
- ACPS Blackboard Parent/Staff Notification System
- Social Media Platforms
  - Facebook
  - Twitter
- School- Based Information
  - Individual school websites
  - Individual school social media platforms
  - Via ACPS email
  - Direct communication from individual school administrators and teachers
  - ACPS Blackboard Parent/Staff Notification System
  - School Newsletters, if applicable

Stakeholder Feedback

Soliciting feedback from the representative stakeholder is ongoing. Not all input received was direct feedback to the plan. Sometimes, individuals have offered a general viewpoint on reopening. Some of the feedback received regarded cleaning and sanitizing protocols, masking, scheduling, online options, athletics and extracurricular activities, operational procedures, and employment issues and concerns.

The more specific questions are answered through a combination of operational procedures or through other types of system communications. For example, questions about employee absences and leave requests will be provided through the office of Human Resources, while instructional questions will be provided through the office of the Chief Academic Officer. The Public Information Officer (PIO) handles many phone calls and responds to questions asked on the Ask ACPS platform. The PIO directs phone calls and emails to the appropriate staff member to address. Many procedures already exist within the organization, but some may require an update to reference COVID-19.

Workgroups and Stakeholders for the Reopening Plan

- Superintendent and Policy Committee - Mr. Jeffrey Blank
- Curriculum and Instruction - Dr. Kim Green Kalbaugh
- Special Student Populations - Mrs. Debbie Metheny
- Professional Learning – Mrs. Kate Loughrie
- CTE Programs - Mr. Joe Brewer
- Technology - Mrs. Nil Grove
- Summer School - Mrs. Trina Simpson
- Human Resources - Mr. Steve Wilson
- Finance- Mr. Lawrence McKenzie
- Facilities, Operations, and Transportation - Mr. Jay Marley, Mr. Wally High, Mr. Mark Morral
- Food, Nutrition, and School Safety - Mr. Todd Lutton and Mr. Anthony Rumgay
- Athletics - Mrs. Tracey Leonard
- Equity - Dr. Sarah Welsh

Stakeholders served as active participants in the workgroups listed above. Input was also collected through a parent survey on online learning. Workgroup participants include the following:

- Board of Education Representatives
- Senior Staff Members
- Instructional Supervisors
- Central Office Support Staff
- School-Based Leaders
- Parents
- Students
- Teachers
- Allegany County Education Association
- Public Information Officer

Transportation

Summary

In response to the COVID-19 Virus, online conferences were developed for transportation supervisors and directors in the state of Maryland. The supervisors and directors of transportation for each county in Maryland, along with the State Director of Transportation, meet weekly to discuss the best practices and procedures that would need to be implemented to combat the spread of the Coronavirus.

Seating on the Bus

The school buses used in Allegany County are 66 passenger buses. There are 11 rows of seats on the bus. ACPS encourages the last two seats on the bus to be kept empty, if possible, due to a rear end collision. The transporting of elementary students allows the capacity to be set at 66 passengers by placing three students to a seat. The transportation department recognizes that this is impractical to achieve and attempts to keep the number of students on the bus to under 58. The standard for students that attend middle school and high school is set between 44 and 48 students. There are no seat belts on the buses for the students. The school buses are designed to utilize compartmentation to help protect students in the event of an accident. It is essential that the students sit in their seats correctly facing forward for this to be effective.

Transportation Options for Students

The mission of the transportation department is to provide safe, efficient, and reliable services for eligible students. Elementary students living more than one (1) mile from the school or bus stop are eligible for transportation services. Secondary (middle and high) students living more than one and one-half (1.5) miles from the school or bus stop are eligible for transportation services. Social distancing will be followed to the greatest extent possible on the bus. If necessary, modified bus scheduling may be required for students to be safely transported to school if the district is using a hybrid model for in-person 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. Although students will only be allowed one student per seat on the bus, siblings will be allowed to sit together.

Normal procedures will be followed for students who are walkers and students who are transported to school by their parents, or for high school students who have completed the application process and who have been approved to drive to school. Students who have been approved to drive to school will be issued parking permits per the regular procedures outlined in each high school's handbook.

Parents will be encouraged to transport their child to and from school in a personal vehicle to limit the potential for virus exposure and reduce the number of students on ACPS buses.

Seating will be prioritized for to and only from residence addresses only. No seats may be available for students on out-of-district approval.

School Bus Safety and Inspections

Allegany County Public Schools has their own inspection team made up of professionals related to the field of transportation and heavy equipment diesel mechanics. The team consists of one master inspector, one assistant to the master inspector, two driving/interior inspectors, and one undercarriage and drive train inspector. The transportation department monitors and processes all inspections to the MVA online site. Buses that have failure notices will receive a 30-day notice for repairs to be done on minor issues or removed from service at the time of inspection if there is a major issue. Inspectors from the Maryland State MVA are present for all fall inspections and periodically for other inspection times. The State will also do unannounced random inspections from time to time throughout the school year.

The school buses for ACPS both county owned and contractor own receive four inspections during the school year. Each new school bus will be given an acceptance inspection to make sure they comply with the specifications set by ACPS and COMAR. On the road buses first will be given a class A inspection. This inspection requires removal of wheels and brake drums to measure clearances along with visual checks of the bus interior and exterior along with suspension, steering, exhaust, and tires and wheels. All school buses will be given three class B inspections throughout the school year, summer, fall, and spring. These inspections are similar to a class A but do not require the wheels and brake drums removed.

Routine Cleaning and Disinfecting

Under normal operations, the buses in Allegany County are cleaned once a week and additionally, if required. Special Needs buses are cleaned more frequently. High contact areas will continue to be a cleaning priority, such as handrails and tops of seats, etc. The cleaning of the bus will be monitored by the driver/owners and performed as needed.

Bus Driver Training

School bus driver candidates are required to have eight hours of classroom training and a minimum of nine (9) hours behind the wheel training. Candidates will complete a background check through info from pass employers and fingerprinting by the state and federal government agencies. A DOT physical will be administered by a DOT certified doctor approved by the ACPS transportation department.

Candidates are placed in the random drug/alcohol pool. All candidates that acquire a positive drug/alcohol test or have a background that is unacceptable by the transportation supervisor will be placed on the State disqualification portal.

Active school bus drivers are required to have 6 hours of in-service training a school year. The drivers receive a yearly physical by our DOT doctor, are placed in the random drug/alcohol drug pool, and a check is done through the Federal Motor Carrier Safety Administration Drug/Alcohol Clearinghouse. Drivers receive an evaluation every two years by the transportation department. The drivers receive training every three years in the area of first aide, and railroad and bridge crossing. The transportation department conducts two school bus evacuation drills a year, one front door and one rear door.

School bus drivers and attendants will receive training in the best practice to disinfect their bus after each run. High contact areas will be identified that need additional treatment. Drivers will be required to have their mask in place while students are boarding and departing the bus. In addition, they will wear a mask when they exit the bus on school grounds. Bus attendants will wear their mask at all times while on the bus and school grounds. Drivers will lower their mask while driving the bus. This will be done to improve the visibility for the driver.

2021-2022 Assessments to Identify Achievement Gaps

All students will be assessed at the beginning of the 2021-2022 school year. Assessments at the beginning of the year will ensure that schools are capturing current student understanding of concepts that have been taught yet were not understood or retained during the time away from in-school instruction as a result of the COVID-19 school closures and subsequent summer break.

Process to Accelerate Learning and or Provide Support in Recovering Learning Loss

Instructional supervisors will work with building administrators and specialists to identify assessments that diagnose student learning gaps. The results of the diagnostic Assessments will provide teachers with the information needed for taking action to adjust teaching. The assessment data will also play a significant role in improving learning outcomes for all students by assessing what the learner already knows, the nature of difficulties that he/she has, which if undiagnosed might limit their engagement in new learning. Interventionists, school specialists, and the literacy coach will disaggregate the data by individual class roster.

Specialists and teachers will determine which standards and/or proficiency levels need to be addressed, depending on the content area, based upon where there are deficits in skills, processes, and understanding. For example, in mathematics, the specialists and teachers will examine if the students have deficits in their computational skills and conceptual understanding. The collaborative school-based teams will determine the instructional priorities for each class in order to modify teaching or re-teaching strategies for the students. Using assessments as sources of information, following assessments with corrective instruction, and giving students a second chance are steps in the process that the teachers will use to prescribe appropriate personalized instruction to be responsive to areas where achievement gaps exist in order to prepare a path for instructional success and recovery for each student.

Assessments will be part of an ongoing effort to help students learn throughout the year. In all cases, teachers, in collaboration with the school interventionists, specialists, and/or literacy coach, will follow assessments with helpful corrective instruction, and then provide students with a second chance to

demonstrate their new level of competence and understanding. This second chance helps determine the effectiveness of the corrective instruction and offers students another opportunity to experience success in learning.

Therefore, the goals of the data collection process will be to inform instructional decisions, to provide evidence of learning, to help build content mastery, and to improve long-term recall for students. Data will be collected throughout the year to assess if students are moving in the right direction toward proficiency in their academic areas. Pre to post test results will also be used to inform critical areas of need for student learning objectives (SLOs).

Elementary ELA

Pre-K -   Heggerty Phonemic Awareness
Assessment
K -   DIBELS/mClass Screener
              KRA
Gr. 1 -   DIBELS/mClass Screener
              Superkids Pre-Assessment
Gr. 2 -   DIBELS
              Superkids Pre-Assessment

Gr. 3 -   DIBELS/mClass / Reading Inventory
Gr. 4 -   Reading Inventory
Gr. 5 -   Reading Inventory

Elementary Math

iReady (*Ready Classroom Mathematics*) will be used in all grade levels, K through 5.
Pre-K will be piloting *Frog Street Math* for the upcoming year.

Elementary Science

Since NGSS benchmark assessments have not been developed, gaps will be identified via units of study that were missed during the time schools were closed. The units are identified by grade level.

Environment and Life Science (Big Ideas 2 &3) were missed in

Kindergarten Space Unit - The Space unit was missed in 1st Grade - 2nd

Grade

Plant Unit (NGSS2-L2@-2, 2-LS4-1) were missed during 2nd Grade - 3rd

Grade Life Science Unit (half of unit - 15 days) was missed in 3rd Grade -

4th Grade Life Science Unit was missed from 4th Grade - 5th Grade

Elementary Social Studies

Since K-5 benchmark assessments have been developed, the only means of identifying gaps in the social studies program at the elementary level was to identify units of study that were missed during the time schools were closed. All units were instructed, with the exception of economics.

Gifted and Talented

A universal screener assessment will be given to all third grade students in September. Students will participate by taking a subtest in the area of nonverbal reasoning. Nonverbal reasoning requires the student to solve problems by identifying relationships between figures and pictures, providing a sample of students' abilities to perceive new relations and learn new tasks.

Middle School ELA

ELA - Reading Inventory - Grades 6, 7, 8

Middle School Math

All will take Math Inventory and Moby Mac Diagnostic - Math 6, Math7, and Math 8

Middle School students in Algebra I or Geometry will take the ALEKS Initial Knowledge Check

Middle School Science

Each middle school grade 6th, 7th, and 8th will create a small assessment in Edcite that will assess the Science and Engineering Practices, Disciplinary Core Ideas, and Cross-cutting concepts that were affected by the school closure in the 4th quarter.

Middle School Social Studies

All middle school students will be assessed on processes and skills of Social Studies. Students will be assessed on their ability to differentiate between primary and secondary sources of information.
Students will also be assessed on their ability to source documents and to contextualize and corroborate evidence to support and/or refute a statement. Content used will be relevant to the content learned at each middle school grade level.

High School ELA

Reading Inventory - Grade 9
Diagnostic test with *Into Literature* literature series - Grade 10

High School Math

Students in Integrated Algebra, Algebra I, Geometry, and Algebra 2 will be assessed using ALEKS. Teachers of elective math courses will have the option to use ALEKS as a diagnostic for those courses, Exceptions will be AP and Early College courses.

High School Science

Each high school course will create a small assessment in Edcite that will assess the Science and Engineering Practices and Cross-cutting concepts that were affected by the school closure in the 4th quarter.

High School Social Studies

All high school students in grades 9, 10, and 11 will be assessed on processes and skills of Social Studies. Students will be assessed on their ability to differentiate between primary and secondary sources of information. Students will also be assessed on their ability to source documents and to contextualize and corroborate evidence to support and/or refute a statement. Content used will be relevant to the content learned at each high school grade level.

Social/Emotional Learning (SEL)

Within the fully virtual model a diagnostic will not be given. SRSS will be administered at K-High School when students return to hybrid or traditional models.

World Language(s) Chinese Immersion Elementary

Students in Grades 2-5 will be assessed using the Level Chinese Online program.

World Language(s) Chinese Immersion Secondary

Students in secondary Chinese Immersion will be assessed on speaking, listening, reading, and writing using the *Level Chinese* online program. Students will take the ACTFL Assessment of Performance towards Proficiency in Language (AAPPL) in Spring 2022.

Academics, Equity, and Accountability

Educational Equity

The ACPS is committed to the success of each student in our schools. Our district prioritizes educational equity by recognizing and removing institutional barriers and ensuring that social identifiers are not obstacles to accessing educational opportunities and supports that benefit each student as ensured in our Board of Education Equity Policy. The COVID-19 pandemic affected our most vulnerable populations in the ACPS. Therefore, the ACPS will ensure that every policy, procedure and practice will be evaluated through an equity lens as we appropriately plan and prepare for the reopening of schools.

The Equity work group, which was composed of central office administrators, special programs staff from partnering organizations, and school-based staff, developed a rubric based on the Educational Equity COMAR. All aspects of the ACPS reopening plan have been reviewed through an equity lens.

Allegany County Public Schools is committed to providing clear expectations that prioritizes educational equity (COMAR 13A.01.06) in providing every student with equitable access to the educational rigor, resources, and support that are designed to maximize the student's academic success and social/emotional

well-being and that will be used to engage our students, families, and staff in all settings, including a traditional learning environment, a hybrid setting and/or when virtual programming is required.

The ACPS will be prepared to implement a virtual, hybrid, and traditional learning schedule if/when a COVID spike in the metrics warrant such a decision. As previously outlined in the ACPS Recovery Plan, in Stage 1, virtual instructional programming is required. When the State is in Stage 2, each local school system must meet the Requirements for Opening Schools as outlined in the *Maryland Together: Maryland's Recovery Plan for Education*.

- Develop and submit local education plans with a plan for communication
- Incorporate equity as a component in the local recovery plan
- Establish local education recovery stakeholder groups
- Identify learning gaps and instructional placement of students
- Follow and maintain curricular frameworks and MD College and Career Ready Standards
- Adhere to components of IDEA, Section 504 of the Rehabilitation Act, and ADA
- Ensure safe transportation for all students
- Develop a system for tracking attendance

During Stage 3, the local school system makes determinations regarding which groups of students and staff will be able to re-enter buildings. Specific schedules, calendar modifications, and delivery of instruction are at the discretion of the local school system. Depending on conditions in their locality, school systems may be more restrictive than the requirements outlined in the State Recovery Plan, and the health and safety measures outlined by the Governor and Maryland Department of Health.

When the State is in Stage 1: All school activities are to be conducted online and through distance learning platforms.

When the State is in Stage 2: Some in-person school activities may commence, in accordance with the Governor's gating and social distancing measure

When the State is in Stage 3: In-person activities may fully resume, and schools can begin normal/traditional operations consistent with additional safety measures.

Instructional programming during any stage will be based on consistent practices and expectations across all grade levels in the ACPS. Teachers, support staff, and building administrators will implement consistent procedural practices for regular, hybrid, and virtual instruction. Each teacher will provide procedures and practices to ensure that there are no obstacles to accessing instruction, regardless of the method of instruction.

Teachers will provide expectations to their students on synchronous[1] and asynchronous[2] instruction and instructional assignments, as well as expectations on grading, assessment and learning expectations that are aligned to the ACPS BOE policy.

[1]**Synchronous Instruction:** *A group of students is engaging in learning at the same time. The teacher and the student are engaged in video teleconferencing or live streaming.*

[2]**Asynchronous Instruction:** *Students learn the same material at different times and locations. Teachers will be assigning work to be completed by students. These assignments and tasks often will be completed by the student independently and in response to objectives within individual lessons.*

If directed by the Superintendent and approved by the Board of Education, the ACPS students will receive a combination of virtual and at-school instruction, which we will refer to as a hybrid instructional model if Maryland is in Stage 2. However, the Superintendent with approval by the Board of Education may choose, necessary, to provide a fully virtual or distance learning model where students will attend and participate in a virtual synchronous environment, video-conferencing with their teachers and the completion of assigned work in an asynchronous environment where students are working independently online.

Instructional Expectations

The ACPS will ensure that Maryland College and Career Ready Standards, PreK-12, are taught in all content areas and the State Frameworks are followed for each content.

CCR Standards	Accountability	MSDE Website	MSDE Links
ACPS will ensure that the College and Career-Ready Standards in PreK through grade 12 are taught in all the content areas and the state frameworks are followed for each content. These standards define what students should know and be able to do at each grade level and align state standards and state assessments.	The ACPS benchmarks which are aligned to the standards will be used to aid in the accountability of teaching to the standards. Schools will continue to use root cause analysis techniques to determine goals and strategies for school improvement purposes.	Instruction, Frameworks and Units of Study https://mdk12.msde.maryland.gov/Pages/home.aspx	https://mdk12.msde.maryland.gov/INSTRUCTION/StandardsandFrameworks/mathematics/Pages/default-mathematics.aspx https://mdk12.msde.maryland.gov/INSTRUCTION/StandardsandFrameworks/ela/Pages/EnglishHomePage.aspx https://mdk12.msde.maryland.gov/INSTRUCTION/StandardsandFrameworks/social_studies/Pages/social_studies.aspx https://mdk12.msde.maryland.gov/INSTRUCTION/StandardsandFrameworks/sciences/Pages/sciences.aspx

Ensuring Communication, Professional Learning, and Resources which Promote Integration of the PreK-12 State Frameworks

ACPS has invested in high quality resources which have been evaluated through the EdReports vetting process or through other independent agencies. In conjunction with those purchases, ACPS has been rewriting and refining our curriculums for upcoming state vetting. During this refinement process, ACPS is making tight connections between the state frameworks and these high quality materials.

Professional learning is currently being provided by our resource vendors and is supplemented by ACPS teacher led professional learning which is built into the teachers work schedule within the Recovery Plan. Furthermore, ACPS has embedded collaborative planning time into the teacher work schedules which enables teams of same course teachers to work collaboratively to develop lessons, activities, assessments, and supplemental resources which support our vetted curricular resources and adhere to the state PreK-12 state frameworks. In addition, staff development sessions are provided throughout the year for both principal and supervisors to ensure continuous communication and professional learning for the use, integration, and the accountability of the PreK-12 state frameworks. Teachers are encouraged to contact their content supervisors for assistance, as needed, with ensuring that the standards and frameworks are followed for each content, as well as to ensure that equity for all students is reflected in the instructional expectations.

The Maryland College and Career Ready Standards (MCCRS) will be used to ensure that students have a strong command of the skills and processes taught in all of the content areas. In order to deliver a quality educational experience for every student, the district has set the expectations that Pre-K through 12 MCCRS must be taught in all content areas. While there is a strong focus on ensuring that the standards and frameworks are followed for mathematics, English language arts, social studies, and science, the district is also committed to maintain the inclusion of fine arts, physical education, health education, technology education, family consumer sciences, social and emotional learning, mental health, and environmental literacy as part of the instructional program. Regardless of a fully virtual, hybrid, or traditional schedule, students will be enrolled in all of their classes, including the aforementioned ones, as well as other electives, as applicable.

Per COMAR 13.A.04.11, World Languages must be offered beginning in middle school. Students enrolled in the world language program will continue when schools reopen in the fall. In Grades 6-7, students are enrolled in World Languages and Cultures of the World. In Grade 8, students may enroll in Spanish I. The district also has a Chinese Immersion Program (CHIP) in Grades K-8. A cohort model is used for the CHIP program. Currently, students in the CHIP program at the middle school level are taking courses to potentially earn high school credits in Chinese I, II, and III.

COMAR 13.A.04.17.01 requires that Environmental Literacy is integrated into current curricular offerings. While some aspects of environmental literacy can occur in a digital and online environment, it is the intent of the district that outdoor field experiences are completed face-to-face with teachers leading

instruction with small groups of students as soon as it is safe and feasible to implement the hybrid plan for in-school learning. Developmentally appropriate lessons and activities have been created to ensure that elements of the Meaningful Watershed Educational Experience (MWEE) are completed in accordance with the county's curriculum/scope and sequence during the year.

Regardless of the instructional model (Distance Learning, Hybrid, or Traditional), the ACPS teachers will utilize components of the Gradual Release of Responsibility (GRR) to provide focused instruction, guided practice, and independent learning in all grades and content areas. While collaborative learning may be more challenging via distance learning, teachers will utilize Schoology tools to provide collaborative opportunities when the district is utilizing a fully virtual learning environment. Teachers have been trained on how to differentiate instruction and provide break-out sessions for the students.

Achievement & Growth

ACPS will ensure that every student has equitable access to the educational rigor, resources, and support that are designed to maximize a student's academic success and social/emotional well-being. The instructional expectations, procedures, and practices will provide for educational equity while ensuring that obstacles are proactively addressed and resolved. Achievement gaps will be identified and strategies will be implemented to address the gaps. Results from the summer recovery programs will be used to identify and address learning needs. The ACPS will continue to be prepared for Stage 1 and Stage 2 by ensuring the following occur:

- Continued county-wide partnerships to support connectivity issues and concerns.
- Provide technology devices as needed to ACPS students.
- Provide individual and community hotspots for learning for students with connectivity concerns.
- Work with the County Government for infrastructure support.
- Provide time and support to teach students and parents how to access and utilize the LMS.
- Provide online tutorials and other resources for parents and students.
- Provide local and diagnostic assessments to identify gaps in learning and prepare a path for success and recovery.
- Ensure appropriate support is given to our most vulnerable populations through collaboration and coordination with School Counselors, PPWs, Resource Teachers, School Psychologists, Interventionists, and Case Managers.
- Provide professional learning opportunities which will focus on ensuring equitable access to a well-rounded curriculum for our historically underserved students.
- Provide virtual Parent Conferences, if needed, to help support families with challenging instructional and/or personal support needs.

School Climate & Culture

ACPS will ensure that students have equitable access to the educational rigor, resources, and support that are designed to maximize a student's academic success and social/emotional well-being. The

instructional expectations, procedures, and practices will provide for educational equity while ensuring that obstacles are proactively addressed and resolved. Achievement gaps will be identified and strategies will be implemented to address the gaps.

ACPS will ensure that distance learning/remote learning climates support student success and that such learning environments are welcoming, affirming, and positive. The ACPS will continue to identify any areas of disproportionality and identify root causes and strategies to eliminate any disparities. The ACPS will continue to ensure that counseling and mental health services are provided to meet social, emotional, and mental health needs.

- Each school counselor and/or mental health provider will provide ways for students to discuss and express concerns and feelings.
- Schools will implement wellness checks with a focus on students and families who are disengaged or families who do not respond to school communications.
- Provide ways for students to engage in student voice groups in the effort to help create awareness of racism and in the effort to help educate the community to combat this ill in society. The group includes current high school students, recent graduates, educators, and community members. The students will record panel discussions about their experiences with race in schools to serve as professional learning, create awareness, and serve in an advisory capacity to administration as we continue to work to dismantle systemic racism.
- Provide professional learning opportunities for teachers that will support and promote classrooms where students can share personal experiences by continuing in the second leg of the county-wide restorative practices roll out and training school staff on available resources such as Project Wisdom.

Student Support Services and Mental Health

School Counselors:
- Coordinate with the administrative team and mental health colleagues to address the unique needs and challenges of their school relating to the support needed for students and staff.
- Meet in-person or virtually with individual students and families as needed.
- Assist with scheduling changes for individual students or groups of students based on the instructional delivery model being implemented within the district.
- Intervene with students in need of individualized support.
- Teach and/or coordinate small group and classroom lessons focused on the social emotional needs of students.
- Participate in PST, IEP, 504 and other meetings as assigned by the principal or supervisor.
- The high school counselors plan to work together toward creating CCR materials and presentations that can be delivered utilizing the LMS and Schoology.
- High school counselors will also be sharing resources through the LMS to assist students with meeting graduation requirements, completing college applications, providing scholarship information, and more.
- School counselors will continue to serve as a liaison in the referral process for students

who would benefit from support from our Tier III behavioral specialists.

School Psychologists:

- Assist with the coordination of school-wide SEL initiatives in order to support the social emotional needs of students.
- Identify students with existing behavior plans, provide training and support to classroom teachers to accomplish successful implementation, and update the plan as needed.
- Special Education Support:
    - Monitor identified students for potential need of increased support;
    - Provide student counseling services and parent coaching as needed;
    - Complete assessments; and
    - Participate in IEP meetings.

Pupil Personnel Workers (PPW's):

- Serve as a liaison between the family and school to ensure students have access to instruction.
- Identify challenges families are experiencing that are barriers to learning and work with principals and other ACPS staff to provide direct services in an effort to mitigate the impact on learning.
    - Conduct home visits
    - Deliver food, clothing, school supplies, etc.

Mental Health Personnel:

- Provides direct services (individual/group therapeutic services, social and emotional learning)
- Provides after-care services
- Counseling home & hospital students
- Serves as liaison for home-school-community
- Counseling home & hospital students

Interscholastic Athletics

The MPSSAA is committed to providing local school system (LSS) guidance for the return of interscholastic athletic programs. Recently the MPSSAA Executive Council approved fall and winter sport modifications and risk mitigation efforts. The MPSSAA has also provided a general section guide to making decisions on the extent of participation within local and state health department information.

ACPS shall utilize the [COVID 19 Guidance for Maryland Schools, Maryland Department of Health metrics](#), and local health department guidance to determine the extent of participation in our district. Decisions shall be in full compliance with state and local health orders and regulations.

ACPS will have students and parents conduct daily screenings at home. Guidance on screening can be found in the [COVID 19 Guidance for Maryland Schools](#) and the [MPSSAA Roadmap for the Return of](#)

[Interscholastic Athletics](#).

Individual team and sport mitigation strategies will be implemented to further reduce the risk of spreading Covid-19. These mitigation strategies can be found in the [MPSSAA Roadmap for the Return of Interscholastic Athletics](#) and in the individual [Fall](#), [Winter](#), Spring bulletins.

ACPS will be starting Fall sports engagement on August 11, 2021. Prior to that date, optional workouts and conditioning sessions will take place. All student athletes will have all medical forms completed and on file with the athletic trainer, which also include a COVID-19 acknowledgement form prior to the start of the first practice date.

ACPS has developed full schedules for the Fall sports seasons. ACPS will utilize the COMAR 13A.06.03.06 B(1) - Maximum Number of Contests During a Sports Season **-** waiver of the requirement that all sports schedules must be set by the first allowable playdate. This will provide ACPS the flexibility to reschedule and adapt to the latest response to COVID-19 per locale, if necessary.

Special Education

ACPS is committed to ensuring compliance with 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). All students with IEPs will continue to receive their services as outlined on their IEP regardless of the model of instruction. In compliance with Maryland SB300/HB714, the IEP of each student will contain a continuity of learning plan to be implemented during emergency conditions. A reasonable attempt will be made to contact the parent within 10 days of the determination of the emergency condition, notifying them of the implementation of the learning continuity plan and to seek input on how to best implement the IEP during emergency conditions.

ACPS will:

- Follow provisions of the Individuals with Disabilities Education Act (IDEA) and the Code of Maryland Regulations (COMAR) related to special education to provide a Free and Appropriate Public Education (FAPE) for students with disabilities.
- Follow guidance in the Maryland State Department of Education (MSDE) Technical Assistance Bulletins (TABs) related to COVID-19.
- Address student-specific needs arising from the transition back into school buildings.
- Consider whether or not a student has experienced a regression of skills and/or lack of progress.
- If regression and/or lack of progress is present, identify opportunities for recovery, including additional, new or different services and accommodations, as well as the need for compensatory services.
- Special education and related services will be implemented as identified in the Individualized Education Program (IEP).

Roles and Responsibilities of Special Educators and Related Service Providers:

- Work with families of students Birth-21 to collaboratively develop, implement, and evaluate IEPs;
- Communicate with families, administrators, and general educators;
- Partner with general educators to support learning for students with disabilities, regardless of the method of instruction;
- Collaborate with general educators to ensure that each student on their caseload is accessing the general education setting to the greatest extent possible as identified by the IEP;
- Work with general educators to co-develop, co-implement and co-evaluate specially designed instruction as identified in the IEP for each student;
- Ensure assigned general education teachers have updated accommodations and support them as needed;
- Recommend to parents and teachers additional online learning tools, strategies, or activities that students might be able to access to support the maintenance of skills related to needs;
- Respond to parent questions and communicate progress;
- Monitor and document progress towards IEP goals as appropriate;
- Implement related services as identified in the IEP;
- Conduct IEP team meetings as appropriate;
- Complete assessments identified by the IEP team as appropriate and consistent with the health and safety needs of the student and staff member(s);
- Engage in ongoing professional learning; and
- Advocate for students with disabilities to ensure equitable access to learning.

Compensatory Services:

The decision about whether the student is owed compensatory education/recovery services is driven by information and data collected from a variety of sources. This information will guide the IEP decision-making process. This information will include:

- Data on the student's progress prior to and during the school closure to assess academic and/or behavioral progress in the general education curriculum and on the student's IEP goal(s). Data may take the form of grades, progress reports, classwork, informal/formal evaluation tools, teacher/service provider observation(s), parent feedback, comparison to the progress of all students, and interdisciplinary consults.
- Data on the student's ability to recoup skills and make progress on IEP goals upon the return to school.
- Documentation of accommodations and/or services provided (e.g., amount of instruction and services including dates, times, and duration), as well as accommodations and/or services ACPS was unable to provide during the extended school closure and re-opening of school.
- Length of school closure (e.g., time without any instruction, time with virtual and/or distance

learning, etc.), including information related to the general education curriculum provided to all students and the student's ability to access virtual and/or distance learning opportunities.

ACPS must consider what compensatory education/recovery services can be provided to the student to help recoup the lack of progress due to a loss of a FAPE. They must be individualized to each student's needs and designed to remediate the loss of skills.

Students with Complex Medical Needs/Underlying Health Conditions:

ACPS will take into account the current health and safety conditions, as well as the health requirements of the individual student when planning services for students with complex medical needs and underlying health conditions.

Accessibility:

ACPS has provided guidance and tutorials on creating instructional documents and materials that are fundamentally compliant with Web Content Access Guidelines (WCAG) 2.1 Level AA. These guidelines were reviewed with content supervisors, and provided to school based administrators to review with their instructional staff. ACPS strives to make all instructional materials and technology based resources whether purchased or teacher produced accessible to all users. ACPS has established a point of contact at accessibility@acpsmd.org for those individuals requesting materials or information in additional alternate formats.

Attendance

Overview: During traditional learning, the school system will track student attendance through the Aspen Management System. At the elementary level, daily attendance is completed for students each day. At the middle and high school level, class attendance is taken for each period. An official DAILY attendance is recorded in the Aspen System.

In addition, the Maryland State Department of Education requires that all school systems track student attendance during virtual learning. Taking attendance while students are learning from home will assist school staff in ensuring that all students have the resources and support students need to engage in learning. Tracking attendance will include a combination of measures that indicate a student is demonstrating their engagement in learning. Elementary teachers will complete daily attendance for their students. Middle and high school teachers will take class attendance for each period. An official DAILY attendance will be completed by designated school staff members by the end of each school day. The DAILY attendance will be recorded in the Aspen Management System for ACPS by the end of each school day.

If needed during virtual or hybrid learning, any lag attendance data, via asynchronous learning through Schoology will be provided to the school's office staff to update by the end of each school day. Additional information on attendance procedures for the ACPS are listed below the definitions.

Attendance Definitions and Requirements

Lawful Absence - Students shall be considered lawfully absent when absent from instruction with proper documentation approved by the principal/designee. During virtual learning, parents should call the school and provide a note (via email is acceptable) if the student will be absent from their virtual learning. Additional documentation, including a physician's note, may be required for excessive absences.

Please understand that state auditors require a written note for lawful absences.

Unlawful Absence - Students shall be considered unlawfully absent when absent from instruction without submitting an absence note to the principal/designee. A student will be documented as unlawfully absent if the parent doesn't call the school if the student will be absent from their virtual learning.

Tardies and/or Early Dismissals - Please contact the school if your child will be tardy or will need an early dismissal during the Synchronous Learning.

Makeup Work - Your child will be expected to make up any missed assignments due to an absence, tardy, or early dismissal. Teachers will provide students with their classroom requirements for makeup work.

Synchronous - "Live" or "Real Time' during the scheduled time frame. Students attend the class

during its scheduled time.

Asynchronous - Does not occur in the same place or at the same time. Students access the recorded lesson at a later time.

Present - A student will be marked as present when there is evidence of daily "live" engagement in their classes via the Schoology platform and/or conference tools through typical class attendance procedures.

Absent - A student will be marked as absent when there is **no** evidence of daily engagement in the "live" online Schoology classroom. (Please see the exceptions below.)

During a virtual or hybrid setting, the following are exceptions to the Synchronous or "Live/Real Time" attendance requirements:

Parents in Grades Pre-K-6 have requested permission from the school principal, in writing or via a phone call to the principal/school office, to participate in asynchronous learning due to child care issues, work conflict, etc. (Please note that there is a date and time stamp when a student logs into a class/course that teachers will have access to for recording attendance. Students must log in to their classes on a daily basis to be counted present for a specific day.

- o Please note that a form is available on the website or school office that may be completed for students in Grades Pre-K-6 if parents are requesting only asynchronous learning for their child.

Parents in Grades 7-12 have requested permission, in writing, due to an extenuating circumstance, and have been approved by the school principal for asynchronous learning. (Please note that there is a date and time stamp when a student logs into a class/course that teachers will have access to for recording attendance. Students must log in to their classes on a daily basis to be counted present in a class.)

- o A parent/student who doesn't have any Internet connectivity and cannot login to Schoology through 'live" or archived lessons.
- o A parent must complete form requesting an alternative form of traditional learning due to **No** Internet connectivity. If a hotspot can address the connectivity issue, the student will not be permitted to use this alternative form of instruction.

* Please note that you will receive a daily phone call about an absence. Please be patient and kind to ACPS staff if you receive a phone call. Please note that school officials and Pupil Personnel Workers will be contacting parents/guardians if a student begins accumulating absences.

*Please note that a student may need to log in asynchronously at times during the Virtual Learning Phase if the student is under quarantine, has a doctor appointment, or if there is

another circumstance that occurs that prevents the student from logging in to the Synchronous class(es) on a specific day(s).

The parent should contact the school if this occurs, so that the attendance can be updated. Please remember that there is a date and time stamp when a student logs into a class/course asynchronously.

The district will continue to send out attendance letters per the BOE policy

Attendance Procedures

Within a virtual learning environment, elementary teachers will complete a daily attendance for their students. Middle and high school teachers will take class attendance for each period. An official DAILY attendance will be completed by designated school staff members by the end of each school day. The DAILY attendance will be recorded in the Aspen Management System for ACPS by the end of each school day. Any lag attendance data, via asynchronous learning through Schoology will be provided to the school's office staff to update by the end of each school day.

For a hybrid and for the traditional learning environments, the administrators and teachers will maintain the attendance system used to record and report pupil absences as indicated below.

School Procedures - Recognizing administrators' and teachers' responsibility for developing and maintaining a system to record and report pupil absences (lawful and unlawful), the following procedures are minimal for all schools: 1. Teachers will maintain daily attendance records for all students and report tardiness and absence information as well as suspected truancies. 2. All students' report cards will report numbers of days absent from school. 3. School personnel should contact the parent/guardian/caretaker when a student is absent or when an instance of truancy from school or class is suspected. 4. A note from the parent/guardian or physician explaining the absence/tardiness of a student should be received by the school within two school days following the student's return or the absence/tardiness will be coded as unlawful. When a doctor's certificate for chronic illness is required and not provided within two school days following the student's return, the absence/tardiness will be coded as unlawful until the note is submitted.

Students Leaving Early From School - All students leaving prior to the regular dismissal time may only do so with prior written permission from the parent/guardian. All early dismissal students must be dismissed from the building via the school office. The parent/guardian who is seeking the early dismissal will receive the child in the main office following procedures which will include the signature of the parent/guardian or a pre-authorization letter from the parent/guardian. The parent/guardian must also provide the time and reason for early dismissal, which shall be entered on the school early dismissal log. Parents are asked to call the school if the student will be absent from a class in the virtual learning environment.

Monitoring Problems/Consequences of Absenteeism

During virtual, hybrid, or traditional learning, schools have individuals assigned to monitor and address

attendance documentation and issues. The school system will be responsible for notifying parents/students of accumulated absences and possible actions as specified below. However, when the principal or his/her designee has knowledge of the student's illness, principals are advised to forward the communication to the parent with an appropriate addendum referencing the principal's knowledge of the circumstances. During the virtual and hybrid models, teachers have a designated office support hour to contact parents whose students were absent from the synchronous or asynchronous learning. Teachers are permitted to facilitate 1:1 teleconferences with students/parents to address attendance, engagement, and/or academic issues. All schools have been provided with the protocols for documenting attendance calls and teleconferences through a school log. In addition, administrators, pupil personnel workers (PPWs), school counselors, and other support staff have been tasked with contacting students who are consistently marked absent. The PPWs and the School Resource Officers are also tasked with conducting home visits to students who are habitually absent or chronically truant. Every school has a Pupil Services Team (Attendance/Discipline Team) that meets either in-person or virtually each week. The team communicates attendance issues and works to address any attendance concerns. Teleconferences and in-person conferences are coordinated to address students who are consistently marked absent.

When a student accumulates five (5) days of unlawful absences, parents/students will be notified by written communication from the school system. The case will be referred to the school attendance/discipline team which shall be composed of the principal or his/her designee, the school's pupil personnel worker and other staff members assigned by the principal. The committee may invite the student's parents to come to the school for a conference and to determine available courses of action to improve attendance. It may be feasible to hold a phone or virtual teleconference.

Should unlawful absences continue, the parent will be notified by written communication from the school system, no later than the ninth (9) day of unlawful absence. Within this written communication, the parent will be asked to schedule a conference with the school administration and or the school pupil services team. iii. Should unlawful absences continue, the parent will be notified again by the school system in writing, no later than immediately after the twelfth (12th) day of unlawful absence. The school system will send written communication by mail. A conference with the parent and/or the student will be held.

At the conference, the principal or designee may indicate one or more of the following outcomes as a result of the conference: 1. Establishing a probationary period with verbal agreement 2. Developing a written contract (to be signed by the parent) 3. Assigning to after school detention 4. Assigning additional days of attendance 5. Removing school privileges 6. Restricting extracurricular activities 7. Explanation given to the parent of the criteria for, and the services provided to a student who may qualify for Home and Hospital Services, if appropriate, given the situation surrounding the student's absences. 8. Written notification to the parent will be immediately mailed to the parent, confirming the above action(s) taken iv.

When a student accumulates a total of twenty (20) absences, with at least fifteen (15) of those absences being unlawful, or ten (10) consecutive unlawful absences, the school's PPW will file charges with the State's

Attorney's Office against the parent/guardian and/or the student for nonattendance. This action will be confirmed in a letter written by the PPW to the parent/guardian. The letter will also indicate additional consequences issued by the school which may include: 1. Retention in the grade (grades K through 8). 2. For students in grades 9-12 who have accumulated a total of 15 unlawful absences, denial of high school credit for the courses in which the student is currently enrolled. Denial of credit will normally occur in June; however, a student and parent shall receive written notice of the possibility of credit loss at the time the attendance/ discipline committee makes this determination. High school credits may be denied for individual courses if there are excessive unlawful absences. ATTENDANCE POLICY FILE: JED – R5 absences.

ATTENDANCE MOTIVATION SUGGESTIONS - Schools may: A. Develop and utilize positive rewards for pupils with exceptional attendance records during any one grading period and/or for the school year. B. Send quarterly commendation letters to students and parents for perfect attendance and improved attendance. C. Develop school-wide incentive programs to improve attendance.

COVID 19 Attendance Collection and Recording- Key Considerations and Frequently Asked Questions.

Please note this information is considered a working document by MSDE and will be updated and disseminated as needed.

Are local school systems still required to track student attendance? COMAR 13A.08.01.01.E requires that "A record of the daily attendance of each student" be kept in accordance with regulations of the State Board of Education and the Maryland Student Records System Manual.

How do we maintain daily attendance when our students are not in school buildings? Local school systems should carefully consider how their student attendance policies may be adapted to include recording daily attendance during remote learning. Local school systems should consider the needs and priorities of their systems in determining the best ways to record daily attendance. Specific attendance expectations should be communicated to stakeholders and included in the system's student attendance policy.

How must student attendance be tracked by local school systems? COMAR 13A.08.01.05 requires local school systems to develop a student attendance policy which includes reasons for lawful and unlawful absence as defined in COMAR 13A.08.01.03.03 and 13A.08.01.04. 04. Local school systems should ensure their attendance policies support their remote learning plan.

What currently defines "present" or "absent"? COMAR 13A.08.01.01.D states that "students shall be considered in attendance at school when participating in school-sponsored activities during the school day, and when that participation is approved by the local superintendent of schools or the school principal, or their designees." The Maryland Student Records System Manual allows for a student to be counted present if engaged in activity sponsored by the school and personally supervised by school personnel. This may include authorized independent study, work study programs, field trips, athletic events, contests, music festivals, student conventions, instruction for homebound students, and similar activities when officially authorized under policies of the local school board. Local school systems should ensure their

attendance and absence policy accommodates any changes in student location and expectations for student attendance during the period of remote learning.

Could the local school system develop absence codes specifically for use during the COVID-19 pandemic? Yes, a local school system may develop more granular absence codes than the codes identified in the Maryland Student Records Systems Manual. If the local school system develops additional codes, the system's student attendance policy should identify the alignment between the COMAR defined codes and the system developed codes. Academic Year 2021 as of July 17, 2020 2 DAAIT-OOA Office of Accountability Frequently Asked Questions COVID-19 Attendance Collection and Reporting (2020-2021)

What documentation should be retained, in anticipation of any future audits, to prove that we have been providing instruction during remote learning? Local school systems should retain any information that may be used to prove that instruction was provided during remote learning. This could include any recorded contact with students, documentation of contact with students, receipts for distribution of materials, examples of take home work, school work or activities collected during remote learning, retired student packets, etc. Each local school system should identify the artifacts that may be used in the case of an audit.

If there are concerns regarding appropriate documentation contact MSDE Audit Office. References Annotated Code of Maryland Md. Ann. Code, Ed. Art., §2-205(o) Authority of the State Board Md. Ann. Code, Ed. Art., §7-101 Public School Attendance Md. Ann. Code, Ed. Art., §7-301 Compulsory Age of Attendance Code of Maryland Regulations (COMAR) COMAR 13A.02.06 General Financial Aid to Local School Systems COMAR 13A.02.06.02 Definitions COMAR 13A.08.01 General Regulations COMAR 13A.08.01.01 Attendance COMAR 13A.08.01.05 Student Attendance Policy COMAR 13A.08.01.03.03 Lawful Absence COMAR 13A.08.01.04. 04 Unlawful Absence COMAR 13A.08.01.07 Student Withdrawal Status COMAR 13A.08.02 Student Records Resources.

Operations Safety Protocols

ACPS has the following Personal Protective Equipment (PPE) for staff and students as needed: masks, face shields, gloves, gowns, wipes, hand sanitizer and hand soap.

Cleaning/Disinfecting/Sanitizing

ACPS will follow safety procedures that are developed by MSDE in collaboration with the Maryland Department of Health and CDC Guidance to ensure that the cleaning, disinfecting, and sanitizing of all ACPS facilities will be in accordance with the CDC guidelines. Disinfectants will be EPA approved.

Training

Custodial staff will receive training on COVID 19 prevention practices.

Disinfecting areas used by sick person

Response action after person suspected/confirmed to have COVID-19 have been to facility:

- Identify and close off areas visited by person ill/suspected/confirmed of COVID-19
- Increase outside air ventilation by opening doors, windows, or ventilation fans.
- Custodial staff should clean and disinfect all areas visited by the person.
- Custodial staff should clean and disinfect all shared equipment used by the person.

Disinfect using products on the EPA's List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19) at their recommended label rate.

Cleaning and disinfecting products include

a. Germicidal Neutral Cleaner
b. Heavy Duty Cleaner
c. Heavy Duty Restroom Cleaner
d. Spray disinfectants
e. Electrostatic sprayers

Process for Cleaning and Disinfecting of Building

ACPS will follow CDC Guidelines for Cleaning and Disinfecting Public Spaces, Workplace's, Businesses, Schools, and Homes.

Personal Protective Equipment (PPE) will be provided to all custodians and other staff responsible for cleaning and disinfecting.

Disinfect using products on the EPA's List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19) at their recommended label rate.

Process of Addressing Surfaces, Touch Points

Hard surfaces will be cleaned daily using the following products:

a. Germicidal Neutral Cleaner
b. Heavy Duty Cleaner
c. Heavy Duty Restroom Cleaner
d. Spray disinfectants
e. Electrostatic sprayers

Touch points will be cleaned and disinfected during the school day/workday. Examples:

a. Door Handles/Door knobs
b. Countertops

    c.   Bathroom Fixtures
    d.   Handrails
    e.   Tables/Desks

School buildings will be cleaned and disinfected each with emphasis placed on surfaces, which are frequently touched throughout the day.

Instructional Staff Cleaning Supplies

Each classroom will be supplied with the following:

    a.   PPE
    b.   KimTech Wipers with approved disinfectant.
    c.   Spray bottle with approved disinfectant and microfiber cleaning cloths that will be replaced daily.
    d.   Hand sanitizer
    e.   Hand soap and paper towels where sinks are located.

Provision of these items is to make such supplies more widely available to instructional staff and is not intended as a directive to clean classrooms.

Shared Objects/Equipment

- Any equipment or supplies that students share will be cleaned in-between uses.
- Staff identified to clean shared equipment/supplies will be supplied PPE, and instruction on procedures for cleaning.

Food and Nutrition

Food Services:

- Students will receive access to the nutrition services to which they are entitled.
- Nutritional services should be made available to students and families on any days that they are attending school.
- Food may be eaten in classrooms and/or the cafeteria. Cafeterias may be used to stage students who will be purchasing lunch at the school.
- When waiting to be served, face masks are strongly encouraged to be worn and social distancing shall be respected. Students who wear a mask to school will be socially distanced six feet from other students when eating per current guidance.
- Cash shall not be used to purchase meals.
- Have children bring their own meals as feasible, or serve individually plated meals in classrooms, if feasible, instead of in a communal dining hall or cafeteria, while ensuring the

safety of children with food allergies.
- Enforce strict handwashing with soap and water after food contact.
- Ensure there is a "do not share" food policy among students.
- Before school resumes, teachers and school leaders review food allergy and 504 plans for all children with food allergies.
- Teachers should refresh their understanding of food allergies, including symptoms of allergic reactions to food.
- Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.
- If food is offered at any event, have pre-packaged boxes or bags for each attendee.
- Avoid sharing food and utensils and ensure the safety of children with food allergies.

Full Virtual Model or Blended Virtual Learning Program

1. Meals will be picked up at schools accordingly Monday – Friday. The sites and timeframes will be announced to parents and students.
2. Sites may be determined and communicated to parents/students.
3. Staff handing out meals while maintaining social distancing guidelines will wear
4. masks/gloves.
5. Student meal accounts will be charged per paid, reduced, or free rate.
6. Classroom rosters will be used to account for the meals.
7. Breakfast and lunch will be served to each student.

Hybrid Model

1. Staff will wear masks/gloves.
2. Breakfast will be served in a bag as students arrive at school.
3. Students will be lined up per the social distancing requirements provided by the MDH.
4. Hand sanitizers will be available in each dining room.
5. Milk will be handed out to students with assistance from staff members.
6. Students will go through the line to pick up their bag/milk accordingly.
7. Barcodes or classroom rosters will be used to account for the meals per paid, reduced, or free rate.
8. Payment will only be accepted before school begins in the cafeteria. Money can also be added to student accounts online through paypams.com.
9. No ala carte items will be sold other than milk needed for those students with packed lunches that will still go through the line to purchase.
10. Students will sit in the cafeteria/classroom depending on the location.
11. Lunch will be served in a bag along with milk.
12. Lunch shifts may vary per school to include cleaning of tables between shifts.

Addendum

K-12 School and Childcare COVID-19 Guidance

(July 23, 2021) Updated Maryland Department of Health (MDH) and Maryland State Department of Education (MSDE) school health guidance was posted on the MSDE website last week. The guidance can be found at: http://marylandpublicschools.org/newsroom/Documents/COVID/MDH-MSDE-SchoolChildcare Guidance0723.pdf. The guidance underscores the importance of fully and safely opening schools for the 2021-2022 school year. The MDH and MSDE strongly recommend that all eligible Marylanders receive a COVID-19 vaccine, and individuals not fully vaccinated (including those under the age of 12) wear masks indoors and in outdoor settings when physical distancing cannot be maintained.

Each local school system, nonpublic school, and childcare program may set their own policies and procedures for their schools, students/children, teachers and staff. As a reminder, the federal order that face masks must be worn by all people while on public transportation conveyances, including public and private school buses, and at transportation hubs, remains in effect. Federal CDC guidance may be found at: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/.

Please refer to the Decision Aid, Maryland Department of Health and the Maryland State Department of Education, July 23, 2021

Decision Aid Documents

Decision Aid: Exclusion and Return for Persons with COVID-19 Symptoms and Close Contacts in Child Care, Schools, and Youth Camps

For the purposes of this decision aid, **COVID-19 symptoms** are any ONE of the following: fever of 100.4° or higher, sore throat, cough, difficulty breathing, diarrhea or vomiting, new onset of severe headache (especially with fever), or new loss of taste or smell. For persons with chronic conditions such as asthma, the symptoms should represent a change from baseline.

Exclude all persons (child, care provider, educator, other staff) with COVID-19 symptoms and recommend evaluation by a health care provider and testing for COVID-19 if indicated[1]	Recommendations for the person with symptoms who is FULLY VACCINATED Individuals are fully vaccinated 2 weeks after receiving either 1) both doses of a 2-dose vaccine series or 2) a single dose vaccine.	Recommendations for close contacts of the person with symptoms
Person has symptoms and positive test for COVID-19 or clinical diagnosis of COVID-19	May return when it has been at least 10 days since symptoms first appeared AND no fever for at least 24 hours without fever-reducing medication AND improvement of other symptoms.	All close contacts should quarantine according to MDH and local guidance *except* those who are fully vaccinated OR have been infected with COVID-19 in the past 90 days AND are asymptomatic.
Person has symptoms and negative test for COVID-19	May return when symptoms have improved, no fever for 24 hours without fever-reducing medication, AND applicable criteria in the Communicable Diseases Summary have been met.	Close contacts do not need to quarantine.
Person has symptoms and health care provider documents symptoms are due to a specific alternative diagnosis (ex. strep throat, otitis media, pre-existing condition such as asthma)	May return when symptoms have improved, no fever for at least 24 hours without fever-reducing medication, AND applicable criteria in the Communicable Diseases Summary have been met.	Close contacts do not need to quarantine.
Person has symptoms and no negative test for COVID-19 AND no specific alternative diagnosis	If no known exposure, may return when symptoms have improved, no fever for 24 hours without fever-reducing medication, AND applicable criteria in the Communicable Diseases Summary have been met. Person should have written health care provider assessment that COVID-19 testing is not indicated and risk of COVID-19 is low.	Close contacts do not need to quarantine.
	If known exposure, may return when it has been at least 10 days since symptoms first appeared AND no fever for at least 24 hours without fever-reducing medication AND improvement of other symptoms.	All close contacts should quarantine according to MDH and local guidance *except* those who are fully vaccinated OR have been infected with COVID-19 in the past 90 days AND are asymptomatic.

[1]For persons with symptoms who were previously infected with COVID-19 and recovered, follow CDC guidance.

Decision Aid: Exclusion and Return for Persons with COVID-19 Symptoms and Close Contacts in Child Care, Schools, and Youth Camps

For the purposes of this decision aid, **COVID-19 symptoms** are any ONE of the following: fever of 100.4° or higher, sore throat, cough, difficulty breathing, diarrhea or vomiting, new onset of severe headache (especially with fever), or new loss of taste or smell. For persons with chronic conditions such as asthma, the symptoms should represent a change from baseline.

Exclude all persons (child, care provider, educator, other staff) with COVID-19 symptoms and recommend evaluation by a health care provider and testing for COVID-19[1]	Recommendations for the person with symptoms who is NOT FULLY VACCINATED Individuals are fully vaccinated 2 weeks after receiving either 1) both doses of a 2-dose vaccine series or 2) a single dose vaccine.	Recommendations for close contacts of the person with symptoms
Person has symptoms and positive test for COVID-19 or clinical diagnosis of COVID-19	May return when it has been at least 10 days since symptoms first appeared AND no fever for at least 24 hours without fever-reducing medication AND improvement of other symptoms.	All close contacts should quarantine according to MDH and local guidance *except* those who are fully vaccinated OR have been infected with COVID-19 in the past 90 days AND are asymptomatic.
Person has symptoms and negative test for COVID-19	If no known exposure, may return when symptoms have improved, no fever for 24 hours without fever-reducing medication, AND applicable criteria in the Communicable Diseases Summary have been met. If known exposure, may return when quarantine completed according to MDH and local guidance.	Close contacts do not need to quarantine.
Person has symptoms and health care provider documents symptoms are due to a specific alternative diagnosis (ex. strep throat, otitis media, pre-existing condition such as asthma)	If no known exposure, may return when symptoms have improved, no fever for at least 24 hours without fever-reducing medication, AND applicable criteria in the Communicable Diseases Summary have been met. If known exposure, may return when quarantine completed according to MDH and local guidance.	Close contacts do not need to quarantine.
Person has symptoms with no negative test for COVID-19 AND no specific alternative diagnosis	If no known exposure, may return when it has been at least 10 days since symptoms first appeared AND no fever for at least 24 hours without fever-reducing medication AND improvement of other symptoms.	Household members[2] should not attend or work in a child care, school, or youth camp until the person with symptoms is able to return *except* those who are fully vaccinated OR have been infected with COVID-19 in the past 90 days AND are asymptomatic.
	If known exposure, may return when it has been at least 10 days since symptoms first appeared AND no fever for at least 24 hours without fever-reducing medication AND improvement of other symptoms.	All close contacts should quarantine according to MDH and local guidance *except* those who are fully vaccinated OR have been infected with COVID-19 in the past 90 days AND are asymptomatic.

[1]For persons with symptoms who were previously infected with COVID-19 and recovered, follow CDC guidance.
[2]These persons should not be reported to the local health department as contacts. The child care, school, or youth camp should inform the household members of these recommendations.

Maryland Department of Health and Maryland State Department of Education, July 23, 2021