Allegany County Public Schools

Allegany County, Maryland

Continuity of Learning Plan

ACPS Vision Statement: Continuity of Learning is a process by which learning continues through the delivery of standards-based activities and assignments that can be completed with limited instruction in the event of an emergency disruption or other factors. Through the continuity of learning, students have opportunities to use materials and resources and engage in learning that develops their skills and comprehension. The Allegany County Public Schools will address equity across all populations for e-learning and learning packets that will focus on ensuring that all students have equal access to educationally beneficial lessons and assignments for their content areas during the COVID-19 closure. An IT Help Desk has been developed to support parents, students, and staff with e-learning. The ACPS recognizes that this is a very challenging time for students and families. Feelings of worry and anxiety are common for us all in times of crisis. There is also a continuity of support through our school counselors and mental health support team. Please contact your school and a counselor will be happy to get in touch with you.

This is a dynamic document that will be continuously updated and edited as needed during the Continuity of Learning and Recovery Process in the ACPS. It is a collaborative and personalized plan for the school district and is not designed to replicate the plan of other school districts in Maryland, but to address the unique challenges, needs, and goals of the ACPS school district.

Essential Components 1-Description and Timeline and Essential Components 2- Roles and Responsibilities

Phase 1-

ACPS staff worked diligently to provide supplemental resources to families for supporting students at home. These were provided on two different dates in order to keep students connected to their learning

- **March 13, 2020:** Resources for supporting students at home were sent home and additional resources were posted online.
- **March 26, 2020:** Additional supplemental resources were posted online.

Essential Component 2- Description of Roles/Responsibilities

Please note that roles and responsibilities of all the stakeholders may be integrated into each phase of the Continuity of Learning (COL) Plan. This integration is deliberate to guide the stakeholders during each phase of the continuity of learning.

The Role/Responsibilities of the Chief Academic Officer, Instructional Supervisors, Information Technology Staff and other Central Office Staff will be focused on:

- Collaborating with the interim superintendent, principals and school-based staff
- Coordinating weekly Google Meet video conferences with principals and school-based staff
- Facilitating the expectations for learning, Continuity of Learning Plan, office hours, support services, and implementation of the delivery models.
- Continuous improvement to the delivery model via principal, teacher, parent, and student feedback.
- Maintaining an accountability system for reservation, pickup, and drop off.
- Maintaining a record of those students who are not engaging via online learning or who didn't pick up a learning packet. This record will be provided to the school administrator who will work with PPWs and other support staff to call parents.
- Providing guidance for accountability and attendance via the Aspen Management System.
- Returning phone calls to parents and other stakeholders
- Attendance at local, state, and community meetings via video conferencing
- Working with the local colleges on dual enrollment, internships, professional learning, etc.

- Providing guidance to principals and teachers for dual enrollment, P-TECH, CTE, Advanced Placement, and other student programs and projects.

- Providing guidance to IT staff, school counselors, special educators, behavioral specialist, school resource officers, PPWS, and other school support staff.

- Working with parents and principals on the distribution of technology and individual hotspots.

- Communicating with community leaders and government on connectivity and technology challenges and needs.

- Completing grants, interim reports, and other duties as assigned.

- Keeping the BOE and stakeholders informed of the Continuity of Learning.

- These roles and responsibilities are required throughout every phase of the continuity of learning.

The Roles and Responsibilities of Students will be focused on:

- Remaining healthy and adhering to the guidelines distributed by health professionals.
- Engaging in learning activities provided by ACPS
- Encouraging students to read and/or parents reading
- Encouraging students to write, draw, or engage in other educational activities as available
- Encouraging students to participate in healthy and safe play

The Roles and Responsibilities of Principals/Teachers/School Staff will be focused on:

- Remaining healthy and adhering to the guidelines distributed by health professionals
- Constructing a comprehensive plan for Continuity of Learning

- Securing answers of critical questions and directions from Maryland state leaders
- Developing materials and protocols to support teaching staff if they return on March 30

Essential Components 1 and 2

Phase 2-Training, Preparation, Connection

Instructional supervisors and administrators will schedule any necessary informational/training webinars to support staff in preparation for students to begin remote learning. The simultaneous professional development of all instructional staff is not feasible, so instructional supervisors and administrators will schedule accordingly using Google Meet (Zoom is restricted per the MSDE.). During this time, staff on all levels will be working on methods to connect with students and engage with students and families. Here are the planned windows for training, preparation, and connection:

- **March 30, 2020 – April 3, 2020:** Training and preparation for online learning via **Class Dojo** (Grades K-2) and **Google Classroom** (Grades 3-12) and **via Learning Packets** for those without a device or the Internet; Administrators connect with parents via Messenger system, emails and phone calls regarding learning packets.
- **Online Learning-** Preparations for two weeks at a time
  - **Packets-** Preparations for two weeks at a time (1 week lag time)
- **March 30-April 3**- Preparation for Online Learning- (via Class Dojo and Google Classroom)
  - **April 6-9** Online Learning Takes Place/Prepare Packets for distribution
- **April 14-17**- Prepare for Online Learning/Distribute Packets
  - **April 20**-24 Online Learning Takes Place/Prepare Packets for distribution
- **April 27-May 1**- Prepare for Online Learning and Distribute Packets
  - **May 4-May 8** Online Learning Takes Place/Prepare Packets for distribution

- **May 11-May 15** Prepare for Online Learning and Distribute Packets
  - Pending further instructions from the MSDE

Roles and Responsibilities of the Students and families will be focused on:

- Assessing their technology needs and notifying staff of technology and access gaps
- Re-engaging with teachers
- Becoming familiar with the Class Dojo which will be used for Grades PreK-2 and/or the Google Classroom platform which will be used in Grades 3-12.
- Developing a schedule to prepare for daily engagement in learning opportunities for each student in the household.
- Depending on the age of your child, learning opportunities will take approximately 15-30 minutes to complete the activity for each subject. AP classes and Early College will take additional time to complete.

Roles and Responsibilities of the Principals/Teachers/School Staff will be focused on:

- Teachers are to identify office hours each day-M-F. Teachers will need to communicate their office hours to parents/students via their online platform. They will also need to communicate their office hours to principals to post on the school website.
- General education teachers are to collaborate with the assigned IA or Special Educator.
- Clarifying expectations for students and parents
- Becoming comfortable with the technology tools that will be used for engagement with students.
- Setting up their online classrooms.
- Preparing instructional materials and assignments to be provided digitally/learning packets
- Re-engaging students and families.

Phase 3-Online Learning via Class Dojo and Google Classroom

Students begin online learning the week of April 6, 2020. One week of learning to be given each week. Teachers have the option of doing daily lessons. (Teachers prepare for two weeks at a time.)

Roles and Responsibilities of the Students and families will be focused on:

- Implementing the daily home schedule for instruction.
- Completing assignments provided for the week.
- Submitting the assignments through Class Dojo (Grades PreK-2) and Google Classroom (Grades 3-12)
- Connecting with each teacher as needed during the scheduled time.

Roles and Responsibilities of the Principals/Teachers/School Staff will be focused on:

- Contacting Parents (Administrators and Staff)
- Implementation of a new delivery model.
- Implementing a remote daily work schedule.
- Delivering content and support based on state guidelines and requirements.
- Continuous improvement to the delivery model to ensure all students are active and engaged learners.
- Contacting School Administrators if students are not connecting and/or completing assignments.

Phase 4- Online Learning Packets

Online Learning Packets will be distributed to those without connectivity and/or technology beginning the week of April 13. (Schools are closed on April 13 for the Easter break).

If schools are closed longer than April 24, 2020, learning packets will be distributed the week of April 27, 2020 and the week of May 11, pending any additional updates from the MSDE.

Roles, Responsibilities, and Steps for Learning Packets for April 6-10; April 20-24; May 11-15; through end of the school year

Parent Role- Parents reserve a learning packet for their child (ren) for their child.

Central Office Staff/Administrators, with the assistance of essential staff, create individual packets for the children. Each envelope will have the student's name identified.

Central Office Staff/Administrators will create a plan for distribution to parents (no mass distribution allowed and no self-service).

All safety protocols and social distancing protocols are to be strictly enforced.

Gloves and masks are to be worn. Packets should not have any contact for 72 hours prior to distribution (Friday-Monday).

Administrators will contact parents through Messenger. (If a school is large, administrators will consider a staggered pick up of learning packets. For example, parents whose last names begin with A-H may pick up packets between 9:00-3:00 p.m. on Tuesday, April 14, and so on.) Gloves and masks will be worn.

Roles and Responsibilities of Students and families will be focused on:

- Calling the schools and reserving a learning packet **if needed**. Parents are strongly encouraged to use the online format if they have connectivity/technology. Online learning may provide a stronger engagement and connection for your child.
- Implementing a daily home schedule for completing assignments
- Following the instructions of the messages provided by the principal when picking up the packets.

- Assisting your child in the completion of assignments as required for their age and development.

- Connecting with each teacher/school as needed during the scheduled time through phone calls, emails, etc.

- Maintaining the Learning Packets at the student's home until the principal provides further instructions through School Messenger. (Please do not go to the school to drop anything off unless the principal has provided you with instructions to do so.) Parents/students may coordinate with the school principal to email or text photos of the weekly graded assignments from their learning packets for their teachers to grade and provide feedback, as feasible.

Roles and Responsibilities of the Principals/ Teachers/School Staff will be focused on Accountability:

- Collaborating and creating the universal lessons for online learning and learning packets.

- Copying the lessons for the learning packets. (Administrators/Essential Staff)

- Assembling the learning packets. (Administrators/Essential Staff)

- Maintaining an accountability system for reservation, pickup, and drop off. (Administrators/Essential Staff)

- Continuous improvement to the delivery model.

- Maintaining a record of those students who are not engaging via online learning or who didn't pick up a learning packet. This record will be provided to the school administrator who will work with PPWs and other support staff to call parents.   (Administrators/Teachers)

- Attendance will be maintained via the Aspen Management System. Teachers maintain a record of attendance for students using the online learning platforms. School secretaries will record attendance for the students participating via the learning packets. Principals will maintain statistics on student engagement and attendance. Virtual Pupil Services Team meetings will be held each week and concerns will be discussed and

- Administrators, Teachers, and Support Staff will work together to contact students who are not engaging, as well as continue support for those students

engaging. Documentation will be maintained by the principal, teachers, PST team.

Roles and Responsibilities of the Teachers

1. Preparing/gathering/compiling materials for instruction;
2. Collaborating with the instructional supervisor and teacher teams in the planning of lessons, resources, instructional delivery, and the design and completion of online learning and learning packets
3. Clear communication with students and families; principal, Central Office
4. Maintaining office hours and returning emails and phone calls to stakeholders
5. Scheduling Google Meet Video Conferencing as needed
6. Working with the Information Technology Department on resources, needs, challenges.
7. Providing supplemental instruction or support to students in the completion of assignments.
8. Attendance and participation in weekly Google Meets with the school principal and/or instructional supervisor and maintain communication with the PST team at each school.
9. Maintaining student attendance, grade reporting, attendance and grade recording in the Aspen Management System.
10. Completion of reports, as needed.

Key Considerations:

- Primary instruction remains an appropriate role of the teachers and special educators.
    - practicing already acquired skills,
    - engagement in activities that enhance, extend or increase learning
    - minimizing educational regression, and
    - providing new learning as approved and defined by the MSDE

- The appropriately qualified professional (e.g., teacher, special educator, speech/language pathologist) will collaborate with instructional assistants. Although the frequency and format (e.g., phone call, video chat, email check-in) of these regular contacts will vary, teams are encouraged to establish consistent categories to frame these interactions (e.g., establishing

an agenda, reporting on student progress, plans for archiving student data, time for questions, planning for the upcoming lessons or other duties).

- Follow the remote work schedule provided for each teacher.

Roles and Responsibilities of the Instructional Assistant

Instructional Assistants will be assigned to a special education teacher, general education teacher, speech language pathologist and/or grade level team to assist as needed.

Instructional Assistants can be utilized in the following manner:

Assisting teachers and special educators by preparing/gathering/compiling materials for instruction;

Assisting in the collection and completion of documentation;
Assisting in communication with families;

Providing supplemental instruction or support to students in the completion of assignments under the guidance of a teacher. The instruction provided by Instructional Assistants should be *supplemental* to remote instruction provided by teachers, special educators, and/or related services providers (e.g., speech/language pathologists, occupational therapists, physical therapists), **not** the primary or exclusive remote instruction offered.

Key Considerations:

- Primary and first instruction remains an appropriate role of the teachers and special educators. If supplemental instruction is provided by Instructional Assistants it should primarily focus on:
    - practicing already acquired skills ,
    - minimizing educational regression, and
    - strengthening maintenance and generalization of learned skills.

- Instructional Assistants should only be assigned to remote tasks they are qualified to undertake and for which they have been appropriately prepared. These tasks may include both instructional and non-instructional roles.

- The work of Instructional Assistants should be directed and overseen by an appropriately qualified professional (e.g., teacher, special educator, speech/language pathologist). A designated staff member should be assigned for each Instructional Assistant to guide their work, with a consistent and regular schedule established for contact between them. Although the frequency and format (e.g., phone call, video chat, email check-in) of these regular contacts will vary, teams are encouraged to establish consistent categories to frame these interactions (e.g., establishing an agenda, reporting on student progress, plans for archiving student data, time for questions, planning for the upcoming lessons or other duties).

- All remote instruction provided by Instructional Assistants should be based on written plans that include a data collection component prepared by a teacher and/or special educator. Instructional Assistants should be provided with a short, explicit, scripted message they can share with parents directing them to the appropriate faculty member or administrator if parents contact them or ask them program or service related questions when they are having approved remote instructional contact.

Special Education Supervisors will contact principals to collaborate in the assignment of special education IAs. Part of this collaboration and assignment will include determining the technology available to the IA, and the development of a plan for how they can best assist using the technology to which they currently have access. The principal will then notify the involved staff of those assignments. IAs can be assigned to more than one staff member. Questions about where and how to assign Title I, prekindergarten and kindergarten IAs should be directed to the appropriate supervisor.

Technology and Access:

Initially, Parents were surveyed about their connectivity and technology needs. The Public Information Officer sent district phone messages and provided information on the ACPS Website for parents to contact their child's school principal regarding technology or connectivity needs. Principals provided the Information Technology (IT) Department with on-going lists through Google Docs about staff and student technology and connectivity needs. IT staff began distribution of Chromebooks to students in April. Distribution of Chromebooks continues on an as-needed basis. IT staff and principals maintain documentation of the inventory that has been distributed.

Student Device Inventory: Chromebooks are being distributed on an as-needed basis. Statistics during the course of the school closures show an increase in our students using the online platforms (from 65% to 73%). Since the middle of April, engagement via online learning has increased from 95% to 99% in the district. Individual hotspots were also distributed to parents/students in remote areas of the county where fiber broadband is not available, but cell service is dependable. In many cases, this has provided the support that parents/students need.

- 225 Chromebooks have been distributed to high school students.
- 280 Chromebooks have been distributed to middle school students.
- Distribution of Chromebooks at the elementary level began on May 11 to those parents who requested the technology. Distribution will continue at the elementary level until all technology requests are handled.
- The ACPS plans to use CARES (Coronavirus Aid, Relief, and Economic Security Act) funding to purchase educational technology needed to provide educational interaction and support between students and their classroom teachers to ensure 1:1 technology for students by the fall of 2020.

ACPS WIFI ACCESS IN PARKING LOTS: Allegany County Public Schools is providing an Internet connection that is accessible from your vehicle in parking lots at our schools.

Please use the network called "ACPS-ENT" to connect. USER ID is "hotspot" and the PASSWORD is "acps".

The parking lot WiFi capability enables you to access the Internet easily. This WiFi is intended for use by ACPS staff, students, and parents for instructional purposes. All ACPS WiFi traffic is logged and filtered for CIPA compliance. Additionally, all exterior areas of the school campus are subject to video recording.
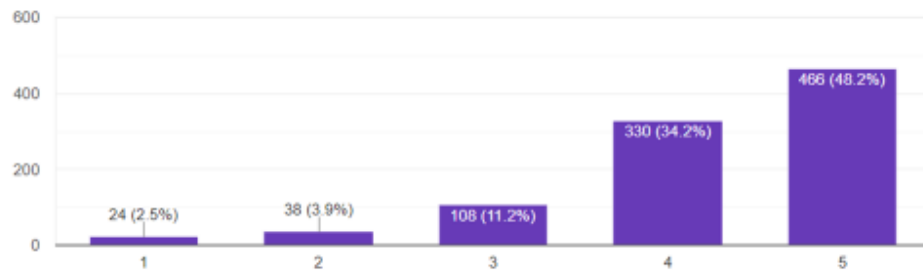
The public should remain in their vehicles at all times adhering to social distancing mandates as set forth by Governor Hogan.

In May, an online survey was sent to all parents of students who are using the online learning platforms to gauge effectiveness of the delivery services and areas for improvement. The information was provided during a BOE meeting and to supervisor and principals.
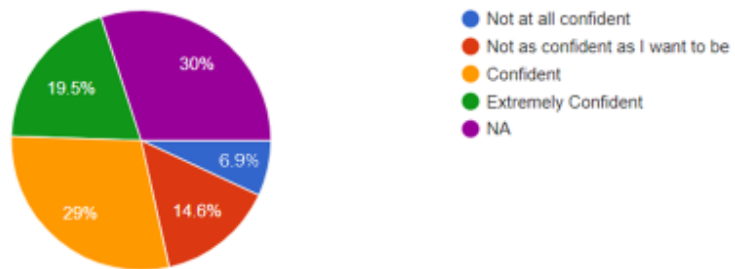
Connectivity

How reliable has the Internet access been in your home?
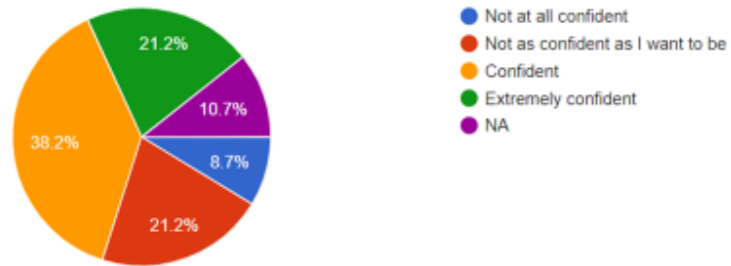
966 responses

- 24 (2.5%) — 1
- 38 (3.9%) — 2
- 108 (11.2%) — 3
- 330 (34.2%) — 4
- 466 (48.2%) — 5

How confident are you in helping your child(ren) use Class DoJo?

966 responses

- 30%
- 19.5%
- 29%
- 14.6%
- 6.9%

- Not at all confident
- Not as confident as I want to be
- Confident
- Extremely Confident
- NA

How confident are you in helping your child(ren) use Google Classroom?

966 responses

- Not at all confident
- Not as confident as I want to be
- Confident
- Extremely confident
- NA

21.2%
10.7%
38.2%
8.7%
21.2%

Has the school-to-parent communication (via messages, emails, phone calls) been sufficient to meet your family's needs?

966 responses

- Yes
- No

6.2%
8.9% Other
84.9%

The COVID-19 Workgroup will reconvene in May to discuss the results of the teacher and parent surveys. The workgroup will also make recommendations

regarding online learning platforms and learning packets moving forward, as well as the ACPS Recovery Plan for Education.

Essential Component- 3 (Sample Schedules)

Teacher Remote Work Schedule

Time	Duty
8:00 a.m. - 8:30 A.M.	Check-In Time with School Administration, as needed (Check emails, etc.)
8:30 a.m.- 10:00 a.m.	Collaborative Planning/Work time with Colleagues and/or Supervisors/Administration
10:00 a.m. -12:00 p.m.	Planning Time or Office Hours*
12:00 p.m. - 1:00 p.m.	Duty Free Lunch
1:00 p.m. - 3:00 P.M.	Planning Time or Office Hours*
3:00 p.m. - 3:30 P.M.	Check-In Time with School Administration, as needed (Check emails, etc.)
NOTES:	During Office Hours, teachers and staff will contact students and parents and provide communication to students/parents via phone calls and/or emails, collaborate on the continuity of learning with colleagues, implement SDI, and evaluate expectations, lessons, activities, and assessments through an equity lens. Information has been provided about Google Classroom, Google Meet, and Google Voice. If additional support is needed, please call the IT Help Desk or contact your principal. If you have technology and/or connectivity issues, please let your principal or immediate supervisor know (i.e., Laptops, IPads, and Chromebooks). We have some options for providing technology. We have options for providing mobile 'hotspot' for employees. If

| | you have strong cellular service at your house, this may be an option that we can purchase for you during the remote schedule.

The schedule is fairly flexible with the exception of the collaborative/planning and work time with colleagues and/or supervisors/administrators.

We recognize that you are doing your best to work remotely while schools are closed due to the pandemic. We know that you may be taking care of your children during the day and/or sharing technology with other family members. If a circumstance arises where you are unable to participate in a scheduled webinar or collaborative planning session, please inform the supervisor and/or principal in charge at your earliest convenience. Please talk to your principal and/or supervisor if there are other complications or concerns that need to be considered to support you and the needs of your family. |
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ACPS Continuity of Learning Plan
Remote Schedule
Students (Elementary-Middle-High)

*Please note that parents/guardians have the flexibility to adapt the student's learning schedule based on their telework and family's needs.

Time	Duty
8:00 a.m. - 8:30 A.M.	Breakfast and Time with Family
8:30 a.m.- 10:00 a.m.	Elementary- 1.5 hour of Learning (max) Middle- 1.5 hours of Learning (max) High- 1.5 hours of Learning *Movement Breaks as needed by student or as approved by parent
10:00 a.m. -12:00 p.m.	Supplemental Learning, Reading, and Play/Physical Movement, Games, Music, Art, STEM activities and/or continue with COL described above Contacting Teachers for Assistance*
12:00 p.m. - 1:00 p.m.	Lunch/Break
1:00 p.m. - 3:00 P.M.	Elementary- 1 hour of Learning (Fine Arts, PE/Health) (Nap, if needed) Middle- 1.5 hours of Learning (Fine Arts, Technology, FCS, PE/Health) High- 2 hours of Learning (Content Areas/ Electives) *Movement breaks as needed by student or as approved by parent
3:00 p.m. - 3:30 P.M.	Supplemental Resources, Reading, Physical Movement/Play, Art/Music, Games, STEM activities Contacting the School for Information or Assistance*
NOTES:	Students may contact teachers during office hours and they may contact the school during office hours: 8:00-3:30 p.m. (Offices Closed- 12:00-1:00 p.m.)

Essential Component 4- Accountability/Grading

3rd Quarter

End of 3rd Marking Period- March 10, 2020

No grades or missing assignments held against a student from March 11-March 27. All assignments and activities through March 27 are considered supplemental and are not to be graded.

Grading Window-April 1-April 15

Grading Verification- April 16 (Principals/Teachers)

Report Cards- April 24

4th Quarter

Three different stakeholder groups composed of the Chief Academic Officer, instructional supervisors, principals, Allegany County Education Association representatives, and teacher representatives reviewed the recommendations for the 4th marking period grading. These stakeholders discussed advantages and disadvantages of Pass-Fail, Pass-Incomplete, and Grade options. The ACPS recognizes that some districts selected to use a Pass-Fail or Pass-Incomplete option. The ACPS is electing to award letter grades for students in Grades 3-12. The performance key and learning behaviors keys will be used for Grades K-2 as is standard practice.

The key for Grades K-2 is illustrated below:

Performance Key: 4 3 2 1

4- Thorough Understanding
3- Adequate Understanding
2- Partial Understanding
1- Minimal Understanding

Performance Key Learning Behaviors Key 4 3 2 1

4- Independently exhibits behavior without teacher prompting
3- Frequently exhibits behavior with minimal teacher prompting
2- Inconsistently exhibits behavior and often requires teacher prompting
1- Rarely exhibits behavior and frequently requires teacher prompting

Grading K-2

Students will not earn below a 2 as a performance indicator during the 4th marking period. In some cases, a behavior indicator may be left blank for MP4.

For Grades 3-12, is important to recognize that students have grades for three nine weeks for year-long courses. In the ACPS, it is believed that grades provide a clearer indication of a student's performance level. Grades also allow the GPA to be calculated for courses taken for high school credit. Colleges typically want to see grades and/or a student's GPA. Students who are enrolled in advanced courses such as Honors, Advanced Placement, and Early College will still earn the weighted grades/credits as normal.

Grading- Grades 3-12

The stakeholders agreed upon a compassionate grading procedure to be utilized during the COVID-19 Pandemic and subsequent school closures. We recognize that there have been many challenges for our students and parents.

For year-long courses, students will be awarded the highest grade (percentage) based on the following three calculations:

Work submitted and scored during the 4th 9W. Calculation will be by total points.
OR
Use the cumulative MP 1-3 average as the 4th 9Wgrade (IT will provide this information for the teachers)
OR
Award a minimum 70% for the 4th 9W for submission of work

The Semester and Final Grade will be calculated per ACPS policy.

Early college courses will be graded using the grading protocols established by the community college.

For semester courses, students <u>will be awarded the highest grade (percentage) based on the following two calculations:</u>

Work submitted and scored during the MP4. Calculation will be by total points.
OR
Award a minimum 70% for the MP4 for submission of work

If a senior doesn't submit any work during the 4th nine weeks for a semester course, he/she will be awarded a 50% for the MP4. The student will have the right to appeal the MP4 grade.

If a student in Grades 6-11 doesn't submit any work during the 4th nine weeks for a semester course, he/she will be given be awarded a 50% for the MP4. The student will have the right to appeal the MP4 grade.

Other Grading Considerations-

In some cases, it may be necessary to award a 50% for MP4 to a student in Grades K-11 if the student <u>does not</u> participate in any form of online learning or complete any assignments from the learning packets. An Incomplete (I) grade <u>will not</u> be possible to use for MP4 due to GPA reports and other grade reporting to the MSDE that takes place in July. However, students will be given the opportunity to appeal the MP4 grade and submit work for MP4.

Parents/Students have the right to appeal the 4th 9W, 2S, and Final grades. Appeals must be sent within 10 calendar days of report card distribution to the school principal. Report card distribution is set for June 25, 2020.

Grade changes will be submitted by the teacher to the principal who will send the signed request to the Chief Academic Officer and Information Technology Aspen Programmer.

In addition, the district plans to offer a recovery summer school, senior recovery summer school, original credit summer school and an academic intervention summer school. These programs will be held virtually through Google Classroom and Google Meet if face to face learning is not approved. The recovery summer schools and the academic intervention summer school will be free to students. Eligibility

requirements are being finalized for these programs. More information will be forthcoming on the ACPS Website.

Accountability, Attendance and Monitoring

Monitoring-

Instruction Supervisors will collaborate with teachers to ensure that the online learning and packets are aligned to grade level standards in each core subject area.

Principals will maintain an accountability system for reservation, pickup, and drop off of the learning packets. Principals will maintaining a record of those students who are not engaging via online learning or who didn't pick up a learning packet. This record will be provided to the school administrator who will work with PPWs and other support staff to call parents.

Principals will maintain a data collection on student engagement via online learning and the learning packets, as well attendance. The members of the PST team review the engagement and progress of students during the weekly PST meetings. If additional support is needed for any of these ACPS students, then teachers are requested to respond to student concerns and academic needs or questions during their scheduled office hours. Students are continuing to receive contact and services virtually, or by phone. If the principals, school counselor, and PPW have been unsuccessful in connecting with a parent, the principal will send the student's name to the Chief Academic Officer who will contact the School Resource Officer.

Attendance- ACPS will follow the guidance provided by the MSDE regarding attendance. The district will ensure that the attendance accommodates for the implementation of the continuity of learning plan. Attendance will be maintained via the Aspen Management System. Teachers maintain a record of attendance for students using the online learning platforms. School secretaries will record attendance for the students participating in the COL via the learning packets.

**Evaluation of Student Performance and the COL Plan-**

The Continuity of Learning Stakeholder Team, as well as external stakeholders, will continue to define and evaluate goals using available implementation data, including grades and data on the completion of lessons and activities, as well as survey results,

and anecdotal evidence.

Below are survey results that assess the thoughts and opinions of our parents regarding the learning and submission of assignments for the period of April 6 through May 6, 2020. Additional survey data and qualitative data will be used to evaluate the effectiveness of the ACPS continuity of learning.

Is/Are your child(ren) completing and submitting assignments?

966 responses
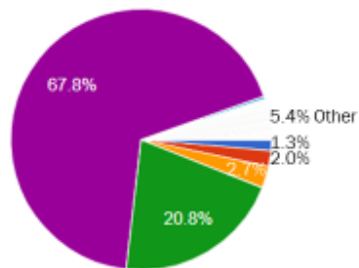
- No assignments have been submitted
- A few assignments have been submitted
- Approximately 50% of assignments ha...
- Most assignments have been submitted
- All assignments have been submitted

67.8%

5.4% Other

1.3%
2.0%

2.7%

20.8%

How effective do you think online learning is for your child(ren)?

966 responses

- Not at all effective
- Somewhat effective
- Effective
- Extremely effective

36.9%
8.1%
7.4% Other
11.5%
36.1%
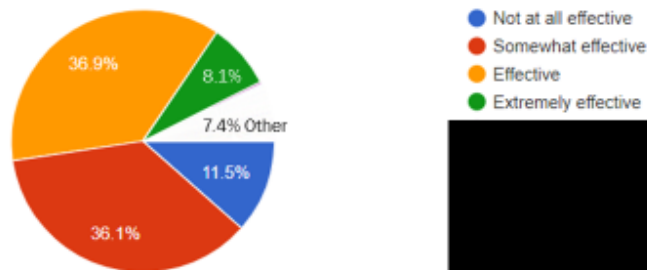
Connectivity and technology access will continue to be evaluated as needs are identified. The implementation goal is that the district will have 1:1 technology by the fall of 2020. The Information Technology Department will maintain a data collection. The district technology team will evaluate implementation on a weekly basis.

The teachers, in coordination with their instructional supervisors, will evaluate the effectiveness of the lessons and the delivery of new learning. The online learning materials (for May 4th-15th and through the end of the school year) may contain new learning in some of the content areas, and the learning packets will also have new learning in some of the content areas to match the online learning. This new learning is allowed per the MSDE if it addresses the Continuity of Learning directions, which were identified to be the most critical standards students need to have in preparation for their next course in a sequence.

Supervisors are working with their content teams to determine how this new learning will be accomplished. They have been given some flexibility in the number of pages allowed and they are working with their teachers on providing clear instructions for parents/students, as well as guided instruction to the extent possible. If a parent/student has a specific content area question or needs assistance, he/she should contact the teacher during a scheduled office hour or via email. A parent/student may also choose to contact a content supervisor via email for any questions or clarification

needed.

At the end of the school year, diagnostic assessments via the online learning platform and learning packets will be provided to assess proficiency and growth in the areas of ELA and mathematics.

Teachers were also provided with the opportunity to complete a survey at the end of April on the continuity of learning plan. Additional survey data and qualitative data will be used to evaluate the effectiveness of the ACPS continuity of learning.

Essential Component 5-

A description of how the school system plans to address equity and should address special education, ELL, students with academic needs, Homeless students, and Gifted Students.

Allegany County Public Schools will address equity across all populations in the following ways.

All students are receiving instruction either online through the use of Google Classroom, or through packets if they do not have online access. Allegany County is providing a daily meal to students that can be picked up at the student's school, and packets are being distributed every two weeks at these same times. All parents were contacted and the options for instruction reviewed. Packets were mailed to students who did not have the transportation to pick the packets up at the school.

Students who are Homeless- ACPS is having weekly virtual Pupil Service Team (PST) meetings. Pupil Personnel Workers are contacting parents/ students, including any students identified as being homeless who have not logged on to their Google classroom or who have not picked up or requested a learning packet. In addition, the Food Service Department in ACPS provides three meals for students M-F during the school closure. Any exceptions to this distribution is communicated to the ACPS community through various social media platforms and the district's Messenger system. The Student Services Department works with Central Office staff, Information Technology staff, and school-based administrators to ensure that remote hotspots, webcams, and technology were distributed to students and staff members to ensure equity for our special populations.

The members of the PST team review the engagement and progress of students who are identified as being homeless during the weekly PST meetings. If additional support is needed for any of these ACPS students, then teachers are requested to respond to student concerns and academic needs or questions during their scheduled office hours. Students who were being followed by either a school counselor, school psychologist, social worker, or behavior specialist are continuing to receive contact and services virtually, or by phone.

G&T- Students identified for the G&T program are using online platforms and their accelerated work is continuing during the continuity of learning. The Gifted and Talented Coordinator collaborates with teachers and administrators to ensure that accelerated work is both meaningful, challenging, and engaging during the COL. The G&T students have been completing work and are on track to complete their projects and programs. Fine Arts teachers, school counselors, and PE/Health teachers are providing additional activities for students to complete during the closure. Elementary students continue to work on their showcase projects. However, the student showcase program will be delayed until the fall. Many of the AEP teachers have a plan to resume in the fall with these projects since showcases are canceled this school year.

The members of the PST team review the engagement and progress of students who are identified as being G&T during the weekly PST meetings. If additional support is needed for any of these ACPS students, then teachers are requested to respond to student concerns and academic needs or questions during their scheduled office hours. Students are continuing to receive contact and services virtually, or by phone.

Academic Learning Needs- Students identified with academic learning needs such as those students who were participating in tiered reading academic interventions will be provided supplemental Read 180/System 44 Learning Options. In addition, Math 180 was added as a Supplemental Online Resource in Google Classroom for those students who were in the program. The intervention teachers are contacting families of students who were in their intervention groups to provide supplemental reading materials (by packet and/or online) that align with intervention resources. (Fundations, Wilson, Read Naturally, System 44, etc.) In addition, the Reading Intervention teachers and the Reading and Math Specialists are available for office hours to assist parents and students with academic learning needs.

Students enrolled in the Read 180 and System 44 reading classes are encouraged to work on their software online at read180s.acpsmd.org for 15-20 minutes each day in order to continue strengthening their reading abilities.

System 44 students are encouraged to listen to the audio versions of their books which can be accessed from their online accounts. Students may also continue to take online book quizzes to earn points during this time. Any questions, please email morgan.witmer@acpsmd.org

Read 180 students are encouraged to check out the online texts available to them through their Read 180 online accounts including online books as well as eReads (which also have quizzes where students can earn points). Students may continue to take online book quizzes to earn points during this time. Any questions, please email morgan.witmer@acpsmd.org

A summer academic intervention program is being developed for students who were in tiered academic interventions for reading and mathematics. These students will also be invited to attend a summer program to help reduce in gaps in learning that may have occurred since the school closures and transition to the Continuity of Learning.

Special Education/IEPs- In order to meet the needs of students with special education services, the ACPS Special Education Department created a framework for conducting remote meetings and developing an Individualized Continuity of Learning Plan (ICLP) for each student. The framework included a scripted agenda, as well as guidelines for what to consider, and what to document in the development of an ICLP. Virtual professional learning activities were conducted with Special Education Facilitators and School Psychologists on how to conduct meetings remotely and develop an ICLP. Over a two-week period, Special Education Facilitators and School Psychologists led over 1,300 virtual meetings with Special Education Teachers, Related Service staff, and parents to develop ICLPs based on current IEPs.

During each ICLP meeting, ACPS staff and parents agreed on:

- Priority Skill(s)
  - Which current IEP goals be addressed
- Methodology of Instruction
  - What remote learning will look like including preferred types of activities and mode(s) of accessing learning at home?

- Examples of types of instruction and modalities that were considered included:
    - **Video Conference** – Google Meet
    - **Telephone Consultation** – this can be combined with other methodologies to provide support to the student and parent in completing activities.
    - **Printed Packet** – materials to address priority skills, either in isolation or coordination with general education materials can be developed and picked up by parents.
    - **Google Classroom** - materials to address priority skills, either in isolation or coordination with general education materials can be developed and made available online.
    - **Digital instruction via USB** – this combined several methodologies and allowed for the creation of video instruction and digital resources that do not require access to the internet, but do require a computer and any specific software.
    - **Other** – these are not an exhaustive list and other methods of remote instruction could be considered. It is important, however, that any methodology of instruction included periodic contact with the student via video conference or telephone.
- Data Collection
    - How ACPS staff and parents could collaborate on collecting data on the student's progress toward meeting goals
- Additional Supports
    - What accommodations, modifications, and special considerations in the student's IEP that would be needed at home and how can they could be implemented

A discussion field provided an opportunity to document any other relevant information and parental input that took place during the meeting.

Based on the ICLP, Special Education Teachers, Instructional Assistants, and Related Service staff have been providing support and instruction through a combination of: Video Conference, Telephone Consultation, Google Classroom, and Printed Packets. Special Education staff maintains documentation on activities related to development and implementation of the ICLP as well as other student contact.

As the ICLPs are implemented Special Education staff are attuned to student and parent needs and modify and adapt the ICLP to meet the real needs of the student and family.

When ACPS resumes a normal schedule Special Education Facilitators will conduct meetings with all families and educational teams to determine student progress and if there is a need for additional services as a result of building closure.

ELL- ELL students are continuing to receive services remotely from their ELL providers. These services are provided to the student, and families are being provided MSDE online resources. Services are provided in the following manner:

- ELL providers make weekly contact with families (if they agree) to review speaking and listening skills (this is done by speaking with the student).
- During weekly contacts ELL providers ask the parents if the student needs any support with assignments.
- The ELL provider keeps a log of all contacts
    - If the parent indicates they do not want to participate the provider logs that information.
    - If the parent agrees to weekly check in the provider logs weekly contacts.
- The ACPS ELL Coordinator (and supervisor) continues to participate in weekly
    - Virtual meetings with Maryland County Coordinators and provide updates
- The ACPS ELL Coordinator continues to meet biweekly with all ELL providers.

Essential Component 6-Professional Development Plan

Professional Development began during Phase 2 of the plan. Instructional supervisors and administrators scheduled training webinars to support staff in preparation for students to begin remote learning. The simultaneous professional development of all instructional staff is not feasible, so instructional supervisors and administrators scheduled accordingly using

Google Meet (Zoom is restricted per the MSDE.). Resources, such as videos, directions with pictures, and other information, were made available to staff, students, and parents via the ACPS website. In addition, an IT Help Desk, facilitated by ACPS staff, was set up for staff, students, and parents to use to answer any questions about Class Dojo and/or Google Meet. The window for training, preparation, and connection include the following:

March 30, 2020 – April 3, 2020: Training and preparation for online learning via **Class Dojo** (Primary) and **Google Classroom** (Grades 3-12) and **via Learning Packets** for those without a device or the Internet.

April 3- End of Year- IT Help Desk Support and Infusion Technology Specialists are also providing individualized support for teachers and staff.

April 24-April 26- Staff survey to determine additional training needs and a parent survey was sent regarding needs for online learning.

Responses from "Continuity of Learning" Teacher Survey

- 472 Teachers Completed the Survey
  - 116 (K-2)
  - 131 (3-5)
  - 123 (6-8)
  - 109 (9-12)
  - 47 (Resource, SPED, Counselor, SEF, etc.)
- Note: When added, the numbers do not equal 472 because there are educators who teach at multiple grade levels.
  - *Example: Resource Teachers*

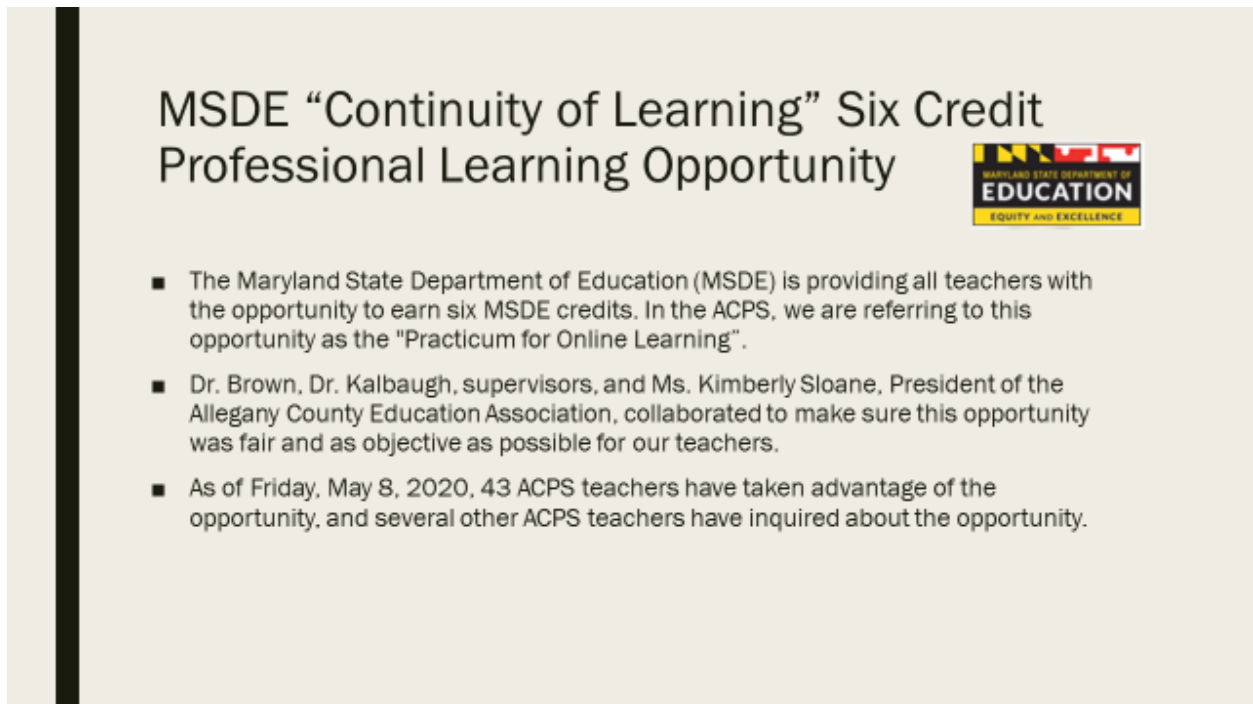**Responses from "Continuity of Learning" Teacher Survey**

- About 90% of the teachers completing the survey reported feeling confident or extremely confident about using DoJo or Google Classroom.

- Additional Professional Learning and support opportunities are being provided to ACPS educators on Class DoJo or Google Classroom, if requested.

- The ACPS goal is that 100% of our teachers feel confident or extremely confident about using the online platforms.

April 26- End of the Year- The Supervisor of Professional Development contacted teachers to provide additional training on Class DoJo and Google Classroom. Staff could also elect to have a mentor teacher partner with them to answer any Class DoJo or Google Classroom questions. The survey results were also sent to each principal to review school-based results and provide additional support and training, as needed. The IT Help Desk is also available to support teachers with any technical questions.

May-June -The Chief Academic Officer and the Supervisor of Professional Development are working with Frostburg State University and Quality Matters to develop professional development for teachers to ensure that moving forward into the fall of 2020 that all of our teachers are confident to highly confident in their abilities to provide quality instruction through the online platforms.

May-June-In addition, the Chief Academic Officer and the Supervisor of Professional Development are facilitating a meeting on the advantages of Canvas

and a meeting with Canvas representatives has been scheduled in May. The COL Stakeholder group will investigate and discuss the online platforms and additional training as part of the ACPS Recovery Plan.

MSDE "Continuity of Learning" Six Credit Professional Learning Opportunity

- The Maryland State Department of Education (MSDE) is providing all teachers with the opportunity to earn six MSDE credits. In the ACPS, we are referring to this opportunity as the "Practicum for Online Learning".
- Dr. Brown, Dr. Kalbaugh, supervisors, and Ms. Kimberly Sloane, President of the Allegany County Education Association, collaborated to make sure this opportunity was fair and as objective as possible for our teachers.
- As of Friday, May 8, 2020, 43 ACPS teachers have taken advantage of the opportunity, and several other ACPS teachers have inquired about the opportunity.

May-June- The Maryland State Department of Education (MSDE) is providing all teachers with the opportunity to earn six MSDE credits. In the ACPS, we are referring to this opportunity as the Practicum for Online Learning. The Chief Academic Officer

Technology/Broadband Challenges for the ACPS- For those with Internet services the continuity of learning experience has been very positive and we see some great strides in student and teacher collaboration online. Unfortunately, Allegany County has a true digital divide on both the eastern and western ends of the county. In the towns of Little Orleans, Oldtown, Flintstone in the east and Lonaconing, Midland, Barton, Mount Savage in the west, there is very little if any Broadband service to the home. As well, Cellular service is a challenge in these towns. ACPS has been working with AT&T/FirstNet to provide better cellular services via hotspots with unlimited data plans to these far reaching regions. So far, the response has been very positive in that homes that have not had reliable cellular or Internet service are at least being provided with a resource that they can use. With the CARES grant funding, we have purchased 3,500 Chromebooks,

External Wireless Access Points to provide drive-up service at our schools, community hotspots for these underserved towns placing the units externally on community centers and fire halls, and individual hotspots for our teachers and students. The best option for Allegany County will be fiber broadband services to the home. We hope that is a future for our county.

The COL stakeholder group, along with other external stakeholders, will continue to investigate and address communication solutions that extend Internet and cellular service coverage to all students in the ACPS.

June- Student Survey

July/August-Recovery Plan Surveys to Parents

Essential Component 7- Resources

From the ACPS Crisis Management Website: Resources
https://www.acpsmd.org/domain/801

Other Supplemental Resources

Middle School
(Adapted from Howard County Public Schools)

Overview

The activities listed below are intended to help keep our students intellectually active while they are at home. The activities and tasks that students complete at home will not be used as an assessment or counted toward a part of the students' quarter grade. Families should review the list below and select options that are relevant, accessible, and age-appropriate.

Universal Tasks
- Find three interesting graphs or charts about Coronavirus from print or digital media
    - What about these graphs or charts do you find interesting?
    - How do these relate to the mathematics you have learned this year?

- Help your family complete the 2020 Census and discuss the importance of doing so with them
- Become a teacher by helping a younger sibling with their schoolwork
- Keep a record of how you spend your time during the days you would normally be in school. Create a graph (bar, pie chart) of the data with appropriate labels.

Content-Specific Tasks
 Mathematics
- See how many concepts on School21 you can reach Excellence (Purple) status
- Create a crossword puzzle in which the clues are math problems to work out. Ask a parent to solve the puzzle.
- Create a set of 25 math flash cards. See how fast you can solve all of them.
- Can you find which one doesn't belong? www.wodb.ca

English Language Arts
- Explore books that have been made into film. What differences can you note? What creative ways did the director bring the text to life? Feel free to use this resource https://www.goodreads.com/list/tag/book-to-film
- Review the lyrics to one of your favorite songs that is school appropriate. Identify three devices that are used within the song and explain their use and impact. Devices include: simile, metaphor, hyperbole, symbolism, rhyme, rhythm, mood, and tone.
- Play a board game such as Boggle or Scrabble with a family member (or play online) to practice and improve your vocabulary.
- Access www.commonlit.org. Search the library for novels you have read in English class and then read the passages that are paired with them as "Book Pairings." Complete the activities with each one.

Social Studies
- Enjoy some time with Crash Course Contents (https://www.youtube.com/user/crashcourse). You can use U.S. History,

World History, Government, Economics and more. Start by watching topics you've already learned about in class, but feel free to explore. Be sure to try and identify the claims made in the video and the evidence used to support those claims. Once you've watched an episode, consider researching to find another source you may use as the "Mystery Document." Explain why you chose this document and how it relates to the episode you just watched.

- It's_____ History Month. Research the achievements of a successful person being celebrated this month in a field you find interesting and reflect on the following questions:
  - What did they achieve?
  - What obstacles did they face? How did they overcome those obstacles?
  - What do you find inspiring about the person?
- Compare and contrast front-page stories from two local or state newspapers. Construct a T-chart on a piece of paper with the headings, similarities and differences. Include information about headlines, kinds of stories, use of color, typefaces, and anything else you note to compare and contrast the two newspapers. What might account for any differences? How are different stories presented?
- Play GAMES (https://www.icivics.org/games). There are many games that cover everything from media literacy to history to the functions of government. Be sure to spend some time with Do I Have a Right? To see if you know your Constitutional Rights.
- Students Enrolled in 8th Grade Social Studies: Take some time to try the 8th Grade U.S.
- History Assessment (https://md.mypearsonsupport.com/practice-tests/socialstudies/). The practice test platforms have a default login of "Guest," and you should participate as a guest and not enter your name.

World Language
Read, listen to, and/or view authentic resources in the target language for at least 15 minutes per day. Maintain a reading/listening/viewing log. Write in the target language about what you have read/heard/viewed, keeping in mind the Can-Do expectations for your proficiency target.

Science - Choose TWO of the following:
- **Discovery Education**
    - Log in to google.discoveryeducation.com using your ACPS username and password. Make sure students use the format lastname.firstname@acpsmd.org for their username and their four-digit code for their passwords.
    - Explore one of the following and complete the activities within each item:
    - Take a Virtual Field Trip
    - Student Learning Adventures
    - Science Techbook- To change the content, select a Course from the top screen, and then select a topic.
- **Gizmos**
    - Log in to https://www.explorelearning.com/ using your ACPS username and password.
    - At the top of your screen select Find Gizmos
    - In the search bar, search for a topic that you have studied this year in science class, or a topic that interest you
    - Launch the Gizmo, and work through the simulation.
- **Legends of Learning**
    - Access Legends of Learning https://app.legendsoflearning.com/login/
    - Under Students select Play Now
    - Select Play at Home
    - On the next screen, select Log In then select Log In With Google Account
    - Log in with your Google username and password. Make sure students use the format lastname.firstname@acpsmd.org for their username and their four-digit code for their passwords.
    - Find a game Science Content that interests you and play and collect at least 2 "Drives"
- **NEWSELA**
    - Go to www.newsela.com and select Sign In.

- Click on sign in with Clever, then find your school, then select Sign in with Clever and enter your ACPS username and password.
- Click on the News tab at the top and then select Science.
- Find an article that interests you. You can narrow down the article by using "From Collections", "Suggested For", "Text Level", or "More Filters" drop-down menus.
- Once you are finished reading the article, select the Activities tab on the right and work through the Quiz to check for understanding.
- If you have a science topic that interests you, you can also search for this topic in the Search bar at the top of the page.

Physical Education

Each day, perform 10 exercises from the list below. Try and choose a few exercises for each fitness component. Fitness components include cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition

10 push-ups	Sit & Reach Stretch	30 sec. plank
10 sit-ups	20 small arm circles	10 lunges
10 squats	20 large arm circles	10 min. walk
30 jumping jacks	20 flutter kicks	10 burpees
30 sec. Butterfly stretch	30 sec. Hamstring stretch	10 wall push-ups
30 sec. Quadriceps stretch	20 Russian twists	1 min. high knees
1 min. Jog in place	Run around house 3 times	30 mountain climbers
10 star jumps	10 power jumps	10 windmills

High School
(Adapted from Howard County Public Schools)

Universal Tasks
- Find three interesting graphs or charts about Coronavirus from print or digital media
  - What about these graphs or charts do you find interesting?
  - How do these relate to the mathematics you have learned this year?
- Help your family complete the 2020 Census and discuss the importance of doing so with them

- Become a teacher by helping a younger sibling with their schoolwork

Content Specific Tasks
Mathematics
- Find three careers which require workers to know mathematics beyond Algebra 1
- See how many concepts on Khan Academy you can master for the math course you are currently taking. If your course is not listed, try the course you took last year.
    - www.khanacademy.org
- Identify a real world situation that can be modeled with various functions (e.g. linear, quadratic, exponential, logarithmic, logistic, sinusoidal, step, absolute value, square root functions). Describe the situation and why this function model is most appropriate. Construct various representations for your situation such as a table, graph, and/or equation. Determine an appropriate domain and range for the function based on the context.

English Language Arts
- Explore books that have been made into film. What differences can you note? What creative ways did the director bring the text to life? Feel free to use this resource https://www.goodreads.com/list/tag/book-to-film
- Review the lyrics to one of your favorite songs that is school appropriate. Identify three devices that are used within the song and explain their use and impact. Devices include: simile, metaphor, hyperbole, symbolism, rhyme, rhythm, mood, and tone.
- Play a board game such as Boggle or Scrabble with a family member (or play online) to practice and improve your vocabulary.
- Access www.commonlit.org. Search the library for novels you have read in English class and then read the passages that are paired with them as "Book Pairings." Complete the activities with each one.

World Language
Read, listen to, and/or view authentic resources in the target language for at least 15 minutes per day. Maintain a reading/listening/viewing log. Write in the target

language about what you have read/heard/viewed, keeping in mind the Can-Do expectations for your proficiency target.

Career and Technology Education
- Watch a video that shows someone completing a task or teaching a new task that relates to your skill area. Answer the following questions while or after watching the selected video (make sure you cite the video):
    - How does this video relate to my skill area?
    - What skills have I already learned that are being used in the video?
    - Are there any new skills used that I haven't learned yet?
    - What equipment or technology is being used?
    - Do we have access to this type of technology?
    - Any other observations or information gained?
- Discuss with your parents or close relatives (by phone if needed) about careers their other family members have done in the past or are doing currently. The following questions could be asked:
    a. Can you tell me all of the jobs you have had and how you became interested in what you currently do?
    b. What type of training or education have you had?
    c. If you could do it again, what would be your ideal job? Why?
    d. What are the challenges of your current job?
    e. What are some things you really enjoy about your current job?
    f. Has anyone in our family had a unique job or one that you felt was very interesting? If so, how did this person obtain that job?
    g. What is one piece of advice you would give me about choosing a career?

Social Studies
- Enrolled in American Government? Take some time to try the HSA Practice Test (https://hsapracticetest.measuredprogress.org/student/login).
    - Username: practicegovernment
    - Password: student
    - Don't want to spend all day on the internet? Try it on paper! (Uploaded in the google folder)

- Choose a video from Frontline Films
  (https://www.pbs.org/wgbh/frontline/films/) that connects to what you are
  learning about in school. See this document for some thinking questions and
  activities.
  - What new information did you learn?
  - How does it connect to what you have already learned about this topic,
    region, and issue?
  - What claims does the video raise? What evidence do they use to support
    their claim?
  - Do you find the thesis compelling? Why or why not?
  - What questions does this source raise? How could you go about
    continuing your research in this area?
- Start a public policy debate with your family. Choose a topic, conduct
  research, and then try to come up with a plan for how you might address the
  public policy concern using this guide Then research how your solution
  compares with proposed solutions from the legislative and/or executive
  branch of government. Possible topics:
- Should Native American nicknames/mascots be banned from high school,
  college, and professional sports teams?
- Should Supreme Court members be elected by the people instead of
  appointed by the President [with Senate approval]?
- Should the practice of physician-assisted suicide be allowed?
- It is currently a law that you can be forbidden Federally subsidized students
  loans for college [such as Stafford and Perkins loans] if you have a prior
  conviction for drug use, drug possession, or drug dealing. Do you think that
  this should remain a law?
- Many states have hate crime legislation. Under such laws, crimes motivated
  solely because of someone's race, sex, religion, or sexual orientation are
  given stiffer and mandatory penalties. How do you feel about those types of
  laws?
- Is it a good policy for schools to ban the sale of soft drinks, candy, and other
  questionably nutritious snacks in order to promote better eating habits?

- As a means of preventing terrorist activity, do you have a problem with the Federal government having access to your e-mail account, library records, and other personal information?
- A much higher percentage of Australians (88 percent) vote in elections than Americans (about 50%). Many believe that this is due to the fact that Australians who do not vote must pay a fine, typically $20. Should the United States enact similar measures?
- Are professional athletes overpaid, or is this simply a situation where highly skilled and scarce athletes are paid according to supply and demand?
- Should the United States attempt to spread the principles of democracy throughout the World, or should we let the other countries of the World decide for themselves?

Physical Education
Each day, perform 10 exercises from the list below. Try and choose a few exercises for each fitness component. Fitness components include cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition. Find and record your heart rate before and after exercising.

10 push-ups	Sit & Reach Stretch	30 sec. Plank
10 sit-ups	20 small arm circles	10 lunges
10 squats	20 large arm circles	10 min. Walk
30 jumping jacks	20 flutter kicks	10 burpees
30 sec. Butterfly stretch	30 sec. Hamstring stretch	10 wall push-ups
30 sec. Quadriceps stretch	20 Russian twists	1 min. high knees
1 min. Jog in place	Run around house 3 times	30 mountain climbers
10 star jumps	10 power jumps	10 windmills

Science - Choose TWO of the following:
High School
- Log in to google.discoveryeducation.com using your ACPS credentials and explore one of the following, completing the activities within each item:
  - Take a Virtual Field Trip
  - Student Learning Adventures

- ○ Science Techbook Unit of your choice at your grade level/content level
- **Gizmos**
  - ○ Log in to https://www.explorelearning.com/ using your ACPS username and password.
  - ○ At the top of your screen select Find Gizmos
  - ○ In the search bar, search for a topic that you have studied this year in science class, or a topic that interest you
  - ○ Launch the Gizmo, and work through the simulation.
- **PhET** - https://phet.colorado.edu/en/simulations/category/new
  - ○ Choose a PhET simulation in your science content area that you're interested in.
  - ○ Explore the PhET on your own and then complete the provided guided activity.
- Flinn At-Home Science
- **NEWSELA**
  - ○ Go to www.newsela.com and select Sign In.
  - ○ Click on sign in with Clever, then find your school, then select Sign in with Clever and enter your ACPS username and password.
  - ○ Click on the News tab at the top and then select Science.
  - ○ Find an article that interests you. You can narrow down the article by using "From Collections", "Suggested For", "Text Level", or "More Filters" drop-down menus.
  - ○ Once you are finished reading the article, select the Activities tab on the right and work through the Quiz to check for understanding.
  - ○ If you have a science topic that interests you, you can also search for this topic in the Search bar at the top of the page.

AP Classes:

You can access the live (and recorded) <u>daily</u> AP review sessions through this link:

> **https://www.youtube.com/user/advanced placement**
> **Schedule of all College Board AP Class Prep Videos**
> **https://apcentral.collegeboard.org/pdf/ap-class-schedule-daily.pdf?SFMC_cid=EM289964-&rid=47264237**

Topics for Each Upcoming Session
https://apstudents.collegeboard.org/coronavirus-updates?SFMC_cid=EM289964-&rid=47264237#free-ap-classes

From the College Board: "The specific test dates and the free-response question types will all be posted by April 3. We'll also unlock any relevant free-response questions in AP Classroom for digital use so students can access all practice questions of the type that will appear on the exam."

Other ACPS Resources

Library/Media, Physical Activity, Fine Arts, and Mental Health/Wellness Activities
IT Help Desk (Technical issues for faculty/staff)
Community Help Desk (Technical Issues Parents/Students)
School Counseling and Mental Health Services (Teleconferences/phone calls)
IEP Services (Teleconferences/phone calls)
Virtual Pupil Services Team Meetings- Weekly (Attendance, Grades, Mental Health Issues, etc.)
Tutoring Services (After-School Program- currently being discussed)
Academic Help Desk
Chromebooks and Mobile Hotspots (Phased In Distribution for Faculty/Students)

More information about ACPS resources and information for parents and students can be found on the ACPS Website at www.acpsmd.org, and select ACPS Crisis Management.