RECOVERY PLAN
2020-2021

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 Dr. Karen Salmon, 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 Recovery Plan will be made as needed based on their guidance and recommendations.

Mr. Jeffrey S. Blank, Interim Superintendent of Schools

Board of Education

- Mrs. Tammy Fraley, President
- Ms. Deb Frank, Vice President
- Dr. David A. Bohn, Board Member
- Mr. Robert "Bob" Farrell, Board Member
- Dr. Edward L. Root, Board Member

MARYLAND STATE DEPARTMENT OF EDUCATION GUIDANCE

Links for each requirement within this document are provided.

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

Requirement #1: Local school systems must have their recovery plans completed and posted to their website by August 14, 2020. Allegany County Public Schools

Requirement #2: The local school system's equity plan must be reflected throughout the local recovery plan. Educational Equity

Requirement #3: Local school systems must establish a recovery plan stakeholder group that is representative of their schools and community. Workgroups and Stakeholders for the Recovery Plan and Recovery/Reopening Plan Stakeholder Representatives

Requirement #4: Early in the school year, schools must determine where their students are instructionally, identify the gaps in learning and prepare a path for instructional success and recovery. 2020 Assessments to Identify Achievement Gaps

Requirement #5: All local school systems must ensure that Maryland College and Career Ready Standards, prekindergarten through grade 12, are taught in all content areas and the state frameworks are followed for each content. Instructional Expectations

Requirement #6: Local school systems must follow the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act (ADA). Special Education

Requirement #7: Local school systems must follow procedures that are developed by MSDE in collaboration with the Maryland Department of Health and Guidance from the CDC for an individual who tests positive for COVID-19. Exposure of Students & Staff Guidelines

Requirement #8: Local school systems must follow safety protocols for collection of materials, cleaning of schools and other facilities, daily cleaning, and nutrition as established by MSDE in collaboration with the Maryland Department of Health and the CDC guidance. Operations and Safety Protocols

Requirement #9: Local school systems must follow protocols for the safe transportation of students to and from school. Transportation

Requirement #10: Local school systems must develop a system for tracking attendance when students are engaged in distance learning. Attendance and COVID 19 Attendance Collection and Recording- Key Considerations and Frequently Asked Questions

Requirement #11: Each local school system must develop its own plan for communication.
ACPS Communication Plan

Requirement #12: The COVID 19 Checklist (Appendix A) must be utilized in the development of the Recovery Plan. COVID-19 Checklist (Appendix A)

Requirement #13: The Maryland Public Secondary School Athletic Association (MPSSAA) Roadmap forwarded for interscholastic athletics and activities must align with MSDE and the LSS Educational and Health and Safety decisions in order for education-based athletics and activities to resume during Stage One and Stage Two of the Governor's Maryland Strong: Roadmap to Recovery. Interscholastic Athletics

COVID-19 Checklist (Appendix A)

The checklist from Maryland Together: Maryland's Recovery Plan for Education was a useful tool in prioritizing school and system needs in planning for the reopening of schools. It was used to organize personnel, resources, and stakeholders, as well as to determine student, faculty, and community needs.

- Establish a crisis team and outline steps that should occur to implement reopening plans. Decisions may include means of communicating with faculty and staff, community members, and board members, updating social media, and social distancing considerations.
- Make a list of responsibilities and assign individuals to those tasks.
- Determine what the most essential needs are and work towards resolving these priority issues first.
- Determine previously secured resources and needed resources for successful transition to successfully transition back to school.
- Determine professional development as well as processes and procedures that will be needed to address concerns created by the pandemic.
- Develop predetermined responses to questions and concerns that may be asked by community members.
- Communicate with your constituents and brainstorm effective means of reopening school with them.
- Explore and determine digital and social media platforms that can be utilized to share information.
- Be prepared to communicate with the press realizing that everything released to the public will be of the utmost importance.
- Maintain regular contact with leaders and policy-makers at the State and local levels.
- Remain open and receptive to ideas and suggestions.
- Take action when necessary and utilize the crisis team for reflection and determination of next steps.

Workgroups and Stakeholders for the Recovery Plan

During the months following school closures in March, meetings with workgroups have focused on the following key areas which are addressed in the Recovery Plan:

- Curriculum and Instruction - Dr. Kim Green Kalbaugh
- Special Student Populations - Mrs. Debbie Metheny
- Professional Learning - Dr. George Brown
- CTE Programs - Mr. Joe Brewer
- Technology - Mrs. Nil Grove
- Summer School - Mrs. Trina Simpson
- Human Resources - Mr. Steve Wilson
- 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. Workgroup participants include the following:

- Board of Education Representatives
- Senior Staff Members
- Instructional Supervisors
- Central Office Support Staff
- School-Based Leaders
- Parent Representatives
- Student Representatives
- Teacher Representatives
- Teacher Roundtable
- Allegany County Education Association
- Public Information Officer

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GLOSSARY OF TERMS

Asynchronous: Learning that happens during a flexible time based on the student's time schedule as their place of residence. This means that the teacher provides classroom materials for reading, recorded lessons for viewing, assignments for completing, discussion boards and assessments, and the student completes them at a different time.

Synchronous: Learning that happens in real time. It is "live." The teacher and student interact together through video conferencing, live chatting, and live streaming. The student follows a specific schedule in order to participate in the synchronous learning process.

Blended Learning: A combination of synchronous and asynchronous teaching and learning.

Cohort: Individuals who are banded together as part of a group. (i.e., a cohort of students)

Curriculum Map: A tool that identifies the key content that will be delivered in a course of study.

Equity: A condition or state of fair, inclusive, and respectful treatment of all individuals. Equality and equity are not synonymous terms. Equity means being fair and impartial, while equality means the state of being equal. To ensure equity, offering varying levels of support depending upon the needs of students will allow the ACPS to help all students meet higher levels of academic, emotional, and social success.

ACPS Vision, Mission, Values, & Beliefs

Great Teaching. Great Learning. Every Student. Every Day.

Vision Statement

To raise up all children to their potential with caring relationships, high expectations, and rigorous and relevant learning so that all students graduate ready for college and careers.

Mission Statement

To ensure that students acquire the knowledge, skills, and attitudes which enable them to be caring human beings and productive members of a democratic society.

We believe that a successful student...

- o Understands that life-long learning is essential for productive and responsible participation in a diverse and changing world.
- o Can identify and master knowledge, skills, and attitudes that will benefit him/her throughout life.
- o Is motivated and takes responsibility for his/her learning and personal conduct.
- o Enrolls in a rigorous academic program of study designed to develop individual talent.
- o Must have equal access to public education that promotes optimal growth.
- o Utilizes technology to explore a world of ideas and information.

We believe that an effective school...

- o Endorses a clear and focused mission which eliminates fragmentation of effort and promotes student achievement.
- o Provides a safe and orderly environment conducive to teaching and learning and to the development of character and ethical citizenship.
- o Provides a climate of high expectations that fosters learning and provides quality education experiences for all students.
- o Engages in shared instructional leadership that is collaborative and promotes school improvement efforts.
- o Provides opportunities to learn and time on task through interdisciplinary instruction, performance-based assessment and real world application of knowledge and skills.
- o Frequently monitors student progress to ensure accountability.
- o Encourages and develops family, school, and community partnerships.
- o Prepares all students to be a University of Maryland system completer, a career/technology education completer, or both.

We believe that an outstanding school system...

o   Respects the dignity and worth of every individual.
o   Provides programs and services based on needs, characteristics, interests, and capabilities of each student.
o   Provides an effective principal in every school and an effective teacher in every classroom.
o   Offers a challenging, ethnically diverse, multicultural curriculum.
o   Insists on a results-oriented, data-driven focus which is based on continuous growth and evaluation.
o   Defines expectations and holds all personnel accountable for results.
o   Ensures that every employee models ethical behavior, exhibits a strong work ethic, and achieves high performance standards.
o   Engages in fiscal responsibility to the taxpayer.
o   Takes responsibility for recruiting, developing, and retaining qualified, caring, motivated, and competent employees.
o   Provides equal opportunity and encouragement for every student.
o   Identifies needs and manages resources effectively and efficiently.
o   Values diversity.
o   Provides a competitive salary and benefits package to employees.
o   Provides effective leadership and supervision at the central office level.

We believe that in an effective classroom, the teacher...

o   Takes responsibility for the motivation and success of every student he/she teaches.
o   Recognizes that every student is unique and has special abilities and interests that must be acknowledged and developed.
o   Has a responsibility to engage every student in learning, problem solving and decision-making.
o   Reflects on his/her teaching practice and provides opportunities for success by using a variety of teaching techniques that meet multiple learning styles.
o   Has achieved mastery of content knowledge and teaching skills and continues to seek opportunities for professional growth.
o   Is responsible for modeling good work ethic, citizenship, personal values, and social skills.

We believe that a supportive community...

o   Recognizes that public education is the foundation of a democratic society.
o   Values education and cherishes children.
o   Provides adequate resources and demands excellence.
o   Recognizes that all citizens have a stake in public education.
o   Is compelled to make an investment in the future of our youth.
o   Creates and maintains a stable, supportive environment for education.
o   Fosters regular and open communication among the home, school, and community.
o   Respects and appreciates students and school employees.
o   Actively supports our commitment to challenge all students to achieve their potential.
o   Is responsible for establishing values and expectations that support the learning process.
o   Works together to create a better future.

EXECUTIVE SUMMARY

Plan Process

When the school closures that occurred in mid-March 2020 were extended by the State through the end of the school year, much of the attention focused on the Continuity of Learning Plan. As districts moved closer to the end of the school, attention was shifted to focus on the reopening and recovery efforts for the 2020 – 2021 school year. Maryland education officials issued guidance via the Maryland Together Recovery Plan for Education outlining protocols for students returning to the classroom this fall. Directives were given to local school districts to create a recovery plan to restructure school time for the fall.

Work groups were established to develop the plan in the areas of Accountability and Equity, Health and Safety, Instruction, Special Education, Professional Learning and Student Services, Facilities and Operations, Technology, and Transportation. A communication plan was also integrated into the planning process to ensure communication avenues were open and feedback was gathered throughout the plan's development and implementation. The Allegany County Health Department was routinely consulted throughout the entire planning process.

In addition to the planning committees, stakeholder input and feedback were critical to the process. Key stakeholders of parents, students, employees, and members of the health community were identified. A parental survey was created to gauge community feedback.

The Superintendent of Schools, the Facilities supervisor, Operations Supervisor, Transportation Supervisor, Human Resource Supervisor, and Transportation Supervisor addressed school operations.

Operational Areas:

- cleaning and sanitizing;
- purchasing and distributing PPE and other necessary equipment;
- building and building space modifications; including health room and isolation areas;
- providing student transportation;
- determining building access and visitor management;
- providing student meal services;
- addressing staffing and employee concerns;
- providing logistics for required staff and student health screenings; and
- determining protocols to respond to staff and student exposures.

The Chief Academic Officer, Special Education Director, instructional supervisors, and school principals addressed curriculum, equity, instructional technology, and special education.

Instructional Areas for Consideration:

- providing an instructional plan based on the delivery format under which ACPS will open the 2020-21 school year;
- ensuring that the plan provides consistency and access for all students;
- coordinating of instructional materials;
- addressing learning loss during closure;
- providing distance learning for students who are not in school on a given day;
- providing equitable instructional delivery that allows for supplemental support as appropriate, through additional learning opportunities;
- providing staffing to support the instructional delivery model and social distancing and community health protocols in schools;
- providing appropriate school-based support for students receiving special services, including students with disabilities, students with 504 plans, and students receiving interventions;
- developing a weekly/daily school schedule for students;
- ensuring support necessary to address the social-emotional well-being and mental health of students;
- ensuring appropriate support for homeless students and students relying on home/hospital teaching;
- complying with special education law, 504 requirements, and local requirements;
- developing guidelines for monitoring attendance;
- developing guidelines for assignment and grading procedures; and
- providing a virtual option for students who cannot or do not return to school; and
- developing and implementing professional development opportunities and planning for staff.

The Superintendent of Schools and Assistant Supervisor of PE/Athletics, addressed considerations for athletics.

The procedures and guidelines align with guidance from the National Federation of State High School Associations (NFHS), Maryland Public Secondary Schools Athletic Association (MPSSAA), Maryland State Department of Education (MSDE) mandates and recommendations. Many factors have been considered in the development of our guidelines and procedures including but not limited to:

- Daily Contact Tracing
- COVID-19 Parental Acknowledgement
- Heat Acclimatization
- Social Distancing
- Face Coverings (Unless Medically Contraindicated)
- Hand Washing and General Health Practices
- Size of Gatherings/Number of Participants and/or Fans
- Summer Conditioning Only
- Full Competition

- Inter-County and WESTMAC only Competition
- Shortened/Altered Competition Schedule

Guidance of Local/State Agencies in the Planning Process

The committee and workgroups relied on guidance from local and state agencies throughout the process, including the Governor's Office, the Maryland State Department of Education (MSDE), the Maryland Department of Health (MDH) the Allegany County Health Department (ACHD), the Center for Disease Control (CDC) guidance, and the American Academy of Pediatrics (AAP). The following guidance documents were used in the development of the reopening and recovery plan for the ACPS.

- **Maryland State Department of Education:**

    Maryland Together: Maryland's Recovery Plan for Education (rev. June 2020);

    State Requirements for Opening School

- **Governor's Office:**

    Maryland Strong: Roadmap to Recovery; and Executive Order and Interpretative Guidance

- **Center for Disease Control:**

    Considerations for Schools;

    Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes

    What Bus Transit Operators Need to Know About COVID-19

- **American Academy of Pediatrics:**

    COVID-19 Planning Considerations: Guidance for School Re-entry

Plan Timeline

June 1	Instructional Supervisors/Instructional Technology Meeting		July 15	Stakeholder Meeting- Parents/Students/Faculty/ACEA
June 8	Instructional Technology Meeting		July 20	Teacher Roundtable Work Group Meeting
June 5	School Re-entry- School Counseling Planning Meeting with MSDE		July 20	Early Childhood Stakeholder Meeting
June 10	Initial Development of Roles/Planning		July 24	Board of Education Executive Session
June 16	Instructional Supervisors Planning Meeting		July 29	Parent Survey Meeting
June 22	Senior Staff Technology/Infrastructure Meeting		July 27	Principal School Recovery Plans Due
June 25	Athletics, Fine Arts Meeting		July 29	Health/Safety Recovery Meeting with ACHD
June 29	Health/Safety Recovery Meeting with ACHD		August 3	Central Office Recovery Meetings
July 7	Instructional Supervisors Planning Meeting		August 4	Board of Education Meeting- Approval of Recovery Plan
July 8	Early College/Dual Enrollment Meeting		August 6	Superintendent's Advance- Admin and Supervisors- Discussion of Draft/Feedback
July 9	Recovery Planning Meeting		August 7-14	Finalize the plan and share the plan with key stakeholders. Posted by 8-14
July 14	Superintendent Meeting with Principals Instructional Supervisors Meeting with CAO			

Recovery/Reopening Plan Stakeholder Representatives:

Parents	- Terry Bullett - Linette Chesley - Dr. Matthew Crawford - Amy Hutcherson
Students	- Landon Shaw - Katie Sterne - Grace Stevenson
Teachers	- Justin Jones - Mark Malone - Keith Mikula - Dr. Matt Ravenscroft - Teacher Roundtable Representatives from each ACPS school - LMS- Schoology Team- Teachers, Administrators, Central Office Staff
Administrators - Central Office Staff	- Marty Crump - Dr. Kim Green Kalbaugh - Nil Grove - Heidi Laupert - John Logsdon - Mike McGowan - Debbie Metheny - Heather Morgan - Dr. George Brown
ACEA Representatives	- Kim Sloane - Evan West
School Counselor	Amy Llewellyn
Allegany County Health Department	- Pam DeVore - Melissa Geatz
Early Childhood Community Representatives	- Tammy Courtney, Childcare Provider - Rebecca Robey, Head Start

ACPS COMMUNICATION PLAN

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 has been ongoing throughout the process. Not all input received was direct feedback to the plan. Sometimes, individuals have offered a general viewpoint on reopening. For instance, individuals expressed views that schools should simply reopen in September or, in the converse, others expressed that schools should resume with virtual instruction. The Superintendent and Senior Staff discussed the feedback and shared feedback within the various workgroups. Some of the feedback received regarded cleaning and sanitizing protocols, scheduling, athletics and extracurricular activities, operational procedures, and employment issues and concerns.

The more specific questions will be 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. Many procedures already exist within the organization, but some may require an update to reference COVID-19.

CURRICULUM AND INSTRUCTION

Academics, Equity, and Accountability

Allegany County Public Schools is committed to providing clear expectations of the Continuity of Learning for students when the traditional (normal) school experience needs to be modified. Each district in Maryland was charged with designing a reopening and recovery plan 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 the event that a hybrid and/or virtual programming is required.

The ACPS used the K-12 Decision Matrix provided by the Governor's Office to develop a draft reopening/recovery plan for traditional, hybrid, and virtual programming. For Stage 1, The Governor's Office, in coordination with members of the coronavirus recovery team and experts at the Maryland Department of Health, monitor key health metrics and identify the appropriate state with Maryland's Roadmap to Recovery. The State Superintendent of Schools, in consultation with the State Board of Education, subsequently determines the operational status of the schools within each stage. 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 measures.

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. There will be an established schedule, as well as established office hours. 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 be expected to 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 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 Models - Virtual, Hybrid, Traditional

Overview

When Maryland education officials issued guidance via the Maryland Together Recovery Plan for Education outlining protocols for local school districts to create a recovery plan to restructure school time for the fall, the Superintendent and members of the Senior Staff, along with various stakeholders began to formulate a three-fold approach recovery plan. In the ACPS, the three-fold approach: fully distance/remote learning, a hybrid of in-person and distance/remote learning, and a return to in-person learning in the schools. Within the ACPS plan, safety measures emphasize the wearing of masks/face coverings, social distancing protocols, self-screenings, and washing the hands frequently.

Please note that during the development process of the recopening and recovery plan that the ACPS reviewed numerous health-related documents and collaborated with the Allegany County Health Department regarding any challenges and concerns related to Stage 1 and Stage 2 models. A major challenge involved ensuring the least movement possible, keeping students in cohorts, and maintaining social distance protocols. Requiring masks for staff and students is also very important, but also very challenging in a school environment.

Stage 1 - ACPS Enhanced Distance Learning Model

The ACPS instructional environment for Stage 1 will consist of full virtual or distance learning to meet the needs of all students. A combination of synchronous and asynchronous approaches will be utilized by teachers to deliver the ACPS curriculum aligned to the Maryland College and Career Standards. The district will use curricular maps highlighting the key content and concepts that must be addressed to teachers and essential standard for the grade level and/or course will be identified to must ensure that Maryland College and Career Ready Standards, prekindergarten through grade 12, are taught in all content areas and the state frameworks are followed for each content.

https://mdk12.msde.maryland.gov/instruction/commoncore/Pages/index.aspx

Meaningful inclusion of fine arts, physical education, health, and elective courses will be included in the virtual learning schedule to ensure the well-rounded development of the whole child.

Schoology, a robust Learning Management System (LMS) will be used. The ACPS will work with students who lack connectivity to assist them with hot spots or other technical support if that is needed. In situations where connectivity is impossible to receive or provide, traditional resources will be provided to be completed under the direction and support of the classroom teacher.

Stage 2 - Hybrid Model*

The ACPS instructional environment for Stage 2 will consist of students receiving onsite school-based instruction on identified days as well as distance learning instruction. Teachers will provide face-to-face instruction to identified groups of students on identified days. Students not attending school on specific days will receive synchronous and asynchronous instruction and assignments aligned to the curriculum which follow the scope and sequence of the ACPS curriculum. If the district determines that it is not feasible to reopen the school year via a Hybrid Model, considerations will be made to develop a plan to provide in-school learning that allows our for small cohorts/groups of students with disabilities, early childhood and elementary school students, at-risk students who need additional support through Tiered instruction and CTE students who need hands-on instruction within their CTE skill/technical area.

*Any family who is not comfortable with returning to school may opt for a virtual experience during Stage 2. In this situation, students participate in distance learning through both synchronous and asynchronous instruction.

Stage 3 - Traditional Model*

All students will return to school buildings to receive instruction in a traditional/normal classroom model. Additional safety considerations will be identified through collaboration with the Allegany County Health Department, the Maryland State Department of Education, and the Center for Disease Control.

The charts below show the tentative instructional model for each stage of the State's Matrix. Please note that these models are subject to revisions depending on local health and safety conditions within the

region and the capability to operate schools within a hybrid or traditional manner, taking into consideration guidance from the Maryland Department of Health (MDH), Allegany County Health Department (ACHD), and the Center for Disease Control (CDC). All revisions will be updated on the Reopening/Recovery Plan, as well as communicated through the district's communication avenues identified in the plan.

ALLEGANY COUNTY PUBLIC SCHOOLS - ELEMENTARY MODEL

School Model	Which students are **all-in-person**?	How many students do a **hybrid** of in-person and remote learning?	Which students are **all-remote**?
Stage 1 Distance Learning All - Grades K-5			ALL
Stage 2** Hybrid	PK-3	Grades 4-5 A-L and M-Z on an A/B Day	All students who opt out of attending school in-person for health or family reasons.
Stage 3 In-Person - All Students Traditional/Normal Schedule	ALL		

ALLEGANY COUNTY PUBLIC SCHOOLS - SECONDARY MODEL

School Model	How many students are **all-in-person**?	How many students do a **hybrid** of in-person and remote learning?	How many students are **all-remote**?
Stage 1 Distance Learning All - Grades 6-12			ALL
Stage 2** **Hybrid - Grades 6-12**	Grades 6-12 and CCTE	A-L and M-Z on an A/B Schedule	All students who opt out of attending school in person for health or family reasons. A student cannot opt out of CCTE. Will be removed from CCTE if unwilling to attend in person.
Stage 3 In-Person - All Students Traditional/Normal Schedule	ALL		

Instructional Environment - Fully Virtual or Hybrid Models

Schoology

Schoology is a learning management system (LMS) that has all the tools necessary for educators to create engaging content, design lessons, and assess student understanding. With Schoology, teachers can quickly and easily create media-rich lessons, reuse past courses, and even embed content from Google Drive, Microsoft Office, YouTube, and more. Additionally, teachers will have the ability to pace and track students individually, connect them in collaborative groups, and differentiate and blend instruction.

ACPS will begin the year online with shortened class periods and schedules that will allow for time in the afternoons for teachers to be available to answer questions and address potential concerns. Parents should also be on the lookout in the near future for information about attending small group sessions to learn more about the use of Schoology.

ACPS educators have been participating in virtual sessions with representatives from Schoology in order to learn the platform's basic features, including how to create virtual live classrooms, how to create assignments and assessments, and how to provide "offline" opportunities for students without reliable access to the Internet at home. Educators will return August 19-21, 2020, and September 2-3, 2020, in preparation for the start of the school year.

One requirement included in MSDE's Recovery Plan is that all school systems ensure that Maryland College and Career Ready Standards from Pre-K through grade twelve are taught in all content areas and that state frameworks are followed. For this reason, ACPS content area supervisors are working collaboratively with teachers to create lessons that meet this requirement.

Guardian Access Enabled for Schoology

Schoology allows for Parent/Guardian Access to the online learning environment. Parents/Guardians will be able to check their child's grades via Schoology and/or the ASPEN grading system.

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 recovery plan have been reviewed through an equity lens.

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.

- 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 to help support families with challenging instructional and/or personal support needs.

School Climate and Culture

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.

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.

- 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.

Educator and Staff Capacity

The ACPS will continuously work to improve learning experiences for every student in every classroom and will ensure positive student outcomes through integration of cultural responsiveness and social, emotional and academic development.

- Continue cultural proficiency training with a focus implicit bias,
- Resources and coaching to support restorative practices, and
- Provide professional learning opportunities with focus on culturally responsive pedagogy.

Resources

- Guide on Culturally Responsive –Sustaining School Reopening Centering Equity to Humanize the Process of Coming Back Together
- Equity and Excellence: The Guide to Educational Equity

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	MSDE Website	MSDE Links
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. While collaborative learning may be more challenging via distance learning, teachers are encouraged to utilize Schoology tools to provide collaborative opportunities if the district is utilizing a fully virtual learning environment.	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.	Instruction, Frameworks and Units of Study https://mdk12.msde.maryland.gov/Pages/home.aspx **Teachers should 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.	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

Class Attendance	Will be taken daily through Schoology and recorded in Aspen. To ensure equity, the principal will coordinate staff to contact any student who is able to access Schoology to ensure the student is connected with his/her learning. Additional information on attendance is provided pp. 35-36 of the Recovery Plan.
Conferencing	Teachers will have Office Hours. Parents/Students may contact a teacher during his/her office hour. It is suggested that the Schoology Messenger Platform is used, if possible. A parent/student may also contact a teacher via school phones and/or teacher's ACPS email address.
Feedback	IKAB- The Board of Education of Allegany County requires that all parents be informed at regular intervals about the progress of their children. SMART (Specific, meaningful, actionable, responsive, and timely) feedback provided about the student's progress and needs.
Grading	A fair process for evaluating and reporting student progress that is understandable to students and parents is required. Grades are an essential way to communicate student progress and reflect what students know and are able to do in relation to curricular expectations. Clear directions should be provided for all assignments and learning activities. Learning and grading expectations should be clearly defined for the assignment or activity.
Virtual Classroom	In a remote or blended learning environment, at least 20% of instruction will be delivered synchronously. Daily instruction and engagement provided by the teacher using interactive whole group and small group models of delivery, video conferencing via the Schoology *Big Blue Button*, pre-recorded videos, PowerPoint and other forms of instruction that will enhance and support learning

*Virtual workload for students **Central Office Staff and School Staff will collaborate on appropriate amounts of work for individual students (ie: Special Education, ESOL, A&E).*	**HOMEWORK** The purpose of homework is to give students opportunities to practice learned content and to enhance mastery of the learned content. **Please note: Homework is not the same as independent learning assignments provided to students to complete each afternoon of a school day in a 100% virtual setting.** Prior to giving students homework (outside of the student's daily	Honors Classes, Advanced Placement (AP) and Early College Classes may have more rigorous requirements.

	schedule), teachers should strongly consider the following: ● age of the student; ● family dynamics of all students; ● rigor of the task and if the task is based on mastered content; ● course expectations (academic, honors, AP); ● students have been in front of a computer for several hours during a typical 100% virtual learning day; and ● the emotional well-being of students and their families during this time of day-to-day uncertainty.	

Instructional Schedules

Daily student schedules will be developed for traditional, hybrid, and distance learning. For the hybrid model, students will attend on-site based on their identified cohort and/or days. On days they do not attend school in person, students will use Schoology for their synchronous/asynchronous learning experience. Work/assignments will be based on the recommended workload for a grade level/content area.

STAGE 1 SCHEDULES

Stage 1 Schedules will feature a fully virtual learning environment model for elementary, middle, and high school. The students will participate in synchronous and asynchronous learning during the morning hours. The afternoons will be used for asynchronous/independent learning assignments. Meals will be provided daily M-F at school sites from noon until 1:30 p.m., unless otherwise noted by the Food Service Department.

STAGE 2 SCHEDULES

On in-person days, a student will attend his/her typical schedule. The District retains the right to reduce the school day depending on local conditions and necessary health, mental health, and safety measures. The District will periodically evaluate health, mental health, and safety measures. For students not attending school in person on a given day, students will use Schoology to attend their classes and complete assignments.

> *Workload - Daily planning time will be part of the distance learning school day to provide teachers with time to prepare for class. Collaborative Planning time and/or time for specially*

designed instruction will also be provided to ensure that instruction provides students with a strong command of skills and understandings associated with the critical instructional areas.

Office Hours *- Daily office hours will be established and communicated to parents/students. A minimum of one hour should be planned to provide students with an opportunity to ask questions and/or receive additional help with instruction. This time can also be used to hold virtual conferences with parents/guardians.*

Career and Technical Education

Within the Career and Technical Education (CTE) Programs, students enter programs in their junior year and then complete their program in their senior year. Due to the COVID 19 school closures, CCTE students participated in face-to-face instruction through March 13, 2020, and then continued with distance learning to meet program competencies and standards. Teachers in these programs focused on theory, industry concepts and practices and core content to prepare students when they return in the fall.

When the ACPS reopen, CTE teachers will assess students on the information learned during school closures. This information will be used to re-teach important concepts to prepare students for the integration of specialized industry standard equipment associated with their program and industry. It is the goal of the ACPS that during the 20-21 school year, if the state is in Stage 2, that CCTE students will be able to meet for small group face-to-face instructional time for students to be immersed in the lab setting to maximize access to equipment and prepare students for industry certifications and the workforce.

Students will continue to prepare to meet the requirements of their program's credentialing entity. Industry licenses and certifications are governed by third-party organizations and vendors. Teachers will need to review plans for those students who submitted requests to testing vendors for necessary accommodations to ensure they are still valid. Requirements for earning college credits are controlled by the post-secondary institution; teachers and administrators will monitor the postsecondary expectations for students to earn those credits. In some programs, students must complete required hours to earn their license. Some organizations, such as the Maryland State Board of Cosmetology and the Maryland Board of Nursing will allow students to earn hours online.

Instructional Resources

Providing Feedback
Seven Strategies Designed to Increase Student Engagement in Synchronous Online Discussions
Using Video Conferencing
Smart Classroom-Tech Integration - Educational Leadership
The Vital Role of Digital Leadership in Transforming Education
Traits of a Successful Online Teacher
Understanding Blended Learning

2020 Assessments to Identify Achievement Gaps

It is required by the Maryland State Department of Education (MSDE) that all students are assessed at the beginning of the 2020-2021 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. The ACPS will publish the 2020-2021 assessment calendar prior to the September 8 start of school for students. Instructional supervisors will work with building administrators and specialists to identify assessments that diagnose student learning gaps. Teachers will use the data to diagnose and prescribe appropriate personalized instruction to be responsive to areas where achievement gaps exist in order to prepare a path for instructional success and recovery.

Elementary ELA

KRA and DIBELS will be administered for Kindergarten

Superkids Pre-Assessment and DIBELS will be administered for Grades 1-2

ELA Benchmark and DIBELS will be administered for Grades 3

ELA Benchmark and Reading Inventory will be administered for Grades 4-5

Elementary Math

iReady (*Ready Classroom Mathematics*) will be used in all grade levels, Pre-K through 5. Pre-K through Grade 2 is included under a pilot program 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 School21 Diagnostic - Math 6, Math, 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

Honors and Academic ELA - Reading Inventory - Grades 9

CommonLit Assessment-Grades 10,11,12

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 his 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 Middle

Students in 7th grade and 8th grade Chinese Immersion will be assessed on speaking, listening, reading, and writing using the ACTFL Assessment of PErformance towards Proficiency in Language (AAPPL).

World Language(s) Levels II, III, and IV - Spanish, French, and Chinese

Students in Spanish/French/Chinese Level II, III, IV will take the end of year assessment from the previous level of world language.

Special Education

During the Recovery Period, 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).

Recovery Plan Considerations:

- *Equity;*
- *Role of the family in the teaching/learning process;*
- *Integration of technology;*
- *Focus on social/emotional well-being;*
- *School Operations;*
    - o Maryland Infants and Toddlers Program
    - o Related Services
    - o Transportation
    - o Nonpublic Special Education Schools
    - o School-Aged Special Education Services
    - o Secondary Transition

Roles and Responsibilities of Special Educators and Related Service Providers During Recovery:

- 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.

Professional Learning for Staff:

- Special educators, related service providers, instructional assistants and other support staff across the Office of Special Education will continue to demonstrate a growth mindset, set goals for personal growth, work collaboratively and engage in professional learning.
- The Office of Special Education will work collaboratively with the Office of Curriculum and Instruction and other offices across ACPS to provide learning opportunities for staff that focus on supporting students with disabilities.
- Clear lines of communication have been established and will continue to be utilized throughout the recovery period to inform staff and share updates as they arise. ACPS recognizes that the recovery process is a fluid process and may change over time.

IEP Meetings:

ACPS is responsible for ensuring that the student's IEP in effect is written and implemented to enable the student to make progress in the general education curriculum and on their IEP goals.

If the ACPS service delivery model changes, then ACPS must ensure the student's IEP remains appropriate and can be implemented as written. If the IEP cannot be implemented as written, then ACPS will amend or revise the IEP in effect.

As under normal circumstances, ACPS must review and revise, as appropriate, the IEP to address any lack of expected progress or information about the student's needs. ACPS is responsible for ensuring that progress monitoring continues throughout this evolving situation. If the student data indicates that the student has new, additional, or different needs as a result of the extended school closure and changing service delivery model, then the IEP should be amended/revised to address those needs.

IEP meetings will be held virtually if the parent is in agreement.

If a parent is not in agreement with a virtual meeting, or not able to participate virtually, in person meetings will be scheduled at the school dependent upon local health and safety conditions. Social distancing guidelines and local health guidelines will be in place.

Conducting IEP Assessments:

Assessments to determine initial or continued eligibility for IEP services will be held at the student's school of attendance dependent upon local health and safety conditions. Social distancing and local health guidelines in regards to PPE and cleaning will be in place.

Recovery/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.

Instruction/Assessment:

The role of the special education teacher in instruction and assessment is as follows:

- Provide small group and individual specially designed instruction to identified students *(combination of synchronous and asynchronous);*
- Collaborate, co-plan and co-teach with content teachers *(direct instruction, modifications, accommodations, appropriate workload, etc.);*
- Work as a collaborative team to develop supplemental instructional resources, materials and assessments for use in online classes;
- Provide office hours and schedule individual times to meet with students and families as needed;
- Assist students in understanding assignments to the extent possible;
- Augment instruction using alternative materials/methods;
- Use formative assessment measures to identify learning gaps;
- Collect data to demonstrate progress toward IEP goals.

English for Speakers of Other Languages (ESOL)

Maryland school systems are required by COMAR to provide instructional assistance and services to enable ELs to attain English proficiency, develop high levels of academic language, and achieve at high levels in academic subjects. ACPS will remain flexible and adapt support and service delivery models as needed.

Attendance

COMAR 13A.08.01.01.E requires that "A record of daily attendance of each student" be kept in accordance with regulations of the State Board of Education and the Maryland Records System Manual 2016. The MSDE understands that attempting to maintain daily attendance for each student may be problematic. Local school systems are to carefully consider how their student attendance policies may be revised to include recording daily attendance during distance/remote learning.

Per COMAR 13A.08.01.01D, "a student 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 designee." 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 and similar activities when officially authorized under policies of the local school board.

Class attendance will be taken via the distance learning/virtual platform Schoology during the synchronous or "live" component of the class. If any school days consist of asynchronous learning through independent learning assignments, then the student will be counted present if engaged in

activity sponsored by the school and supervised by the teacher(s). If a student doesn't have connectivity and is unable to use a personal or community hotspot to access Schoology, then the school principal will assign an attendance coordinator at each school to call students without connectivity each day to ensure that students are engaged in the learning activities that are sponsored by the school and supervised by the teacher(s).

The school principal will work with the attendance coordinator, PPW, and staff to ensure that documentation is retained, in anticipation of any future audits, to prove that the school district has been providing instruction during remote learning. This could include any recorded contact with students, documentation of contact with students, receipts for distribution of materials, examples of assignments, school work or activities collected during remote learning.

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

Grading and Evaluation of Students

Policy Statement

It is the philosophy of the Allegany County Public Schools that grading promotes learning, achievement, and academic growth in a climate of encouragement and high expectations. ACPS strives for all students to be prepared for college and/or careers. Learning experiences, assignments, and assessments provide challenge, growth, and feedback for improvement in order to foster opportunities for students to demonstrate mastery of curricular expectations. Grades reflect the extent to which the student has achieved the learning outcomes specified by ACPS and the Maryland Common Core State Curriculum. The grading and reporting system will support the learning process and student success.

In consideration of this philosophy, the Board of Education is committed to maintaining rigorous performance and achievement standards for all students and to providing a fair process for evaluating and reporting student progress that is understandable to students and parents. Grades are an essential

way to communicate student progress and reflect what students know and are able to do in relation to curricular expectations.

- Traditional grading will be used during the year, whether students are attending school in person or virtually.
- Students in grades 3-12 will receive letter grades for quarter grades, semester grades, and final grades.
- Both formative and summative assessments will be assigned, as necessary.
- Content supervisors will provide guidance to teachers on grading with regard to the weight of formative and summative assignments.
- Teachers will publish assignments and grades in Aspen and will follow ACPS Board Policy.
- Students and guardians will have access to grades in Aspen.
- Teachers are encouraged to offer second chance learning opportunities in order for the student to demonstrate mastery.
- If a student is in danger of failing a course needed for graduation, the school counselor and teacher (s) will develop a plan to assist the student.

Academic Grade: A numerical value assigned to a letter grade as follows: A= 4, B = 3, C = 2, D = 1, and F = 0.

Honors: A numerical value assigned to a letter grade awarded in Honors or ACPS college courses as follows: A = 4.5, B = 3.5, C = 2.5, D = 1, and F = 0.

Advanced Placement/Early College Grade: A numerical value assigned to a letter grade awarded in Advanced Placement (AP) course work and early college courses will be as follows: A = 5, B = 4, C = 3, D = 1, and F = 0 for students who sit for the AP exam.

Guidance for Grading and Evaluation of Students in a Virtual or Hybrid Learning Environment

Virtual Aspen Electronic Grade Book Recommendations 2020

Teachers can not assume that all students have the current skill set to be proficient in the virtual classroom in much the same way that all teachers do not have the current skill set to be effortlessly proficient in teaching in a virtual classroom. The learning curve and growing pains will be present for both teachers and students. Directly teaching, modeling, and discussing skills such as managing time effectively, breaking down tasks into smaller chunks, planning ahead, and checking in with teachers during the afternoon "office hours" are all essential topics for discussion that will be valuable for students as they navigate a new learning environment and should be incorporated into class lessons. In addition, teachers should consider how to introduce

appropriate virtual classroom etiquette, how to work in collaborative virtual groups, and how to respond in discussion boards.

1. Teachers <u>are not</u> to add or make other changes to the grade book categories and/or the weight of the categories in the Aspen Electronic Grade Book once the syllabus has been approved by the content supervisors and distributed to students.
2. Thursday, September 3, 2020, is the deadline for high school teachers to submit a course syllabus to the content supervisor and principal for approval.

Best Practices Recommendations for Grade Book

1- At least three categories are recommended. Do not create a category if you are not going to use it often enough. Please consider combining items into a single category.

- Benchmarks should not be a separate category. If benchmark scores are used, they should be included in a category.
- It is recommended that projects are included within another category. This resolves the issue of not having a project each nine weeks (i.e., Category- Performance Assessment-Projects/Tests).

2- Suggestions for Category Placements in a virtual classroom. Consider if category placements will work in a gradebook in a virtual, hybrid, or in-person class since categories and weights may not be changed during the school year. Possible category placements for a virtual classroom could include the following:

- Assessments (e.g., tests, quizzes, essays, project based assessment (including music, art, PE), labs)
- Classwork (e.g., synchronous discussions, online discussion boards, collaborative group activities, online activities completed during synchronous instruction)
- Homework: (e.g. asynchronous assignments completed entirely outside of scheduled class instruction)

3- At least three assignments in a category are recommended.

4- A single category should not be weighted higher than 50%. A single category weight that is too high can limit or negatively impact a student's mastery from being accurately represented.

5- If assessments (tests, quizzes, etc.) are broken down under multiple categories, it is not recommended that the total percentage of these multiple categories exceed 60%.

6- If you create a category, then it must be used each nine weeks. There cannot be any unused categories during the nine weeks.   Again, the recommendation is for a minimum of three or more assignments in a category each nine weeks.

7- It is recommended that homework is a separate category. Homework, if assigned and graded, may count up to 10% for the marking period. Remember, homework is given after students have mastered material. It is assigned so that students can practice or reinforce their understanding. Homework is not to learn something 'cold'.

8- Asynchronous (e.g., homework, extended class assignments/projects), when assigned, should consider the age of the student and rigor of the task, balancing your work with the knowledge that students will have other assignments that will also need to be completed the same day.

9- Total Points is not recommended for calculating final grades. The problems in total points grading systems can occur when the number of points in an assignment area becomes disproportionate to its "value" as an indicator of achievement. If you give more homework and fewer tests than you planned, students' grades might be too greatly influenced by their homework scores. The district policy is that homework, if given, cannot exceed 10% for the marking period.

10- Entering percentage scores into the ASPEN grade book for assignment scores is not recommended. The problem with percentage scores is that all of the scores are based on a value of 100, regardless of the actual value of the assignment. The score becomes disproportionate to its 'value' as an indicator of achievement.

> For example, a student earns 5/10 on a quiz and 80/100 on a test. Using the raw scores, the student averages 77% (85/110= 77%). Using the percentage scores, the student averages 65% (50/100+ 80/100= 130/200=65%).

11- Participation grades are not recommended because they are not an objective measure or performance and such participation grades do not ensure equity for students who are unable to participate in a synchronous learning environment due to connectivity issues. The recommendation is that teachers provide feedback on participation through the work habits on the report card.

12- Teachers will record student grades at a minimum of once each week, using the Aspen electronic grading program.

In accordance with ACPS Evaluation of Students (IKA-R1), *teachers will use discretion to allow a student to retake tests, demonstrate mastery of material with alternative assessments, and resubmit assignments.* In a virtual classroom, it is recommended that teachers consider this practice in order to ensure that student grades are a true reflection of their progress towards mastery.

In addition, teachers need to be aware of a mindset shift in a virtual classroom regarding formally and informally conferencing with students. Because these conversations can not take place in the same manner as in the brick and mortar classroom, teachers need to be reflective of student progress, missing assignments, and class performance and contact students (parent/guardian) who may be struggling or not regularly submitting work. **Throughout this unprecedented time, flexibility should be part of the everyday practice of teachers.**

Professional Learning

Since the school closures, the Office of Curriculum and Instruction, Professional Learning, and the Information Technology Department have been working collaboratively to provide ongoing, differentiated support and professional learning to staff, students and families.

Stage 1: Distance Learning/Remote using Schoology - a Learning Management System (LMS)

- Five teachers have been trained as Schoology *Administrators*.
- 60 teachers/administrators have been trained as Schoology *Master Teachers*.
- 40 school-based/Central Office administrators have been trained in "*Leveraging Schoology in a Leadership Role*."
- 40 teachers/administrators have been trained to use the BigBlueButton conference tool.
- 700+ teachers have gone through eight hours of professional learning related to Schoology, including completion of a course titled "*Getting Started with Schoology*."
- Continued support will be provided to teachers, administrators, students, and parents/guardians via those who have received training directly from Schoology and via the 24x7 support from Schoology.
- Ongoing professional learning modules will be developed and available to teachers, administrators, instructional assistants and other support staff, students and parents.
- Feedback will be collected to plan and implement future professional learning opportunities.
- Professional learning at the building and system levels will occur throughout the school year to build educator capacity with digital tools.
- Media Specialists/Media technicians will continue to receive specific training to support their building faculty/staff.
- The ACPS Teacher Induction Program and pre-service week will also focus on building capacity around digital learning.
- All digital learning via Schoology will emphasize the use of the Gradual Release of Responsibility (GRR) instructional framework integrated with the principles, guidelines, and checkpoints of Universal Design for Learning. In the Allegany County Public Schools, this is referred to as the GRRUDL Instructional Framework.
- It is via the GRRUDL Instructional Framework that equitable instruction will be provided to all students.

Stage 2: Hybrid

- Teachers, instructional assistants and other support staff in all content areas will provide students with virtual/blended learning expectations and how to navigate digital platforms and the virtual classroom.
- All Professional Learning information in "Stage 1" applies to "Stage 2" with the strong belief that teachers who are prepared to deliver high-quality instruction via Schoology in a virtual learning environment will be equally prepared to provide high-quality instruction in a hybrid learning environment.
- All digital learning via face-to-face instruction coupled with Schoology will emphasize the use of the Gradual Release of Responsibility (GRR) instructional framework integrated with the principles, guidelines, and checkpoints of Universal Design for Learning. In the Allegany County Public Schools, this is referred to as the GRRUDL Instructional Framework.
- It is via the GRRUDL Instructional Framework that equitable instruction will be provided to all students.

Stage 3: Traditional - Regular operations will resume.

- Teachers, instructional assistants and other support staff in all content areas will provide students with virtual/blended learning expectations and how to navigate digital platforms and the virtual classroom.
- All Professional Learning information in "Stage 1" applies to "Stage 2" and "Stage 3"with the strong belief that teachers who are prepared to deliver high-quality instruction via Schoology in a virtual learning environment will be equally prepared to provide high-quality instruction in a hybrid and/or traditional learning environment.
- All digital learning via face-to-face instruction coupled with Schoology will emphasize the use of the Gradual Release of Responsibility (GRR) instructional framework integrated with the principles, guidelines, and checkpoints of Universal Design for Learning. In the Allegany County Public Schools, this is referred to as the GRRUDL Instructional Framework.
- It is via the GRRUDL Instructional Framework that equitable instruction will be provided to all students.

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.
- Coordinate with the school principal and serve as a point of contact for school-based professional learning relating to the impact of COVID-19.
- Meet in-person (considering all COVID 19 safety protocols) 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

Maryland Public Secondary Schools Athletic Association (MPSSAA) released its Roadmap for Return to Interscholastic Athletics document on Monday, July 6th at noon. This document is designed to serve as a resource for local school systems and their respective Return to Play (RTP) committees. The committee's guiding principles that continue to drive our operations are:

- Ensuring the gradual, safe return of student-athletes to in-person participation in interscholastic athletic activities.
- Maximizing participation opportunities, including the implementation and transition to new phases.
- Providing ongoing communication regarding the current operations of the ACPS Athletics program, in alignment with state and local guidelines, considerations, and recommendations.

ACPS will continue to use this resource document to develop guidelines for a safe, gradual and responsible return to sports. The committee's initial recommendations for voluntary summer conditioning and re-acclimatization are that each sport must submit a safety plan to be approved by the principal, and supervisor of athletics. The voluntary workouts are focused on reconditioning de-conditioned athletes following all safety protocols. The optional summer conditioning and weight training sessions began on July 7, 2020. This phase also includes required forms that each student participant must have on file with the school including a current physical and a signed Covid-19 Acknowledgement Form. The Covid-19 Acknowledgement Form will indicate that Covid-19 information has been provided, reviewed, and is understood by the parent and participant.

The development of Phase 3 "Return to Fall Sports and Performance Competition" will focus on an eventual return to competition. On August 3, 2020, MPSSAA announced the postponement of the Fall and Winter Sports seasons through the first semester. We will prepare for multiple scenarios that will include creative and modified scheduling of competition. We will also develop procedures for fans and patrons based on the latest available guidance and restrictions from the Governor, MSDE, MPSSAA, and ACHD. The availability of transportation will also be a major factor in determining a return to competition and performance.

With the announcement by MPSSAA, local school systems will be able to use MPSSAA waiver regulations as approved by the Maryland State Board of Education on June 23, 2020 for student engagement during the first semester. Continued collaboration on finalizing a hybrid two-semester plan focused on student engagement options in the first semester and modified competition seasons for all sports during the second semester.

OPERATIONS AND SAFETY PROTOCOLS

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.

Building Access and Screening Guidelines

General Building Access

Building access should be limited to employees, contractors, and students on an as-needed basis.

Guest speakers will not be permitted unless through a virtual means.

Employee access other than operations staff shall be restricted to business hours to allow for cleaning or as otherwise approved by the school principal.

All visitors shall be tracked via Raptor.

Screening questions will be used for parental screening of students, staff self-screening, and visitor screening.

Meetings

Whenever possible meetings should be conducted via telephone or video conference.

Meetings that are unable to be held virtually will be facilitated on an appointment basis.

If a meeting must be conducted in person, it should have a minimal number of attendees, should adhere to 6 foot social distancing guidelines, and participants must wear masks.

Attendance for in person meetings should not to exceed what is allowed by executive order and/or CDC guidelines.

Prior to any in person meeting, attendees shall be provided with screening questions and COVID symptoms to self-screen.

Students

Parent/Guardians shall be provided with a list of screening questions and COVID-19 symptoms to screen their children before coming to school.

Parents/Guardians will be instructed in advance that they are not to send their child to school if they are exhibiting any COVID-19 symptoms.

Students who appear to have a fever or COVID-19 symptoms will be required to be further screened by the nursing staff and handled in accord with their contagious disease procedures.

Parent/Guardians - Shall be restricted to only essential visits, i.e., meeting with a counselor or principal, etc., and follow meeting recommendations listed above. (**An appointment will be made prior to showing up to the school**.) Any parent/guardian who responds that they are exhibiting any of the symptoms listed in the screening questions will be advised by an administrator that their appointment will need to be rescheduled and they must leave and be asked to leave the building.

Staff Screening

Staff will be provided a list of questions and COVID-19 symptoms and expected to self-screen before reporting to any ACPS facility for work.

COVID-19 DAILY SELF CHECKLIST

Review this COVID-19 Daily Checklist **each day before reporting to work.**

If you answer YES to any of the questions below, STAY HOME and follow the steps below:

- Step 1: Call your immediate supervisor and
- Step 2: Call the Human Resources Office at 301-759-2033

If you start feeling sick during your work shift, follow steps 1 and 2 above.

Do you have a fever (temperature over 100.3°F) without having taken any fever reducing medications?
□ Yes   □ No

Loss of Smell or Taste?	Muscle Aches?	Sore Throat?	Cough?
□ Yes	□ Yes	□ Yes	□ Yes
□ No	□ No	□ No	□ No

Shortness of Breath?	Chills?	Headache?
□ Yes	□ Yes	□ Yes
□ No	□ No	□ No

Have you experienced any gastrointestinal symptoms such as nausea/vomiting, diarrhea, loss of appetite?
□ Yes   □ No

Have you, or anyone you have been in close contact with been diagnosed with COVID-19, or been placed on quarantine for possible contact with COVID-19?
□ Yes   □ No

Have you been asked to self-isolate or quarantine by a medical professional or a local public health official?
□ Yes   □ No

Staff who have been exposed or symptomatic shall not return to work until approved by HR. Volunteers will not be permitted in the school until after the State is in recovery Stage 3.

Principals and the Coordinator of Teacher Induction will coordinate any placement of interns and student teachers, in consideration of its impact on student room occupancy.

Signage shall be placed at every entrance reminding staff, students, and visitors of the symptoms of COVID-19, proper screening questions, and appropriate precautions i.e., wearing of facial coverings and maintaining social distancing when feasible.

Transportation - Hybrid Model

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 with the reopening of schools for the fall school year 2020-21.

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 that 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 to 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.

Allegany County Public Schools, in collaboration with the transportation department, are requesting the seating capacity on the 66 passenger school buses be set at 22 students, with one per seat with the exception that family members may sit together, recognizing may increase the number of total students on the bus. ACPS and the transportation department recognizes that this will not meet the social distancing guidelines set by the CDC; however, it is believed that with the compartmentation effect and the height of the seats acting as a barrier on the bus, students will be separated.

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. In response to the coronavirus pandemic, Allegany County Public Schools will require all school buses to be disinfected between runs and at the end of their A.M. run and P.M. run. High contact areas will be wiped, 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 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.

Pupil Transportation Guidelines

Findings:	ACPS buses will have to operate with one student per seat (exception for siblings). The seat immediately behind the driver will be left empty. Drivers, attendants will wear ACPS-provided face masks on the bus. Students will be required to wear face masks except for school nurse-approved reasons. Students/parents will be responsible for providing the student's mask(s). A small supply of masks will be provided on the bus for students who forget or board the bus without a mask. After the completed morning route and after the completed afternoon route, the driver and attendant will disinfect the high touch areas on the bus. ACPS will provide disinfectant products and spray bottles to contractors. Training for bus drivers and assistants for disinfecting procedure and student seating will be required prior to the start of school. Transportation Services will establish a communication plan with the ACPS Public Information Officer for updates for late buses and missed bus runs, etc.
References:	*Maryland Strong: Roadmap to Recovery* *Maryland Together: Maryland's Recovery Plan for Education* *CDC Considerations for Schools* *CDC Guidance for Bus Transit Operators*

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 shall be eaten in classrooms. Cafeterias may be used to stage students who will be purchasing lunch at the school.
- When waiting to be served, face masks must be worn and social distancing shall be respected.
- Cash shall not be used to purchase meals.
- Have children bring their own meals as feasible, or serve individually plated meals in classrooms 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.
- Disinfect suitcases after food contact is made.
- 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

1. Meals will be picked up at schools accordingly Monday – Friday from 12:00-1:30.
2. Staff handing out meals while maintaining social distancing guidelines will wear masks/gloves.
3. Student meal accounts will be charged per paid, reduced, or free rate.
4. Classroom rosters will be used to account for the meals.
5. 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 maintaining 6 feet apart.
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.

Exposure of Students & Staff Guidelines

DEPARTMENT OF HEALTH
Robert R. Neall, Secretary

STATE DEPARTMENT OF EDUCATION
Dr. Karen Salmon, State Superintendent of Schools

Response to a Laboratory Confirmed Case of COVID-19 and Persons with COVID-19-like Illness in Schools, Child Care Programs, and Youth Camps

Updated July 21, 2020

This guidance accompanies the *"Decision Aid: Exclusion and Return for Laboratory Confirmed COVID-19 Cases and Persons with COVID-19-like Illness in Schools, Child Care Programs, and Youth Camps."*

This guidance applies to persons with a laboratory **confirmed case of COVID-19, regardless of whether they have symptoms,** and persons with COVID-19-like illness. Exclusion, quarantine and return to school for a person with laboratory confirmed COVID-19 or persons with symptoms of COVID-19-like illness is based on CDC and Maryland Department of Health/Maryland State Department of Education guidance and is to be implemented by local school systems in collaboration with the local health department.

For the purposes of this guidance, symptoms of COVID-19-like illness include those that meet:

1. New onset cough or shortness of breath; **OR**
2. **At least 2 of the following:** fever of 100.4° or higher, chills, shivering, muscle pain, sore throat, headache, loss of sense of taste or smell, or gastrointestinal symptoms (nausea, vomiting or diarrhea).

NOTE: This definition was adapted from the clinical criteria in the CDC case definition of a probable case of COVID-19.

The guidance below is meant to supplement, where necessary, current communicable disease outbreak investigation processes, current school health services illness management processes, and current local health department COVID-19 response processes. The guidance below is designed to expedite notification, isolation, and quarantine of school staff and/or students, as indicated, when a person notifies the school they/their child has a laboratory confirmed case of COVID-19, regardless of whether the person has symptoms, or exhibits symptoms of COVID-19-like illness. The specific processes to implement this guidance within each school system are to be developed and carried out as a collaboration between the local school system and the local health department.

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1. Communication

   a. School systems should develop processes to inform staff and parents that they are expected to notify the school as soon as they are made aware that they/their child has tested positive for the virus that causes COVID-19 or that they/their child has been exposed to a person who is confirmed to have COVID-19;
   b. School systems should communicate to parents the expectation that ill students MUST be picked up within a specified period of time;
   c. The school should have a plan for how parents are to notify the school of a positive test result or exposure to ensure confidentiality;
   d. Schools should have a plan to collaborate and coordinate with the local health department regarding school contact tracing procedures including determining the role of the school nurse, the school administrator, and the local health department; and
   e. The school system should develop communication templates for notification of contacts of persons who are confirmed to have COVID-19.

2. Notification of contacts who must quarantine

   a. The local health department should lead the process of contact tracing;
   b. The school should work with the local health department to identify persons who may have had close contact with the person testing positive for COVID-19;
   c. Schools should provide written notification to all identified contacts. The notification should include the following:
      i. When to seek medical care
      ii. How to monitor for symptoms
      iii. Who to contact and how to contact them if they develop symptoms of COVID-19 while under quarantine
      iv. The projected length of quarantine if remain asymptomatic
      v. Plan for maintaining remote learning for those who remain well enough to engage in learning while under quarantine
      vi. Information about local COVID-19 testing sites

3. Isolation, Exclusion, Quarantine, and Return to School

   a. If a student or school staff member develops symptoms of COVID-19-like illness **during the school day,** the school should:
      i. Safely isolate the person in the designated isolation area and place a surgical mask on the person if they are not wearing a cloth face covering as appropriate;
      ii. The SHS staff member should don the appropriate PPE and conduct the appropriate determination of the student's condition based on presenting symptoms;
      iii. Begin the process for the person to vacate the school as soon as possible;

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b. When a school is informed of a laboratory confirmed case of COVID-19 in a student or school staff member, regardless of whether the person had symptoms, the school should begin the process for identifying close contacts and begin the notification process in collaboration with the local health department;

c. The school should follow the "Decision Aid: Exclusion and Return for Laboratory Confirmed COVID-19 Cases and Persons with COVID-19-like Illness in Schools, Child Care Programs, and Youth Camps" (see attachment) for persons with a positive test for COVID-19 or have COVID-19 like illness, regardless if they have been tested, and those who had close contact with the person with COVID-19-like illness;

d. The school should follow the instructions from the local health department for all matters regarding quarantine, exclusion and return to school for persons with a positive test for COVID-19 and those who had close contact with the with COVID-like illness; and

e. If the number of laboratory confirmed cases of COVID-19 or persons with Covid-19-like illness meets the definition of an outbreak, the response decisions, including possible school closure, will be made by the local health department.

3

Attachment

Decision Aid: Exclusion and Return for Laboratory Confirmed COVID-19 Cases and Persons with COVID-19-like Illness in Schools, Child Care Programs, and Youth Camps

For the purposes of this decision aid, COVID-19-like illness is defined as: New onset cough or shortness of breath **OR** At least **2** of the following: fever of 100.4° or higher, chills, shivering, muscle pain, sore throat, headache, loss of sense of taste or smell, and gastrointestinal symptoms (nausea, vomiting or diarrhea). **NOTE: This definition was adapted from the clinical criteria in the CDC case definition of a probable case of COVID-19.**

Person (child, care provider, educator, other staff) with **ONE NEW** symptom not meeting the definition of COVID-19-like illness.

→ Exclude person and allow return when symptoms have improved and criteria in the Communicable Diseases Summary have been met as applicable. If person develops symptoms of COVID-19-like illness, follow processes below for person with COVID-like illness.

An **asymptomatic person** (child, care provider, educator, other staff) tests positive for COVID-19.

The ill person should stay home at least 10 days since symptoms first appeared AND until no fever for at least **24 hours** without medication AND improvement of other symptoms.

The asymptomatic person must stay home for 10 days from positive test.

Close contacts should stay home for 14 days from the date of last exposure **even if they have no symptoms or they have a negative COVID-19 test done during quarantine.**

Person (child, care provider, educator, other staff) with COVID-19-like illness.

- Exclude person and recommend that they talk to their health care provider about testing for COVID-19 or whether there is another specific diagnosis.
- **The person must isolate pending test results or evaluation by their health care provider.**
- **Close contacts of the ill person should quarantine per CDC guidelines.**

Person has positive test for COVID-19.

Person does not receive a laboratory test or another specific alternative diagnosis by their health care provider.

Person has negative test for COVID-19.

Health care provider documents that the person has a specific alternative diagnosis (e.g. influenza, strep throat, otitis) or health care provider documents that symptoms are related to a pre-existing condition.

The person should stay home until symptoms have improved and criteria in the Communicable Diseases Summary have been met as applicable.

Person should consider being tested/retested for COVID-19 if symptoms do not improve.

Close contacts DO NOT need to remain at home as long as they remain asymptomatic.

July 20, 2020

Attachment for document entitled "Response to a Laboratory Confirmed Case of COVID-19 and Persons with COVID-19-like Illness in Schools, Child Care Programs, and Youth Camps"

Standard Employee Guidelines to Reduce Risk for COVID 19 Exposure

All employees should follow the [Maryland Department of Health](#) (MDH) and the [Centers for Disease Control and Prevention](#) guidance for social distancing. Employees should always remain six feet apart and avoid direct contact with others. In addition, employees should follow [good hygiene protocols from the federal](#) [government](#) and other authoritative sources.

These include:
- Wash hands frequently with soap for 20 seconds.
- Avoid touching your face.
- Wear face covering over nose and mouth.
- Sneeze or cough into a tissue and then throw away the tissue or into your elbow.

If your specific job duties require any personal protective equipment (PPE), then you will be provided the appropriate PPE.

Employees who have tested positive for COVID or been exposed should inform their supervisor and Human Resources immediately.

Please see the information provided above that outlines the procedures developed by the MDH and CDC for an individual who tests positive for COVID 19 or for an individual who has COVID 19 like symptoms.

- Stay home.
- Monitor symptoms.
- Contact health care provider.
- Stay away from all individuals not living in your home.
- Wear a face covering over your nose and mouth.
- Follow 6 feet social distancing guidelines.
- Wash your hands or use hand sanitizer often.
- Clean all high touch surfaces.
- Medical documentation is required to return to work.

Employees, Contractors, Students, and Visitors who become sick during the school day will be sent home immediately.

- Areas touched by the symptomatic person should be cleaned and disinfected.
- Information on persons who came into contact with the symptomatic individual should be compiled.

Employees and Contractors who have tested positive for COVID-19
- May return to work after being symptom free as per Allegany County Health Department and CDC Guidelines.
- Employees are required to supply Human Resources with a release from their medical provider to return to work.

Students who have tested positive for COVID-19 or been exposed may return to school with clearance from their health care provider.

Contact tracing – If an exposure occurs on school property the Supervisor of Health Services and Human Resources (for employees) shall:
- Use all available resources to determine the names of others that have been exposed to the infected/symptomatic person
- Make appropriate notifications to the exposed in collaboration with Allegany County Health Department
- Provide proper guidance as to next steps

References:

- *Maryland Strong: Roadmap to Recovery*
- *Maryland Together: Maryland's Recovery Plan for Education* *CDC*
- *Considerations for Schools*

Personal Protective Equipment Guidelines

Recommendations	1) General PPE recommendations for all:
	   a) All building occupants will be required to wear a cloth face covering whenever they are inside an ACPS building.
	   b) Face coverings shall be worn whenever in occupied instructional areas.
	   c) Staff will be encouraged to wear their own face coverings or masks.
	   d) Exceptions to the face coverings requirement:
	      i) Some staff may be exempt from wearing a face covering for medical reasons – must provide HR a doctor's note.
	      ii) May be made for staff when working in a confined office (does not include partitioned work areas in a large open environment). If an employee has a shared office space the office exception will not apply.
	      iii) Children younger than 2 years old.
	      iv) Anyone who has trouble breathing or is unconscious.
	      v) Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.
	      vi) Some students with developmental disabilities, sensory integration concerns or tactile sensitivities, certain mental health conditions, or limited cognitive ability may have a negative reaction to wearing a cloth face covering and therefore may not be able to wear a mask.
	   e) Face shields may be used but are not a substitute for a face covering or mask.
	   f) Gloves should only be worn for activities involving cleaning or potential bodily fluid exposure as per Maryland Occupational Safety and Health (MOSH).
	2) Nurses Personal Protective Equipment (PPE) will be provided to:
	   a) School nurses as required by Maryland Occupational Safety and Health (MOSH) and the Centers for Disease Control and Prevention (CDC).
	   b) PPE for school nurses includes gloves, eye protection, facemasks, N95 respirators, gowns, shoe covers, and bonnets.
	   c) The Supervisor of Health Services or designee will approve and direct all deliveries of Nurse PPE to schools.
	3) Building operations staff:
	   a) When working outdoors and proper social distancing cannot be maintained, staff will be required to wear a face covering.
	   b) Will be supplied additional PPE for cleaning to be used in accord with their training.
	   c) PPE requirements may change based on types of cleaners that are being used.
	4) Food services employees:
	   a) Will be required to wear a face covering in addition to their normal PPE while preparing and serving food.

	5) Students:
	    a) Parents will be asked to provide a mask or face covering for students.
	    b) ACPS will maintain a supply at each school for students who lose or do not have their face covering.
	    c) May be exempt from wearing face coverings for medical reasons.
	6) Visitors will be required to wear an appropriate facial covering over their nose and mouth while in ACPS buildings.
	7) Special Education/Special Services:
	    a) Adaptive face coverings, including face shields or other specialized coverings, may be required as appropriate for the student.
	    b) The Director of Special Education or designee will be responsible for coordinating with Plant Operations to manage inventory and request resupply.
	8) Inventory:
	    a) All PPE will be ordered centrally.
	    b) Inventory will be stored and distributed from Plant Operations.
	    c) Minimum inventory levels will be established and maintained based on burn rates and product availability.

References	*Maryland Strong: Roadmap to Recovery* *Maryland Together: Maryland's Recovery Plan for Education* *CDC Considerations for Schools* *The American Academy of Pediatrics*

Social Distancing Guidelines

Recommendations	1) General:
	    a) When feasible, social distancing of three to six feet should be followed within the school setting.
	    b) For office environments, no more than one person should be working in the same room unless social distancing can be consistently maintained.
	2) Meetings – should adhere to guidelines set forth in Building Access and Staff and Student Screening Guidelines.
	3) ACPS will continue to follow all safety protocols.
	    a) Visitors will be required to supply identification when visiting the building and should follow all physical spacing directions that will be noted on the floor.
	    b) Appropriate marks/floor patterns and signage will be located throughout the buildings.
	4) Plexiglass barriers/sneeze guards per school will be installed in locations that are determined by the principal (receptionist desks).
	5) Meetings/gatherings – should adhere to guidelines set forth in the Building Access and Screening Section.
	6) Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as much as possible.
	7) Provide student support services virtually, as feasible.
	8) Building layout:
	    a) School Based Administrators shall review their building layout to determine traffic patterns or high-density areas with the objective of practicing social distancing.
	    b) Non-permanent fixtures should be adjusted to provide ample spacing to acquire 6 feet distancing throughout common areas, offices, classrooms, etc.
	    c) Standard signage and messaging will be established collaboratively with specific needs determined by administration.

References:	*Maryland Strong: Roadmap to Recovery* *Maryland Together: Maryland's Recovery Plan for Education* *CDC Considerations for Schools*

Variables & Contingencies for Implementation

There are a number of variables and contingent factors that will influence our ability to implement the CCPS Reopening and Recovery Plan, in whole or in part. The planning committee has noted many of those variables and contingencies in its own work or through feedback from the key stakeholder groups. Invariably, there will be additional factors not yet identified that will arise once the school year opens. Some of the variables and contingencies, which have been identified and discussed, are highlighted below.

Changes to State Guidelines and Orders

The ACPS Reopening and Recovery Plan is based on the Governor declaring the State to be in Stage II of his Maryland Strong: Roadmap to Recovery Plan. Presumably, if the State is in Stage III, then schools will be open in a traditional manner in general. It is possible that, if trends change, the State, or parts of the State, potentially may move from Stage III back to Stage II or even Stage I, depending on a number of conditions. For these reasons, this plan and the protocols contained therein are necessary.

Student Absenteeism

For the hybrid or traditional instructional models, student absentee rates, system-wide and school by school, will be monitored closely. Student absentee rates 10% or greater for that day's cohort at a school or multiple schools trigger protocols with the CCHD to determine if the absenteeism is caused by an infectious disease and if restrictive protocols must be put in place. Regardless, fluctuating absenteeism will present challenges to staffing and teaching, as instructional teams will need to shift between in-person and virtual instruction.

Employee and Contractor Absenteeism

Likewise, employee and contracted services employee absentee rates will also need to be monitored closely. If the rate of daily absenteeism is 10% or higher at a school, that school will need to be closed for in-person instruction that day. If the absentee rate is known the prior evening, ACPS will announce the school closing then. If the absentee rate is known in the morning, ACPS will announce an early dismissal for in-person instruction for that school in the morning.

Employee Leaves of Absence

Employee leaves of absence will also be monitored closely. Our ability to staff successfully and conduct the dual in-person and virtual instructional model is contingent upon our ability to deploy our full workforce. Adjustments may need to be made if leaves of absence reach critical levels.

Exposures to Virus

Due to required public health protocols, exposures or potential exposures to the novel coronavirus will impact the operations of schools. Exposure protocols typically require a school with a known exposure to be closed for at least 48 hours for re-sanitizing. Additionally, protocols require that exposed

individuals, identified through contact tracing, may be quarantined for 14 days. Some scenarios with the potential to impact multiple schools or even result in a school closure are:

- An exposure involving siblings in multiple schools;
- An exposure involving an employee with children in other schools;
- An exposure on buses that require multiple drivers to quarantine; and
- An exposure among the building operations staff at a school requiring them to quarantine.

Other Considerations

Ongoing Availability of Supplies and PPE

This plan and the various protocols contained within are contingent on the ACPS obtaining sufficient supplies and PPE to open schools and maintaining sufficient levels to sustain the plan after initial opening. Supplies and PPE include masks, gloves, disinfectant, soap, and hand sanitizer. To that end, ACPS is actively ordering volumes of supplies and PPE with which to open the school year. Our experience in the spring, when the pandemic was initially declared, was that the market could not supply all of the needed supplies and PPE at the necessary levels.