



# **GCPS Recovery and Reopening Plan**

**July 30, 2020**

**Updated September 10, 2020**

# 2020 Garrett County Board of Education

Mr. M. Thomas Woods, President

Mrs. Monica L. Rinker, Vice President

Mr. Rodney B. Glotfelty, Associate Member

Dr. Matthew A. Paugh, Associate Member

Mrs. Charlotte A. Sebold, Associate Member

Mr. Jarrett M. Miller, Student Board Member

**Ms. Barbara L. Baker, Superintendent of Schools**

## Administration

### Superintendent's Cabinet

Mrs. Karen Kamauff DeVore, Executive Director of Curriculum, Instruction & Administration

Mr. Paul C. Edwards, Director of Secondary Education

Dr. Nicole Miller, Director of Elementary Education

Dr. Chelsie Manges, Interim Director of Special Education

Mr. Jeff Gank, Director of Information Technology

Mrs. Alison Sweitzer, Director of Finance

Dr. Jane Wildesen, Director of Human Resources

Mr. Richard Wesolowski, Director of Maintenance, Operations, Facilities & Transportation

Mr. Scott Germain, Supervisor of Food & Nutrition Services

Mr. William Swift, Supervisor of Safety and Security

### LEAD Instructional Team

Mrs. Karen Kamauff DeVore, Executive Director of Curriculum, Instruction & Administration

Mr. Paul C. Edwards, Director of Secondary Education

Dr. Nicole Miller, Director of Elementary Education

Dr. Chelsie Manges, Interim Director of Special Education

Mr. Jim Morris, Supervisor of Research, Evaluation & Information, PIO

Mrs. Stephanie Wesolowski, Supervisor of ELA & Social Studies

Mr. Brian Schilpp, Supervisor of STEM (Science, Technology, Engineering & Mathematics)

Dr. Philip Lauver, Supervisor of Pupil Services

Mrs. Mary VanSickle, Coordinator of Mental Health Services

Mrs. Brooks Elliott, Coordinator of Special Programs

Mrs. Rebecca Aiken, Manager of Health Services and Nurses

Ms. Lindsey Strubin, PPW

## Table of Contents

<b>EXECUTIVE SUMMARY</b>	<b>8</b>
<b>MARYLAND STATE DEPARTMENT of EDUCATION GUIDANCE</b>	<b>9</b>
<b>COVID-19 Checklist Appendix A</b>	<b>10</b>
<b>TIGER (Targeted, Immediate, Group Execution, and Response) Teams</b>	<b>10</b>
<b>TIGER Project 1: FACILITIES &amp; OPERATION</b>	<b>11</b>
Project Managers: Richard Wesolowski & Scott Germain	11
Team Members:	11
T1 Status Updates:	11
<b>Team 1A: Safety and Health Services</b>	<b>11</b>
Team Leaders: Bill Swift & Rebecca Aiken	12
Team Members:	12
T1A Status Updates:	12
<b>TIGER Project 2: CONTINUITY OF LEARNING</b>	<b>13</b>
Project Managers: Karen DeVore & Stephanie Wesolowski	13
Team Members:	13
T2 Status Updates:	13
<b>Team 2A: Accountability, Grading, and Reporting</b>	<b>14</b>
Team Leaders: Jim Morris	14
Team Members:	14
T2A Status Updates:	14
<b>Team 2B: Technology, Connectivity, and Digital Learning</b>	<b>14</b>
Project Manager: Jeff Gank	14
Device Team:	14
Connectivity Team:	15
LMS Team:	15
T2B Status Updates:	15
<b>Team 2C: Staffing, Professional Development, and Teacher and Principal Evaluations</b>	<b>16</b>
Team Leaders: Jane Wildesen	16
Team Members:	16
T2C Status Updates:	16
<b>TIMELINE</b>	<b>18</b>
<b>ACTUAL TIMELINE OF SCHOOL REOPENING</b>	<b>18</b>
<b>UPDATES</b>	<b>19</b>
GCPS 2020-2021 School Year Reopening Updates	19
<b>GCPS REOPENING FAQs</b>	<b>19</b>
GCPS Reopening FAQs	19
<b>COMMUNICATION PLAN</b>	<b>19</b>

<b>INSTRUCTIONAL OPTIONS</b>	<b>20</b>
Option 1: In-School Hybrid Learning Model	20
Stage 1 Red	20
Modified RED Updates	20
Stage 2 Yellow	20
Sample Hybrid Model Schedules:	21
Instructional Support for Students in the Hybrid Model	22
eLearning Support Day (Wednesdays)	22
Modified YELLOW Updates and Press Releases	22
Stage 3 Green	25
Option 2: Full Virtual Learning Model Blue	25
Virtual Offering Model Selection	26
Instructional Support for Students in the Virtual Option	27
The Enrollment Process	27
Instructional Approaches	27
Enhancements to the Virtual Learning Experience	28
Digital Tools	28
<b>Synchronous Instruction and Support</b>	<b>28</b>
Single Learning Management System	28
Supporting Resources	28
Access to Technology	29
Curriculum, Instruction, and Assessment	29
Family and Caregiver Assistance	29
Grading	29
Policy	30
Procedures	30
Handling of Instructional Materials	30
Printed Packets	30
Summer Programming	30
Professional Learning for Staff	30
Pupil Services and Student Supports	31
Attendance Criteria	31
Attendance Protocols for Virtual Learning 2020-2021	32
Home Hospital	32
English Learners (EL)	33
Health Services	33
Homeless Student Population	34
Mental Health Supports	35
Social Emotional Learning (SEL) Curriculums	35
Referral Process for Timely Social Emotional Support	35
Trauma Informed Discipline	35
Modified Behavioral Threat Assessment Process	36

Special Education Services	36
School Closure	36
Summer Services	36
Assessments	37
Meetings	37
Continued Instruction	37
Special Transportation	38
<b>INSTRUCTIONAL FRAMEWORKS</b>	<b>38</b>
<b>ELEMENTARY SCHOOL - INSTRUCTIONAL FRAMEWORK</b>	<b>38</b>
Sample Elementary Student Schedule for Virtual (Students at Home) 3rd Grade	40
Elementary School Students Overview: In-School (Selected Students Only)	41
Sample Elementary Student Schedule for In-School (Selected Students Only) Grade 3	42
Elementary School Sample Teacher Schedule - Modified Red	43
<b>MIDDLE SCHOOL - INSTRUCTIONAL FRAMEWORK</b>	<b>44</b>
Sample Middle School Student Schedule	44
Middle School Students Overview	44
Middle School Sample Teacher Schedule	44
Middle School Teacher Expectations	45
<b>HIGH SCHOOL - INSTRUCTIONAL FRAMEWORK</b>	<b>45</b>
Sample High School Student Schedule	45
High School Students Overview	46
High School Students Without Adequate Internet	46
High School Selected Students	46
High School Sample Teacher Schedule	46
High School Teacher Expectations	47
<b>ACCESS and EQUITY</b>	<b>47</b>
Planning For A Range of Abilities	47
Data Driven Instructional Guidance	48
Pre-Kindergarten – Grade 2	49
Grades 3 - 8	50
Grades 9 - 12	50
Special Education Students	50
Purpose	50
Philosophy	50
Objective	50
Special Education Plan for Ensuring Equity	51
English Learners	51
English Learners Plan for Ensuring Equity	51
Section 504 Plan for Ensuring Equity	52
Gifted & Talented Students	52
Gifted & Talented Program Plan for Ensuring Equity	53
Homeless Students	53

Homeless Students Plan for Ensuring Equity	53
Title II Equity and Accessibility	54
Pupil Service Ongoing Monitoring and Collaboration:	54
Interscholastic Athletics	55
The GCPS Return to Play Plan	55
Band, Theatre and Other Performing Arts	55
Full Virtual Learning If Stage 3 - Green	55
Shortened Student School Day	55
Textbook Distribution	55
PROTOCOLS (MSDE, MD DEPARTMENT OF HEALTH and CDC GUIDANCE)	55
Parent/Guardian Screening Students Prior to School Daily	56
Process Maps and Screenings for COVID-19	56
Infection Control Checklist for Schools	56
COVID-19 Pandemic: Orders and Guidance	56
GCPS Face Covering Protocols - COVID-19	56
WEAR, WASH, WAIT	58
WEAR	58
WAIT	58
WASH	59
GCPS Guidelines For Acceptable Face Coverings for Students and Staff	59
Building Cleaning and Disinfecting	59
Custodial Cleaning	59
Staff Cleaning Supplies	60
CTE and Shared Equipment	60
Facility Enhancements and Modifications	60
Ventilation	60
Protective Barriers	60
Playgrounds	60
Lockers	60
Classroom Modifications	60
Hand Sanitizer	61
Transportation of Students	61
Bus Protocols	61
Face Coverings	61
Students Who Are Ill on the Bus	61
Bus Cleaning / Inspection	61
Building Access and Pedestrian Flow	62
Student Movement	62
Student Arrival and Dismissal	62
Signage	62
Health Room Protocols	62
Health Suite Air Purification	62

Health Suite Isolation Space	62
Parent/Guardian Protocols for Picking Up Ill Students	63
Home Visits and Traveling Staff	63
Health Screening and Protocols	63
Staff Screening	63
Employee Workplace Process Map	64
Personal Protective Equipment (PPE)	64
Student Screening	64
Student School Process Map	64
Face Coverings	64
Response to COVID-19 Infections	64
Understanding the Role of the SRO.	65
Food Services	65
Meal Modifications	65
Additional Considerations	65
Before and After School Care	65
Classroom Supervision for Lunch	66
Community User Groups	66
Health Suite Protocol	66
Sick Student Transportation	66
Visitors	66
Employee Relations and Communications	66
Employee Support and Resources	66
Parent Advisory Group Feedback	67
Student Advisory Group	67
<b>CONCLUSION</b>	<b>67</b>
<b>RESOURCES and APPENDICES</b>	<b>67</b>
<b>GCPS LINKS and COMPANION DOCUMENTS</b>	<b>68</b>
<b>Addendum: Reopening in a Virtual Format</b>	<b>70</b>
<b>Addendum: September 22, 2020</b>	<b>71</b>

## EXECUTIVE SUMMARY

*Garrett County Public Schools recognizes that schools provide an essential and irreplaceable role for a community. In addition to providing academic learning for students, schools provide social and emotional learning through interaction with children and adults; nutrition through free and reduced cost breakfast and lunch; health services from school nurses that are specialists in public health; connection to community resources through school social workers; counseling services through school psychologists and professional school counselors; and athletic and extracurricular activities.*

*Rippling effects were felt throughout our communities when schools closed on March 13, 2020 in response to the unprecedented COVID-19 health crisis. How and when schools in Garrett County reopen impacts more than just students. It affects parents and their ability to return to work as well as local and state businesses and agencies that depend on Garrett County parents as their workforce.*

*The Garrett County Public Schools staff was faced with an unprecedented challenge in preparing for the 2020-2021 school year in the face of a national pandemic. Using the [Maryland Together: Maryland's Recovery Plan for Education](#), and specifically the COVID-19 Checklist as guidance from the Centers for Disease Control and Prevention and executive orders from Governor Larry Hogan as resources, the superintendent and senior GCPS staff developed a plan in alignment with the GCPS goals to:*

- *Work closely with representatives from the Garrett County Health Department to return to full operational status as quickly as possible and to do so safely.*
- *Maintain the safety and health of students, employees and families at all times.*
- *Consider equity when making all decisions.*
- *Consider the social-emotional well-being of students and staff in all decisions.*
- *Communicate concisely and accurately based upon ongoing assessment of the situation.*
- *Engage stakeholders in the decision-making process as appropriate.*

*The Superintendent's Cabinet and LEAD team members worked together to establish the use of the TIGER Teams structure to lay the groundwork for the reopening plan. These teams included stakeholder input at each level.*

*This Recovery Plan document outlines in detail the programs and protocols for returning to school for 2020-2021 in a methodical, consistent and safe manner. In addition, the document outlines initiatives that the school system has been moving toward over the last several months and that will last long past the COVID-19 crisis, including a one-to-one technology initiative and the use of Schoology as our digital learning management platform for students in grades K-12. The initiatives provide Garrett County students and families previously unavailable options. The Recovery Plan is an intentional move toward more individualized learning based on a student's needs and progress.*

*As outlined in the document, many elements of school operations may change depending upon the degree of spread of COVID-19 in the community, a particular school or particular classroom. The three classifications of spread are: No/Low Spread; Minimal/ Moderate Spread; and Substantial Spread. As of June 30, 2020, Garrett County is classified as having Minimal/Moderate Spread.*

*It should be noted that this is a working document that provides guidance based on guidelines available at the time of publication. It can and will be amended and updated as new guidance becomes available.*

*The school system acknowledges and respects that families have different situations and comfort levels with being in public venues at this time. To address the varying concerns of parents, the Garrett County School System will offer three models of learning for the 2020-2021 school year. Details of programs and protocols are available in this document.*



## 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. The Maryland State Department of Education (MSDE) will review all local recovery plans to ensure that the plans include and address all requirements for opening schools.
  - [Reopening Information Page on the GCPS Website](#)
- **Requirement #2:** The local school system’s equity plan must be reflected throughout the local recovery plan. [Access and Equity](#)
- **Requirement #3:** Local school systems must establish a recovery plan stakeholder group that is representative of their schools and community.
  - [TIGER Teams](#)
- **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.
  - [Curriculum, Instruction, and Assessment](#)    [Special Education Assessments](#)
- **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.
  - [Supporting Resources](#)    [Instructional Frameworks](#)
- **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). [Title II Equity & Access](#)
  - [Special Education Services](#)    [Special Education Plan for Ensuring Equity](#)
  - [Special Education Assessments](#)    [Special Education Special Transportation](#)
- **Requirement #7:** Local school systems must follow procedures that are developed by the MSDE in collaboration with the Maryland Department of Health and Guidance from the CDC for an individual who tests positive for COVID-19.
  - [Response to COVID-19 Infections](#)    [Infection Control Checklist for Schools](#)
  - [GCPS Employee Process Map](#)    [GCPS Student Process Map](#)
- **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.
  - [Protocols \(MSDE, MD Department of Health and CDC Guidance\)](#)
- **Requirement #9:** Local school systems must follow protocols for the safe transportation of students to and from school.
  - [Transportation of Students](#)    [Special Education Special Transportation](#)    [Bus Protocols](#)
- **Requirement #10:** Local school systems must develop a system for tracking attendance when students are engaged in distance learning.
  - [Attendance Criteria](#)    [Instructional Frameworks](#)    [Attendance Protocols for Virtual Learning](#)
- **Requirement #11:** Each local school system must develop its own plan for communication.
  - [Communication Plan](#)
- **Requirement #12:** The COVID-19 Checklist (Appendix A) must be utilized in the development of the recovery plan.
  - [COVID-19 Checklist A](#)
- **Requirement #13:** The Maryland Public Secondary School Athletic Association (MPSSAA) Roadmap forwarded for interscholastic athletics and activities must align with the MSDE and the LSS Educational and Health and Safety decisions in order for education-based athletics and activities to resume during Stage One and Stage Two of the Governor’s Maryland Strong: Roadmap to Recovery.
  - [Interscholastic Athletics](#)    [The GCPS Return to Play Plan](#)

## COVID-19 Checklist Appendix A

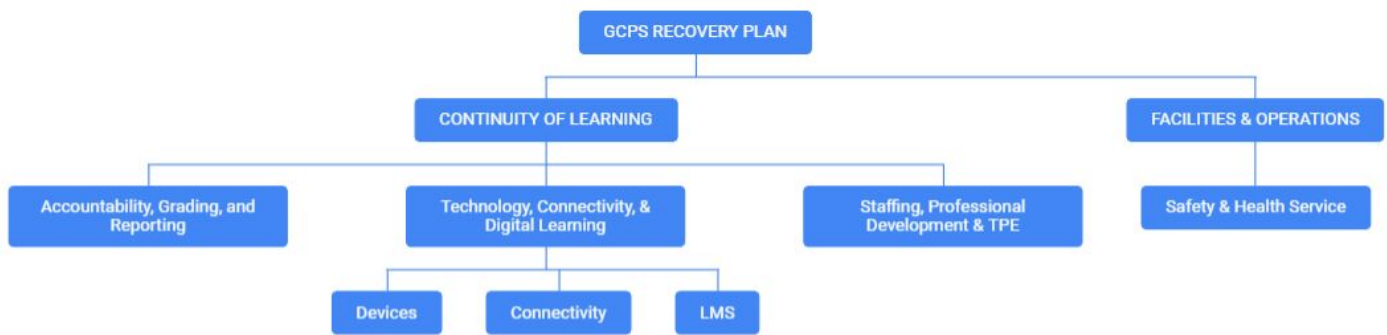
This checklist from [Maryland Together: Maryland's Recovery Plan for Education](#) was a useful tool in prioritizing school and system needs in planning for the reopening of schools. It was used to organize personnel, resources, and stakeholders as well as to determine student, faculty, and community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

## TIGER (Targeted, Immediate, Group Execution, and Response) Teams

The use of TIGER teams provides a unique project management structure that is made up of targeted experts that immediately aggregate to execute specific goals. This permits the delivery of a critical response in a timely fashion. The identified project managers listed below were tasked with adding additional team members as needed given the focus of each team to ensure input from additional stakeholders (i.e. media specialists, school counselors, school-based administrators, teachers, parents, GCEA representatives, etc.) TIGER teams were developed to map out the essential actions and make recommendations to the Superintendent, including any suggested waiver to a current policy or regulation, budget recommendations, etc. in order to plan for and implement a safe, efficient, and equitable summer program (JumpStart 20-21) and return to school in the fall (RECOVERY PLAN). The GCPS Recovery Plan focuses on three essential stages (1) prior to reopening, (2) partial reopening, and (3) fully reopening.

The first TIGER Team progress check-in was Friday, June 5th at 2:00 pm. Prior to this date, teams met to brainstorm critical questions, prioritize questions around key themes, and research solutions. Individual TIGER Teams continued to meet regularly and weekly progress meetings were scheduled with the Superintendent to update the process.



### TIGER Project 1: FACILITIES & OPERATION

**Purpose:** This TIGER team is responsible for providing recommendations on the essential actions necessary to ensure district and school assets are safe for students and staff to inhabit and remain so after reopening.

Key focus areas include

- (a) building access,
- (b) supplies, cleaning, and sanitation,
- (c) transportation,
- (d) school meals, and
- (e) athletics

**Project Managers: Richard Wesolowski & Scott Germain**

<b>Team Members:</b>	Matt Zimmerman	<i>Operations Manager</i>
	Jim McGrudger	<i>Head Custodian</i>
	Larry Carr	<i>Head Custodian</i>
	Tammy Virts- BR	<i>PIC</i>
	Brenda Yommer - SH	<i>AFT Representative</i>
	Dawna Ashby	<i>School Admin</i>

#### T1 Status Updates:

June 17 Tiger Team 1 and 1A leaders met.

July 1 Meeting

Reviewed recovery plan, reviewed reopening options, developed questions and next steps

#### Team 1A: Safety and Health Services

**Purpose:** This TIGER team is responsible for providing recommendations on the essential actions necessary to ensure that students, staff, and families have the support needed to return.

Key focus areas include

- (a) school health/nurses,
- (b) mental health services,
- (c) social and emotional needs,
- (d) student attendance, enrollment & records,

- (e) self-care,
- (f) family support,
- (g) community and agency support,
- (h) crisis response teams,
- (i) student support teams, and
- (j) employee safety.

**Team Leaders: Bill Swift & Rebecca Aiken**

<b>Team Members:</b>	Robert Stephens/ Jennifer Corder, MD	<i>Health Department</i>
	Phil Lauver	<i>Supervisor of Pupil Services</i>
	Lindsey Strubin	<i>PPW</i>
	Mary Vansickle	<i>Mental Health Coordinator</i>
	Allyson Martz	<i>School Psychologist</i>
	Dana McCauley	<i>Principal</i>
	Jessica Fratz	<i>Principal</i>
	Angie Rush	<i>MS Teacher</i>
	Jennifer Upole	<i>ES Teacher</i>
	Lisa Melendrez	<i>GCEA Representative</i>
	Megan Corby	<i>Parent</i>
	Amy Warnick	<i>ES Teacher</i>
	Jennifer Uphold	<i>ES Teacher</i>
	Donna Hoffman	<i>Kitchen Staff</i>
	Jennifer Corder, MD	<i>Health Department</i>

**T1A Status Updates:**

- Team Meeting on 6/4/20
  - Reviewed Recovery Plan, Reopening Models, Team Member Roles, Health Department Role
  - Next steps - Review recovery plan and identify key actions, issues, questions, make recommendations. Policy implications? Budget implications? Staffing implications? Input due 6/8.
- Team Meeting on 7/8/20
  - Discussed and established protocols for students and staff returning to school. Healthy Hygiene Behaviors, Cleaning & Disinfecting, Ventilation, Bus / Transportation, Screening Questionnaires, Random Health Assessments, PPE Requirements, Signage, Storage, Classroom Set-up, Student movement, Recess / Playground Use, Restroom Use, Shared Objects, Meals, Drills, Isolation Rooms, Nurse / Health Room Protocols, Gatherings / Visitors / Field Trips, etc.
  - Developed [Covid 19 Return to Work/School Protocols Document](#) with links to CDC Guidelines.



## TIGER Project 2: CONTINUITY OF LEARNING

**Purpose:** This TIGER team is responsible for providing recommendations on the essential actions necessary to ensure effective teaching and learning when students and teachers return.

Key focus areas include

- (a) COLP Summer transition,
- (b) COLP Recovery schedules and learning time for the 20-21 school year,
- (c) distance learning,
- (d) curricula,
- (e) academic interventions,
- (f) learning packets,
- (g) staff, parent and teacher survey to collect information,
- (h) services and supports for students with special needs, English learners, economically disadvantaged, etc. , and (i) athletics and extracurricular activities.

### Project Managers: Karen DeVore & Stephanie Wesolowski

<b>Team Members:</b>	Paul Edwards	<i>Secondary Director</i>
	Nicole Miller	<i>Elementary Director</i>
	Chelsie Manges	<i>Special Ed Director</i>
	Brian Schilpp	<i>Content Specialist</i>
	Brooks Elliott	<i>Special Programs</i>
	Ryan Wolf	<i>HS Principal (SH)</i>
	Dave Yoder	<i>MS Principal (NX)</i>
	Tracie Miller	<i>ES Principal (GV)</i>
	Kista Powell	<i>HS Teacher (NH)</i>
	Ali Schilpp	<i>MS Teacher (NX)</i>
	Karen Gilpin	<i>GCEA Member, ES Teacher (CR)</i>
	Katie Lauder	<i>GCEA Member, Special Ed Teacher</i>
	Jodi Smith	<i>Paraprofessional (YG)</i>
	Beth Scott	<i>Parent (CR, SX)</i>
	Jim Morris	<b>2A Team Leader</b> -Accountability, Grading, & Reporting
	Jeff Gank	<b>2B Team Leader</b> -Tech., Connectivity, & Digital Learning
	Jane Wildesen	<b>2C Team Leader</b> - Staff, PD, TPE

### T2 Status Updates:

- [06.04.2020 Meeting](#)
- [06.18.2020 Meeting](#)
- [07.02.2020 Meeting](#)

- [07.16.2020 Meeting](#)

**Team 2A: Accountability, Grading, and Reporting**

**Purpose:** This TIGER team is responsible for providing recommendations on the essential actions necessary to ensure effective accountability when students and teachers return.

Key focus areas include

- (a) state testing,
- (b) local testing,
- (c) testing calendar,
- (d) college and career readiness, and
- (e) grading and reporting.

**Team Leaders: Jim Morris**

<b>Team Members:</b>	Andi Sessa, SH	STC
	Shelby Hutcheson, NH	STC
	Richard Stevens, NX	<i>Assistant Principal</i>
	Anne Ross, BR	<i>Assistant Principal</i>
	Nicholas Callis, SH	<i>HS Teacher</i>
	Tanner Faith, SM	<i>MS Teacher</i>
	Paula Streets, YG	<i>ES Teacher</i>
	Janet Gregory, YG	<i>Principal</i>
	Lisa Melendrez, CO	<i>GCEA Representative</i>

**T2A Status Updates:**

- Met June 4, 2020 2:00-3:00 PM
- Met June 9, 2020 2:00-3:00 PM
- Met June 25, 2020 2:00-4:00 PM
- [Meeting Summaries](#)
- [Testing Calendar 2020-21](#)

**Team 2B: Technology, Connectivity, and Digital Learning**

**Purpose:** This TIGER team is responsible for building technical capacity to deploy and support COLP.

Key focus areas include

- Devices,
- Connectivity, and
- Learning Management System.

**Project Manager: Jeff Gank**

<b>Device Team:</b>	Greg Hostetler	<i>HS</i>
	Heather Savage	<i>HS</i>
	Lindsey Krisher	<i>HS</i>

	John Coffman	<i>HS</i>
	Tony Lancianese	<i>AP</i>
	Robyn Nazelrod	<i>ES</i>
	Anne Ross	<i>AP</i>
	Carrie Hordubay	<i>ES</i>
	Steve Savage	<i>ES</i>
	Brian Schilpp	<i>CO</i>
	Deneice Crites	<i>SPED</i>
<b>Connectivity Team:</b>	Jesse Coddington	<i>IT</i>
	Eric Cosner	<i>IT</i>
	Chad Andrews	<i>IT</i>
<b>LMS Team:</b>	Teacher Workgroup	
	A&S	

### T2B Status Updates:

- The device team had a goal of selecting the best device, deployment, guidelines, and practices for 1:1 model.
  - Participated in online data gathering:
    - 6/10 - to determine best practices for 1:1, and devices preferences
    - 6/12 - to further determine best devices for different grade levels
    - 6/15 - to discuss possible 8 year budget plan
    - 6/19 - specifically focused on pk-1 to determine best practices and devices.
- The LMS team had a goal of selecting a robust system to be used for virtual delivery and collection of instruction.
  - Participated in demonstrations:
    - 5/5
    - 5/6
    - 5/11
    - 5/12
- The Connectivity team had a goal of providing reasonable internet coverage for our communities.
  - Scouted locations and deployed hot spots the first two weeks of April.
  - Working to determine the need for household hotspots.

## Team 2C: Staffing, Professional Development, and Teacher and Principal Evaluations

**Purpose:** This TIGER team is responsible for providing recommendations on essential actions to ensure the effective use and professional development for human capital.

Key focus areas include:

- (a) recruit, interview, and hire new staff,
- (b) underutilized staff,
- (c) teacher professional development,
- (d) Administrator & Supervisor (A&S) professional development and meetings,
- (e) teacher evaluations,
- (f) observations in a virtual classroom, and
- (g) providing teacher feedback, mentoring and coaching in a blended learning environment, etc.

### Team Leaders: Jane Wildesen

<b>Team Members:</b>	Angela Flanigan	<i>HR Manager</i>
	Jim Maddy	<i>HS Principal</i>
	John Hummel	<i>MS Principal</i>
	Jamie Friend	<i>ES Principal</i>
	Michelle Harman	<i>AP</i>
	Kelli Sisler	<i>Community Member/Parent</i>
	Evan West	<i>GCEA Representative</i>
	Eric Cosner	<i>IT</i>
	Erin Miller	<i>Paraprofessional</i>
	Candy Maust	<i>GASA Rep</i>

### T2C Status Updates:

[T2C 6/4/2020](#)

[TC2 6/9/2020](#)

[TC2 6/11/2020](#)

- Met twice, looking at staffing.
- Doing hiring virtually, onboarding at the central office, waiting on fingerprinting.
- Underutilized staff, preliminary, will wait to see what phase and where we are.
- If individuals have a different role, they will need training.
- PD group met, priority will be Schoology.
- Staff survey data
  - 392 responses
  - 89.5% want to come back, others want to come back but be assured of safety
  - They want to come everyday, prefer every other day in person (41%)
  - 66% not summer / 34% will come for summer
- PD for administrators for meetings, important that communication still occurs, more happens in person.
- TPE- can the item be observed through this format? May need to revise the rubric.



- Providing teacher feedback, mentoring & coaching in virtual format.  
[GCEA Discussion on 2020-2021 GCPS Recovery Plan 6/23/20 & 7/1/20 July 8, 2020, TPE Meeting Notes and Next Steps](#)

Please note the following **important points** from this morning's TPE meeting:

- Teachers will remain in the same observation cycle for 2020-2021 that they were in for the 2019-2020 school year.
- Cycle 1 teachers who completed evaluations with their principals during the 2019-2020 school year will have already met the requirement for Cycle 1 for the 2020-2021 school year unless the principal or supervisor deems it necessary to repeat the evaluation.
- Based on state requirements, **all tenured teachers will receive two observations in the Cycle 1 evaluation year effective immediately.**
- Over the 2020-2021 school year, the GCPS principals will work with the elementary and secondary directors to **develop a principal observation tool** aligned to the PSEL Standards that will be piloted for the first year. In agreement with GASA, the tool will be fully utilized in the 2021-2022 school year.
- Directors will work with principals in PLCs to review the MSDE resources and align the current GCPS observation tool with the **virtual observation**. Look-fors within each domain will be added for the virtual environment. Mr. West will attempt to work with teachers on these look-fors as well.

## TIMELINE

- **June 1-5**, TIGER Team Project Leaders and Team Leaders will:
  - Finalize members
  - Meet with members to:
    - review key focus areas and develop goals / objectives for the project or team
    - review timeline dates
    - review the suggested models and develop +/- points for each model on the Model Worksheet
    - identify critical questions and suggest possible survey questions Survey Questions Worksheet
    - strategically plan next steps for the next phases
- **June 5 @ 2:00 pm** - Progress Meeting to:
  - Update Superintendent on progress and input from teams
  - Review suggestions on survey questions and finalize the survey
- **June 9** - Announce the survey timeline and details in public session at the BOE meeting
- **June 10** - Survey distributed
  - Send google form electronically to all students, parents and staff
  - Mail paper form to those on the non-electronic report card list
- **June 17** - Close survey
- **June 22** - Progress Meeting to:
  - Review survey results
- **June 22** - Determine subcommittees to look at/compare models
- **June 23** - Share survey results with Board members
- **July 6** -
  - Weekly Superintendent Progress Meetings begin every Monday at 9:00 a.m.
  - TIGER Teams continue to meet and work modules for the plan
- **July 14** - Present work to date and guidelines for Red, Yellow & Green Phases at the BOE meeting
  - Inform the community that feedback is still being sought and that a final recommendation will be presented to the Board of Education on July 28, 2020
- **July 15** - Release [FAQS](#) and [Reopening Matrix](#) documents to the public
- **July 16** - **July 28** - Ongoing TIGER Team work and plan development
- **July 28** - Share the GCPS Recovery and Reopening Plan at the BOE meeting
- **July 30** - Distribute the [Enrollment Letter](#) via email, social media and media blast
- **July 30** - Enrollment opens for students to enroll in Option 1 or Option 2
- **August 6** - Open enrollment closes for options

## ACTUAL TIMELINE OF SCHOOL REOPENING

- Prior to the start of the 2020-2021 school year, GCPS families were given the option of enrolling their child(ren) in a hybrid model or a virtual model with the possibility of changing at the end of a term or semester as needed and approved. Students participated in their home schools in all twelve GCPS school buildings.
- September 14th - Approximately 10% of students were selected\* to come back to school in a learning pod model where they participated in virtual learning with support from staff. This population included PK-12 and was offered four days a week from 8:15-12:15 on Monday, Tuesday, Thursday, and Friday. Wednesday was an asynchronous learning day for all GCPS students.
- September 28th - The selected\* populations in PK-1st grade increased to 20% and moved to face-to-face instruction in their regular classrooms four days a week from 8:15-12:15. All other PK-1st grade students who desired to return to face-to-face instruction in their regular classrooms returned on an AA/-/BB hybrid model. Synchronous instruction occurred two days per week via face-to-face from 8:15-12:15 p.m. and two days per week online with Wednesdays remaining asynchronous for all students.

- September 28th - The selected\* populations in grades 2-12 increased to approximately 20% to come back to school with a learning pod model where they participated in virtual learning with support from staff four days a week from 8:15-12:15.
- October 12th - The students who were in the selected\* population groups in grades 2nd, 3rd, 6th-8th, 9th-12th grade returned to face-to-face instruction in their regular classrooms four days a week from 8:15-12:15. Pre-K-1st grade remained the same. All additional 2nd, 3rd, 6th, 9th, and 12th grade students who desired to return to face-to-face instruction in their regular classrooms returned on an AA/-/BB hybrid model. Synchronous instruction occurred two days per week via face-to-face from 8:15-12:15 p.m. and two days per week online with Wednesdays remaining asynchronous for all students.
- October 26th - The students who were in the selected\* population groups in grades 4th and 5th grades returned to face-to-face instruction in their regular classrooms four days per week from 8:15-12:15. Pre-k-3, 6-8th, 9-12th remained the same. Any additional 4th, 5th, 7th, and 10th grade students who desired to return to the AA/-/BB hybrid model. Synchronous instruction occurred two days per week via face-to-face from 8:15-12:15 p.m. and two days per week online with Wednesdays remaining asynchronous for all students.
- November 9th, - All students who had previously returned to face-to-face instruction in their regular classrooms four days a week from 8:15-12:15 continued. All additional students yet to return who desired face-to-face instruction in their regular classrooms returned on the AA/-/BB hybrid model. Synchronous instruction occurred two days per week via face-to-face from 8:15-12:15 p.m. and two days per week online with Wednesdays remaining asynchronous for all students.
- November 12th - The system moved to fully virtual.

\*Selected student populations were defined as:

- Students who qualified for Special Education services
- Students who qualified for 504 services(case-by-case)
- Students identified as homeless
- Students in foster care
- Students identified as English Learners
- Students identified as being disengaged, disconnected, or having no internet
- Students having made little to no progress in spring or identified as significantly below grade level
- Students enrolled in selected CTE courses
- Students enrolled in a GCPS school with a parent or guardian employed by GCPS

## UPDATES

### [GCPS 2020-2021 School Year Reopening Updates](#)

Please click the above link to access the most recent school reopening updates and press releases.

## GCPS REOPENING FAQs

### [GCPS Reopening FAQs](#)

Please click the above link to access the most recent Frequently Asked Questions as they relate to the GCPS reopening plan.

## COMMUNICATION PLAN

Superintendent, Ms. Barbara Baker, developed the communication plan. All communication regarding Garrett County Public Schools during the COVID-19 pandemic, as in any other time, flows directly through the office of the Superintendent. Ms. Baker meets weekly with the Cabinet and Instructional LEAD Team to monitor progress on the Recovery Plan, guide the TIGER Team leaders on their next steps and update the group as a whole. In addition, she works with the Supervisor of Research, Evaluation, and Information to disseminate the information via the [GCPS Website](#), [GCPS Reopening Page](#) (which includes a link to updated [FAQs](#)), [GCPS](#)

[FaceBook Page](#) and School Messenger. Superintendent Baker also communicates regularly with the members of the GCPS Board of Education.

## **INSTRUCTIONAL OPTIONS**

There will be two options available to GCPS students; 1) Traditional and 2) Virtual.

### **Option 1: In-School Hybrid Learning Model**

This option incorporates three different stages based on guidance from the “Maryland Together: Maryland’s Recovery Plan for Education COVID-19 Response and The Path Forward” and guidance from the Centers for Disease Control (CDC) on Reopening Schools. GCPS is actively planning for three possible scenarios to start the 2020-2021 school year with a strong emphasis on flexibility and fluidity given the ever-changing nature of the conditions related to COVID-19. Consistent with the Maryland State Department of Education (MSDE) plan, GCPS has designated three potential stages for reopening the 2020-2021 school year.

#### **Stage 1 Red**

This is a full virtual learning model that incorporates some elements from the spring 2020 GCPS Continuity of Learning Plan with the adoption of improvements that will enhance the overall student learning experience. It was recommended by the Superintendent and approved by the Board members at the July 28, 2020 Board of Education meeting that the 2020-2021 school year begin in the Red stage for the first nine weeks.

#### **Modified RED Updates**

09/08/2020 School Opens

09/08-11/2020

- Orientation sessions at each school
  - Schoology workshops at each school
  - Supplies and materials distribution
  - Deployment of hotspots and technology devices
  - Meet & greets with teachers and school personnel
  - Diagnostic Assessments
  - Asynchronous lessons for students in Schoology

09/14/2020

- Teachers in classrooms teaching virtually
  - Approximately 10% of each school population returns for in-person learning
  - On-site students learning virtually in common areas or pods
  - Some selected students report to their specific classrooms based on instructional needs

09/28/2020

- Teachers in classrooms teaching virtually
- Approximately 20% of each school population returns for in-person learning
- On-site students learning virtually in common areas or pods
- Some selected students report to their specific classrooms based on instructional needs
- PK, K & 1 students return in modified yellow model

#### **Stage 2 Yellow**

This is a hybrid model that incorporates both face-to-face instruction as well as virtual learning. The GCPS Stage 2 Yellow plan affords students face-to-face instruction on designated days of the week and virtual learning on designated day(s) of the week. The face-to-face/virtual days will be determined following the enrollment process and will depend on the number of students enrolling in each option. It is imperative to note that virtual learning does not equate to seven hours each day of synchronous learning for students. GCPS does not possess the human resource capacity to provide both face-to-face instruction and synchronous instruction five days a week for seven hours.

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

Students will be assigned to days of the week in which they have face-to-face instruction. The factors below will be used by school staff to determine student placement:

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

Sample Hybrid Model Schedules:

**\*Example 1: Number of Students Choosing Option 1 Requires Two Cohorts**

	<b>Cohort A</b>	<b>Cohort B</b>
<b>Monday</b>	<b>IN SCHOOL</b>	<b>eLEARNING</b>
<b>Tuesday</b>	<b>IN SCHOOL</b>	<b>eLEARNING</b>
<b>Wednesday</b>	<b>eLEARNING</b>	<b>eLEARNING</b>
<b>Thursday</b>	<b>eLEARNING</b>	<b>IN SCHOOL</b>
<b>Friday</b>	<b>eLEARNING</b>	<b>IN SCHOOL</b>

**\*\*Example 2: Number of Students Choosing Option 1 Can Be Accommodated in One Cohort**

	<b>All Option 1 Students</b>
<b>Monday</b>	<b>IN SCHOOL</b>
<b>Tuesday</b>	<b>IN SCHOOL</b>
<b>Wednesday</b>	<b>eLEARNING</b>
<b>Thursday</b>	<b>IN SCHOOL</b>
<b>Friday</b>	<b>IN SCHOOL</b>

\*If the number of students/families choosing Option 1 is too excessive to meet guidelines, the division of students into two cohorts will allow 50% of students to attend school under social distancing restrictions while the other 50% of students learn at home. This is termed a hybrid model because it combines both face-to-face and virtual learning.

\*\*If the number of students/families choosing Option 1 is small enough to meet guidelines, all students will attend school four days per week and participate in virtual learning one day per week.

Stage 2 Yellow occupied a majority of the work group's time because it necessitated planning for both face-to-face instruction and virtual learning.



## Instructional Support for Students in the Hybrid Model

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

## eLearning Support Day (Wednesdays)

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

## Modified YELLOW Updates and Press Releases

### 09/22/2020 Press Release: GCPS Provides Adjustments and Clarification on Reopening Plans

The GCPS staff and administration are continuing to work to bring students back to in person learning. Our teachers deserve the highest praise as they work to become experts of a new learning platform while striving to provide the best possible instruction to all students. The reopening plan continues to go through revisions as we work with stakeholders and the Garrett County Health Department to ensure we are mitigating the risk to the greatest extent possible. Important – **This plan has been amended. Please read carefully.**

## Elementary Update:

### September 28

- Students in grades **PK, K & 1** will return to in-person learning in a hybrid “yellow” model. Principals are currently working to identify cohorts of students and will be reaching out to those families to provide further information.
- An additional 10-15% of students in grades 2-12 have been invited to come back for in-person learning. Principals have identified these students and information has been provided to those families.
- Students who are attending in person will continue to be dismissed 3 hours early.

The following plan is tentative and based on available health metrics as we move forward. All students attending in-person will be **dismissed three hours early** during each of the following phases:

**October 12** -Students in grades 2 & 3, 6, 9, & 12 will return in cohorts under the hybrid model outlined in the GCPS Reopening Plan.

**October 26**-Students in grades 4 & 5 and 7 & 10 will return in cohorts under the hybrid model outlined in the GCPS Reopening Plan.

**November 9**-Any students not in the previous cohorts or those who wish to move to in-person learning.

Please note:

All students may take advantage of at-home virtual learning for the entire school year. Teachers and various school staff will be polling parents to determine who would like to remain on this “blue model” schedule.

## 09/29/2020 Press Release: Important: Yellow "Hybrid" Reopening Model Clarification

This week, Garrett County Public Schools welcome Pre-Kindergarten, Kindergarten, and 1st Grade students back to school buildings for face-to-face instruction on an A day/B day hybrid model. These students are attending school 2 days per week (Monday/Tuesday or Thursday/Friday) at this time. Please note that

students who were attending school four days per week in the modified red model will continue to attend school four days a week (Monday/Tuesday/Thursday/Friday) in the yellow hybrid model. All students in grades Pre-Kindergarten, Kindergarten, and 1st grade who have elected to attend school in person will be receiving face-to-face instruction in their classroom with their teacher on the days they attend school.

If you have questions regarding specific schedules relative to elementary schools, please try to call your child's school first. If you are unable to reach someone, please contact Dr. Nicole Miller at 301-334-7645 or via email at [nicole.miller@garrettcountyschools.org](mailto:nicole.miller@garrettcountyschools.org).

### **10/05/2020 Press Release: Elementary Instruction Update**

As we continue planning to bring additional students into the buildings for in-person instruction, we are reflecting and evaluating our instructional processes to best meet the needs of students and families. Based on the experiences during the first two phases, we will be making some adjustments beginning October 12th. Please note, the following will occur next Monday, October 12, 2020:

#### **PreK –3<sup>rd</sup> Grade:**

- Students electing to attend school in-person will receive face-to-face instruction in the classroom in the morning based on the hybrid/yellow schedule. Please note that students who were attending school four days a week in the modified red phase will continue to do so.
- Teachers will post their asynchronous material daily for any student who is not attending in person on that specific day.
- Teachers will be available to provide instruction to any student who needs support from 1:30-3:00 p.m. Teachers have the autonomy to structure this time in a manner that best meets the needs of their students and families.

#### **4<sup>th</sup> & 5<sup>th</sup> Grade:**

- Students who are currently participating face-to-face based on the modified red phase will return to teacher's classrooms on October 12th.
- Teachers have the option to teach face-to-face and live virtually at the same time, at their discretion. Otherwise, they will follow the same model described above for grades PreK-3rd grade. Teachers will communicate their instructional model directly with parents.
- The afternoon time described above for PreK-3rd grade will be available for any student regardless of how morning instruction occurs for 4th and 5th grade students.
- 4th and 5th grade students who elect to return on the hybrid/yellow model will return the week of October 26th.

#### **Resource Classes:**

Schools continue to design resource schedules to address increased numbers of students attending in-person. Beginning October 12th, students attending in-person will be provided resources classes in-person. Resource lessons will be posted in an asynchronous manner for any student who is not attending school in-person.

#### **Ongoing Communication:**

Principals and teachers will communicate throughout this week information specific to schedule changes and specific procedures related to their schools and classrooms.

Please contact your child's teacher or school principal if you have questions specific to how instruction will look at your child's school. You can also reach out to Dr. Nicole Miller, Director of Early Childhood/Elementary Education at 301-334-7645 or [nicole.miller@garrettcountyschools.org](mailto:nicole.miller@garrettcountyschools.org).

### **10/06/2020 Secondary Update**

#### **High School:**

- The high school schedule will remain very similar to what has been in place. The below schedule will be followed starting on October 12 and reduces the time between classes by 5 minutes and refocuses

the afternoon remediation from general content specific to actual classroom specific. Students will have the opportunity to engage with their classroom teacher during their specific timeslot in the afternoon to ask questions, request remediation, or seek additional help. This can be especially helpful for virtual students. The schedule is as follows:

- Period 1 8:30 - 9:25
- Period 2 9:30 - 10:20
- Period 3 10:25 - 11:15
- Period 4 11:20 - 12:15
- Dismiss 12:15 - 12:30
- Lunch 12:30 - 1:00
- Period 1 1:00 - 1:30
- Period 2 1:35 - 2:05
- Period 3 2:10 - 2:40
- Period 4 2:45 - 3:15
- **Teacher Office Hours: 3:15 - 3:36**

- Starting on October 12, 9th grade students and 12th grade students will be welcomed back into the schools on an AA/Virtual/BB “yellow model” schedule. Students will be in either the A Group (students with last name starting with A-L) and attend school in person on Monday and Tuesday, or the B Group (students with last name starting with M-Z) and attend Thursday and Friday. All in person instructional days will be a 12:15 dismissal. Wednesday will remain an asynchronous instructional day for students. The above A and B Groups will be utilized by all students unless you have been contacted by and/or approved by administration for an alternative plan.
- Please note that all students who were attending school Monday, Tuesday, Thursday, and Friday in the modified red phase will continue to do so on October 12. All students in the building beginning on October 12 will be in classrooms with teachers and moving through their individual schedules during the day.
- Teachers will post their material daily for any student who is unable to access his/her course material during the regularly scheduled time periods of the school day.
- 10th grade is scheduled to return to the schools on October 26 and 11th grade is scheduled to return on November 9th.
- Students will not be utilizing their lockers during the day, but may use approved backpacks to carry materials.
- Water fountains will not be accessible to students during the day and students will be required to wear masks at all times.
- High school students are encouraged to bring their own digital device (laptop, tablet) to school to access *Schoology*.

### **Middle School:**

- The middle school schedule will remain unchanged and will look like the following:
  - Students in school and at home will continue to utilize the same schedule:
  - 8:35-9:15 Period 1
  - 9:20-10:00 Period 2
  - 10:05-10:45 Period 3
  - 10:50-11:30 Period 4
  - 11:35-12:15 Period 5
  - 12:15 Dismissal for in-person students
  - **1:00 – 3:36 Remediation and teacher office hours** (may vary by school and content)



- On October 12, 6th grade students will be welcomed back into the schools on an AA/Virtual/BB “yellow model” schedule. Students will be in either the A Group (students with last name starting with A-L) and attend school in person on Monday and Tuesday, or the B Group (students with last name starting with M-Z) and attend Thursday and Friday. All in person instructional days will be a 12:15 dismissal. Wednesday will remain an asynchronous instructional day for students. The above A and B Groups will be utilized by all students unless you have been contacted by and/or approved by administration for an alternative plan.
- Please note that all students who were attending school Monday, Tuesday, Thursday, and Friday in the modified red phase will continue to do so on October 12. All students in the building beginning on October 12 will be in classrooms with teachers and moving through their individual schedules during the day.
- Teachers will post their material daily for any student who is unable to access his/her course material during the regularly scheduled time periods of the school day.
- **7th grade** is scheduled to return to the building in the same manner outlined above beginning Monday, October 26.
- **8th grade** is scheduled to return to the building in the same manner outlined above beginning Monday, November 9.
- Students will not be utilizing their lockers during the day, but may use approved backpacks to carry materials.
- Water fountains will not be accessible to students during the day and students will be required to wear masks at all times.

### **Ongoing Communication:**

Principals and teachers will communicate throughout this week information specific to procedures related to their schools and classrooms. Please contact your child’s teachers or school administrators if you have questions specific to how instruction will look at your child’s school. You can also reach out to Mr. Paul Edwards, Director of Secondary Education at 301-334-8933 or [paul.edwards@garrettcountyschools.org](mailto:paul.edwards@garrettcountyschools.org).

### **Stage 3 Green**

This is a traditional opening of schools with intensified safety and health measures. Stage 3 Green is most familiar because it closely resembles the traditional start of a school year; however, GCPS leaders will address key areas resulting from this spring’s building closure and COVID-19. These areas include:

- Assessing academic progress with potential learning loss,
- Focusing on the social-emotional wellbeing of students, with
- Instituting safety and health measures to prevent the spread of COVID-19,
- Intensifying services and supports to address potential learning loss, and
- Reestablishing relationships and routines.

While GCPS staff believes a Stage 3 Green school opening is optimal, many indicators suggest that schools will open in Stage 2 Yellow. GCPS will continue to seek guidance from the Governor, State Superintendent of Schools, and the Garrett County Health Department when making decisions about moving in or out of the different stages.

### **Option 2: Full Virtual Learning Model Blue**

GCPS hopes that school will return to normal operation as soon as possible because five days of in school, face to face schooling is generally the most effective option for students. GCPS believes that the Hybrid Model of instruction is the most robust and supportive instructional model for students if social distancing is required. GCPS recognizes that some families may need a Full Virtual Learning Model that facilitates five days of virtual instruction because of health and/or family considerations. It is important to understand that participation in the Full Virtual model will require students to participate in virtual assignments and activities, view videos for

learning, submit work for feedback and grading, engage with digital tools and software and attend synchronous sessions via Google Meet. This model will vary across the elementary, middle and high school levels. Recognizing that many teachers will still have face to face responsibilities in the Hybrid Model, the amount of direct, live support teachers can provide to students in the Full Virtual option will vary. In order to support teachers in virtual instruction, central teams are focusing resources to create a significant number of direct supports for virtual instruction over the summer.

### **Virtual Offering Model Selection**

The TIGER 2 Team continues to explore two possible Full Virtual Models:

(a) a school-based delivery mode and

(b) a centrally-delivered model

- allows for uninterrupted movement between Green, Yellow, Red
- considers families who will not return under any circumstances
- makes it unnecessary to reorganize or reassign those students
- allows the classroom teacher to focus on the logistics of moving between phases with the cohort who is actually moving in the phases
- gives families choosing the blue model a phase free method of instruction

### **Elementary Level**

Centrally Delivery Model Considerations:

There are several positive aspects to a centrally delivered model for full time virtual students at the elementary level:

- Dedicated staff to manage and lead the online learning across the county,
- Provides more frequent synchronous learning opportunities throughout the week,
- Provides time for other elementary teachers to focus energy and time on the hybrid cohorts of students,
- Provides consistent delivery of online learning for students across the county,
- Resources and instructional lessons delivered in this model can be stored in a central location in, and schoolology and used by other faculty as we build capacity to use Schoolology to deliver instruction.

There are also some negative factors to a centrally delivered mode, which include:

- Requires a large scale reorganization of staff and systemic resources.
- Students who transition between virtual and face-to-face learning would experience a teacher change.

School Based Delivery Model Considerations:

There are several positives to a school based delivery model at the elementary level:

- Relationships are valued as students and families remain connected to their home school.
- Course options and supports are addressed through the resources and staff at the building level.
- Change is minimized when students transition from virtual learning to face-to face learning.
- Large scale reorganization of staff and systemic resources are not required.

There are also some negatives to a school based delivery system, which include:

- Teachers will be managing three instructional groups at one time.
- There will be less frequent opportunities for synchronous learning opportunities..

The team will continue to explore these two options at the elementary level as more information becomes available to determine the best approach. It is imperative to note that details of the instructional model implementation will be determined soon. Significant networking will continue to occur as school leaders create their specific school schedules based on the selected model. Leaders will consider their school staffing allocation, the input they receive from families regarding virtual versus in person options, and the needs of specific students to build an appropriate schedule for each student and school.

### **Secondary Level:**

The school-based Full Virtual Model was deemed the best model at the secondary level. The Full Virtual Model ensures:

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

At the secondary level, staff are designing level-specific structures (schedules, staffing, course offerings, etc.) to support the school-based Full Virtual model. In addition to a school-based virtual model, GCPS will DRAFT Garrett County Public Schools' Plan for Reopening to continue to expand offerings and target student specific needs for high school students who may benefit from offerings from GCPS Online Digital Academy. It is imperative to note that details of the instructional model implementation will be determined soon. Significant networking will occur as school leaders create their specific school schedules. Leaders will consider their school staffing allocation, the input they receive from families regarding virtual versus in person options, and the needs of specific students to appropriately schedule all students.

### **Instructional Support for Students in the Virtual Option**

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

### **The Enrollment Process**

GCPS communicated the enrollment process information through several modalities and gave families the opportunity to select their option via the [GCPS 2020-2021 Learning Model Enrollment Form](#) or by calling a specified telephone number. To ensure all families understood the options and the selection process, [A Letter from the Superintendent](#) was distributed on July 30, 2020 via email, School Messenger, the GCPS website, the GCPS Facebook page and a general media blast throughout the open enrollment period; July 30 - August 6. A provision was included for parents without internet access to enroll via a telephone call.

### **Instructional Approaches**

In the Hybrid instructional model outlined in Stage 2 Yellow, students may be in different cohort groups depending on the number of students who chose this option. If the number of students enrolling in Option 1 is low enough, students may be face-to-face for up to four days a week. If the number of students choosing Option 1 is larger, cohorts may be required. In this case, Cohort A will be face-to-face on Monday and Tuesday, Cohort B will be face-to-face on Thursday and Friday. A small group of students may be designated, based on IEPs or other specific needs, to attend face-to-face on all four days. Wednesdays will be designated as eLearning days for all students. How teachers will manage instruction while having multiple groups of students is a notable challenge. Some examples of instructional approaches that teachers could use to address teaching with three groups are listed below.

### **Station Rotation Model:**

On Monday and Tuesday, Group A is face to face, while Groups B and C are completing eLearning tasks. On Wednesday, each group rotates to the next eLearning rotation. On Thursday and Friday, the groups rotate again with Group B in the face to face rotation.

### **Playlist Model:**

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

### **Enhancements to the Virtual Learning Experience**

In both the full virtual and the Stage 1 hybrid instructional models, the virtual experience will be enhanced for students in the 2020-21 school year based on student, staff, and parent feedback. Consistent themes emerged from the feedback received from staff, families and students. That feedback is being used to improve the delivery at this time.

### **Digital Tools**

GCPS has been building the digital ecosystem for several years. Several high-quality tools were available and used during the Continuity of Learning period such as the Google G Suite tools. Google Classroom, Google Slides interactive assignments, Google Meet, Screencasting with a variety of tools, digital textbooks and teacher YouTube channels. That work continues and has been adjusted based on feedback gathered from families, students, and teachers in order to ensure that Virtual Learning is an improved experience over the Distance Learning experience from spring of 2020. Examples of digital tools added this year include, but are not limited to:

- Schoology
- Google G Suite Productivity Tools
- Google Screencastify
- Digital Seat Licensing for ALL GCPS textbooks
- Math Learning Center Apps
- Ascend Math
- Digital Access to Reading Intervention Programs (READ180/System44)
- Digital Access to Decodable Reading Books from IMSE (GradesK-1)
- Digital Access to The DBQ Project for Secondary Social Studies Students
- Digital Access to Diagnostic Screening Tools (Reading & Math Inventory)

### **Synchronous Instruction and Support**

Students, staff, and families benefited from the opportunities for students to connect with their teachers and classmates using Google Meet. This will be utilized by all staff in the 2020-2021 school year. Best practices for collaboration using Google Meet as a live online video conferencing tool, including resources for teachers to share with parents and students, is available in a guidance document.

### **Single Learning Management System**

Teachers, families and students will now have the opportunity to work in one digital platform referred to as a Learning Management System (LMS). GCPS purchased Schoology to be utilized by all staff for course management in the coming school year. The instructional LEAD Team implemented a flexible professional learning model at the end of the 2019-2020 school year and into the summer to support the needs of teachers while transitioning to this management system. A combination of on-demand professional learning videos and courses are still available to teachers and additional resources will continue to be added. In addition, professional development will be devoted to this initiative during the opening and throughout the school 2020-2021 year.

### **Supporting Resources**

The GCPS Scope & Sequence documents will be used to align to standards, engage students, maintain rigor, and formatively assess students. Depending on the course, grade level and content area, resources will be available in Schoology and additional resources will be available as the year progresses.

The following are examples of the support resource being provided at the elementary and secondary levels:

- Schoology Templates (Elementary and Secondary) Curriculum can indicate key materials that are automatically populated for teachers. Items include: student training videos, and student facing resources. Templating supports consistency across GCPS coursework, decreases managerial tasks in the virtual environment, reallocates time from building and sequencing materials in Schoology to customizing and meeting the needs of students through personalization.
- The Maryland College and Career Ready Standards (MCCRS) are spiraled throughout curricular activities at each grade level. Learning modules will include structured project-based learning processes that ensure students are ready to meet the demands of college (or career) through extensive reading (both as a class and independently), multiple extended writing projects, and daily practice discussing both ideas and texts with peers.
- Build Teacher Capacity in Standards-Based Literacy Instruction - To support our literacy initiatives and facilitate teacher collaboration, schools will designate a Literacy Lead Teacher. School-based Literacy Leaders and District-appointed Literacy Coaches will receive professional development and participate in network meetings in our local district. The intent is that these coaches will collaborate with principals, teacher teams, and other staff to share professional development; facilitate processes to analyze and make public student progress data; and support the planning and delivery of effective small group instruction and intervention to developing readers Pre-K-12. They will help to organize efforts in literacy and language instruction to best serve the students in need of foundational skills at their site(s).

### **Access to Technology**

GCPS will deploy 1:1 Chromebook devices to grades 1-12 over the course of the fall, as devices become available. Elementary age students will have touch screen devices, and secondary students will have traditional devices. PK and K students will be assigned tablets.

High school students will utilize "bring your own device" or BYOD to supplement as needed where devices are in low numbers and while waiting for new devices to be received.

### **Curriculum, Instruction, and Assessment**

Instructional staff collaborate each spring to design a comprehensive assessment program for the school system. This year, staff are considering the need to identify a baseline for student performance in the critical areas of math and reading for each and every GCPS learner. Diagnostic assessments will be administered at the beginning of the year as well at other appropriate points to gauge student progress in the 2020-2021 school year. In addition, the school system's early literacy screener, the *Phonological Awareness Skills Test* (PAST) by Kilpatrick will be given to all students in grades kindergarten and grade one. Teacher assessment will also be a critical component of ensuring students are on track in the standards. The plan will specifically address the need to determine student progress as well as skills mastered and identify learning gaps that may have occurred during the conclusion of the 2019-2020 school year. The final assessment plan will be included in the GCPS final 2020-2021 Reopening Plan. Curriculum and instruction resources will be designed and adjusted to support students who have experienced learning loss. When introduced to new content, teachers will use formative assessments to determine if any learning gaps exist. If gaps are evident, the prerequisite standards that were not mastered in the previous spring can be targeted through reteaching to support the grade-level standard.

### **Family and Caregiver Assistance**

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

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

## **Grading**

In the fourth quarter of the 2020 school year, GCPS implemented a modified grading system at the encouragement of state leaders and with feedback from students and families. While this may have been the best plan during the spring closure, consistent feedback from stakeholders indicated challenges associated with this plan. Teachers indicated a reduction of engagement from students. Student and parent feedback supported the importance of teacher flexibility with deadlines in a virtual and more flexible learning environment in which students are learning and demonstrating said learning at their own pace. Please note that GCPS will follow its typical grading regulations in the 2020-2021 school year. Several elements of the GCPS Grading Regulations will be critical in any stage.

### **Policy**

Title: IKABB Reporting Student Progress in Garrett County Public Schools

URL: <http://go.boarddocs.com/mabe/garrett/Board.nsf/goto?open&id=AVCPLL6523FB>

### **Procedures**

Title: IKABB Reporting Student Progress in Garrett County Public Schools

URL: <http://go.boarddocs.com/mabe/garrett/Board.nsf/goto?open&id=BGYKPT52CE52>

Important consideration should be given to each student and GCPS' multi-tiered system of support that must be offered in any instructional model.

- Based on student input, teachers should carefully consider the ways in which they will provide feedback to students indicating whether students are meeting expectations.
- Learning activities should be designed to both challenge and support students.
- The design of classroom activities should account for the varied needs of students.
- Whether virtual or in person instruction is occurring, teachers can still monitor and informally evaluate student work regularly providing oral and written feedback throughout the learning process.
- Finally, determination of report card grades in response to a student's Individualized Education Program (IEP) should be a collaborative process among general educators and special educators.

## **Handling of Instructional Materials**

The sharing of instructional materials will be minimized. Procedures will be implemented to ensure any shared materials are cleaned and disinfected between student use. Students will have their own common supplies to reduce the sharing of instructional materials.

## **Printed Packets**

Connectivity and use of Chromebooks will be the primary vehicle for instruction for the 2020-2021 school year; therefore, GCPS is not planning to create, print and distribute packets on a large scale. Staff are working diligently to develop Schoology lessons, digital resources and instructional videos. As individual needs dictate, staff will work to provide packets when needed. Within Stage 2, Hybrid Model, teachers may send paper assignments home with students for completion and return as necessary.

## **Summer Programming**

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

## **Professional Learning for Staff**

GCPS is committed to continuing to enhance the ability of staff to skillfully instruct students in these ever-changing conditions and environments. As a result, a full complement of models and opportunities will be



implemented during the 2020-2021 school year. Webinars are used when stakeholders cannot attend onsite or when the need arises for the district and/or school.

- Independent Reading Level Assessment (IRLA)/100 Book Challenge Training by American Reading Company. ARC Executive Coach provides differentiated instruction for Grade Group Teams and/or Leadership Teams based on the school or district's need.
- Ongoing, job-embedded training for classroom teachers, reading specialists, EL teachers, and special educators on the delivery of digital learning.
- Professional Learning Communities (PLCs)- Grade/Content Group Teams meet to monitor, plan, and edit student intervention plans and to track rate of progress and/or to focus on a specific Action Step as a grade group.
- Ongoing, job-embedded professional development supported by the Data Driven Dialogue process
- ELA Courses- Digital Learning/Planning Sessions offered by Curriculum & Instruction team
- IMSE Orton-Gillingham Training by District Trainer
- Literacy Coaches and Instructional Coaches Provide Support for teachers with 100 Book Challenge/IRLA implementation, instructional strategies, and data analysis.

In addition, multiple opportunities were available to GCPS teachers to participate in training on the LMS, Schoology, throughout the summer. This training will continue throughout the 2020-2021 school year.

## **Pupil Services and Student Supports**

### **Attendance Criteria**

COMAR 13A.08.02.01 - A system of information on enrollment, attendance, and promotion of students shall be maintained in accordance with the regulations of the State Board of Education and the *Maryland Student Records System Manual 2016*, which is incorporated by reference.

COMAR 13A.08.01.01:E. Daily Attendance Record. A record of the daily attendance of each student shall be kept in accordance with regulations of the State Board of Education and the *Maryland Student Records System Manual 2016*, which is incorporated by reference in COMAR 13A.08.02.01.

GCPS addresses student attendance in the [STUDENT HANDBOOK RIGHTS, RESPONSIBILITIES, AND DISCIPLINE](#).

This handbook provides definitions related to attendance and codes used to track attendance. The regulation, however, does not address student attendance during distance/virtual learning. As such, staff must consider changes in how attendance is recorded while alternative options for schooling are in place.

The definition for a student being “present” may look quite different and this change in definition needs to be provided and communicated to students, parents and staff. GCPS will develop two local attendance codes directly related to COVID-19, one “present code” for Home Hospital Teaching services delivered due to COVID19 and an “absence code” for when students are absent related to COVID-19.

A checklist of options for teachers to use to indicate student engagement in an assigned task during a virtual learning day has been developed. It is recommended that both a present and absent code are created to reflect COVID-19 so that staff can track the impact of this virus throughout the 2020-2021 school year. The definition of “present” must provide equitable opportunities for all students. As such, a student being marked as “present” for learning should be recorded using multiple measures. Overall, a student should be considered as “present” for the day as long as the student engaged in some type of school activity, completion of Schoology course work, verbal or virtual meetings with a service provider, or completion of assigned classwork provided by the teacher are some of these ways.

The relationship between the student's classroom teacher and service providers will allow those staff members to best determine how to record a student's attendance. It is recognized that there may be barriers which

prevent students from completing learning activities on a daily basis, and during standard school hours. However, the lack of engagement during traditional school hours should not be a determining factor in noting whether or not a student is present or absent for the day. When it cannot be clearly determined whether or not a student met the criteria for being considered “present,” every effort should be made by school staff to contact that student and family.

The use of mental health and community services staff will support monitoring students’ attendance in whatever learning situation the student may engage in. GCPS already has a strong structure in place, utilized this past spring, involving student support teams. Key staff, including administrators, counselors, instructional assistants and other special service providers monitor student’s participation in the instructional program and make every effort, in some cases, daily or weekly, to re-engage with the student. This model will continue during the 2020-2021 school year. Consistent stakeholder input indicated this support team played a critical role in engaging students.

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

- Use Schoology to document student login history and use for attendance purposes. Using Schoology to track attendance will allow the school system to account for the large majority of students who are logging into their coursework. However, it is recognized that Schoology should not be the only tool used to track attendance in order to ensure equity for all students, as many students will not be able to login consistently to Schoology due to a variety of family constraints.
- Attendance should not be documented solely based on student completion of work or the amount of time it takes students to complete assignments. Prior to Continuity of Learning (COL), students were marked present when they entered classrooms in the building, but that does not reflect how engaged they were in their classwork. The same needs to be considered for COL.
- A student should be counted “present” for the day as long as the student engaged in some type of school activity. A school activity may include Schoology course work, verbal or virtual meetings with a service provider or completion of paper copies of classwork provided by the teacher. This ensures equity in attendance records for students lacking timely access to technology.
- Barriers may prevent students from completing such an activity during standard school hours. However, engagement should occur each school day to ensure that the student meets the standards of attendance/engagement.
- Attendance will be reported by teachers per school-based routines such as recording attendance through the Student Information System (PowerSchool).
- Clear, systemic communication about attendance and engagement is imperative. GCPS should ensure that all students and parents are well informed and understand the importance of student engagement in educational activities. Requirements for being considered “present” are clearly communicated and accessible to all students and parents in the following document; [Attendance Protocols GCPS 2020-2021](#). Student Services Teams (SST) will review data regarding student engagement and support families to increase individual student engagement.

### **Attendance Protocols for Virtual Learning 2020-2021**

- [Attendance Protocols GCPS 2020-2021](#)

### **Home Hospital**

Instruction Guidance for Home/Hospital Instruction (HHT) during COL in the 2019-2020 school year was not provided by the CDC or MSDE. [GCPS Policy IHBF](#) addresses HHT services. A number of GCPS students continued to receive HHT services during COL.

- Students who are immunocompromised or live with someone who may be considered high risk may have documentation stating that attendance in the building is not medically in their best interest. Those students will still need to access their education and HHT may be the best way for them to do so.
- Home and Hospital Teaching services will continue to be delivered in a virtual setting until all COVID-19 mandates have been lifted.



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

### **English Learners (EL)**

GCPS offers an EL program for students in grades kindergarten through grade 12. Students are identified as EL based on a home language survey and an English proficiency screening assessment. The goal of these services is to promote successful English language acquisition through concurrent language and content learning. The sections below offer a summary of the current approach to EL services employed by GCPS during COL.

- EL instructors will continue to provide services to their assigned students on their caseload whether virtual or in person instruction is occurring.
- The learning activities will continue to be designed to both challenge and support the EL student's individual needs.
- The EL instructors will collaborate with their student's content teachers to assist in modifying lessons/projects/activities/materials as needed.
- The EL instructor will also aid in monitoring their student's progress and evaluation as he/she advances through the curriculum.
- Contact with families will continue to be ongoing as needed and communication will be in the family's native language.
- [A Guide to School for English Learners](#)

### **Health Services**

There are several ways in which GCPS can help protect students and staff and slow the spread of COVID19 in the community as the school system plans to reopen schools. Specifically, "Schools can determine, in collaboration with state and local health officials to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community" (CDC, 2020). The more people who enter a school and the longer the duration of interaction, the higher the risk of spreading COVID-19. As the school environment is typically full of social interactions between people in proximity to one another, the risk of spreading COVID-19 is increased. Therefore, environmental factors and personal prevention practices recommended by the CDC and within the Maryland Recovery Plan for Education are detailed below for consideration by the district.

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

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

### **Homeless Student Population**

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

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

## **Mental Health Supports**

GCPS students have access to a continuum of services that provide Mental Health support. Social-emotional learning is provided instructionally from Pre-K to 8th grade. Eighth and ninth grade health classes provide the Signs of Suicide program that explains depression and suicide and signs that should be reported to an adult. School counselors also assist with these programs and provide counseling to students. School nurses are often aware of students who are in need of additional mental health support. Pupil Services Teams (PST's) provide for a review of students with more intensive needs and can recommend the services of school psychologists and school social workers. The secondary schools also have the Maryland Student Assistance Program which will collect data on students referred for possible drug and/or alcohol use. Through this program parents/guardians are invited to a conference in which the data is reviewed and services offered. The Garrett County Health Department provides addiction therapists to the secondary schools in addition to a mental health therapist for each school. Other agencies also provide supportive counseling and therapy including the DOVE center, the Department of Human Services and private agencies and therapists. As needed, Pupil Services works with parents to access these agencies and therapists to provide mental health services for their children. Additionally, the GCPS are in the process of providing training to teachers in recognizing and understanding mental health disorders in children and adolescents to improve the referral of students with mental health needs.

## **Social Emotional Learning (SEL) Curriculums**

Student's social and emotional needs will be met both through social-emotional learning curricula and with counseling intervention based on individual needs. The Second Step program, which has been used by Garrett County Public Schools for a number of years, will provide instructional social-emotional learning lessons for Pre-K through 8<sup>th</sup> grade. At the middle school level, the purchase of Second Step licenses for the new curriculum will allow the lessons to be provided online. The CSEFEL program is also used for Pre-K through 1<sup>st</sup> grade to provide social-emotional learning for young children.

It is understood that there will be students who will be returning to school having experienced trauma during the time they have been out of school. These students will be a priority for therapeutic intervention and supportive counseling. The Ripple Effects program will be used to provide additional social-emotional remediation and intervention for high needs students in addition to the prescriptive re-teaching of the Second Step lessons. These students are also challenged with academic tasks and performance. The Safe Schools Fund Grant has funding dedicated to providing additional support through one-to-one mentoring. Addressing social-emotional needs and skills will be an important component of recovery that will be necessary for academic achievement and success.

## **Referral Process for Timely Social Emotional Support**

During the re-entry of students into the Garrett County Public School, it will be essential that teachers and the school administrators work closely with school counselors and other pupil services staff to monitor students who may be demonstrating behavior and signs of emotional and/or social difficulties and to share concerns about these students. School counselors and pupil services staff will also need to monitor those students who have been identified through Pupil Services Team (PST) meetings as being at high risk and receiving Tier 2 Response to Intervention. This would also include students who are homeless or in foster care. Identified students will be seen by the school counselor and/or pupil services staff. If RTI Tier 2 services were previously in place for a student, the Pupil Services Team will need to assess the situation and determine if those services and strategies are to be reinstated. Parents will also be contacted and provided with community resources including providers of mental health therapy if needed.

## **Trauma Informed Discipline**

Addressing student discipline during recovery may be very different due to the impact that an extended time of being out-of-school may have had for the student. In many cases, various traumatic experiences may have occurred. The opportunity to address abuse and/or neglect is difficult because of the lack of time spent with the

students. Virtual instruction, even in the home setting does not provide many of the indicators of abuse and/or neglect often recognized by instructional staff. Also, the student does not have easy access to their teachers during the school day, or to the school counselor or nurse in whom they can confide and reveal situations of abuse and/or neglect. COVID and other medical situations and conditions may have impacted families due to problems in addition to illnesses and deaths. Concerns such as unemployment, lack of money, and the lack of food and essential items may have occurred and caused emotional turmoil and stress. Separation from family and friends and lack of socialization with others also has occurred. Students with these difficulties may have increased acting-out, anxiety and depression which then fuels negative actions and interactions with peers and adults. There will also be those students with internalized conflicts whose behavior does not create disciplinary problems, but who may exhibit self-harm or suicidal behavior. Using approaches such as tiered intervention, counseling and restorative practices will be important to address the students' perspective and emotional status. Interventions with these students will require additional time for the planning and implementation of proactive intervention. As students return and interact with others, school staff may expect to experience students with emotional instability for a period of time who will have an increased need for support and intervention..

### **Modified Behavioral Threat Assessment Process**

Behavioral threats are taken very seriously by school staff and administration, whether a student makes a threat in the school building or a threat is made when a student is outside of the school and it is brought to the school staff's attention. Procedures were updated in 2019 to address the threats through team threat assessment. Team threat assessment uses information and evidence to identify and assess risks to student and school safety in a deliberate and thorough manner. Based on that information and evidence, the threat assessment team can determine response strategies to mitigate risk and to provide assistance. For cases in which initial reports, information, and evidence suggest low to moderate threat, school personnel will work with students and families to notify whoever allegedly made the threat, notify those to whom the threat was made, and implement safety measures as appropriate. The School Resource Officers are a valuable resource for students who are not in school, but are alleged to have made a serious threat of imminent harm toward the school, school staff or students. The SRO's provide investigation of the situation by locating the student and their family, responding with any necessary steps to insure safety, and bringing the information back to the school administration and their team. The school administration can implement the necessary response for school security, including a safety plan and discipline if needed.

### **Special Education Services**

#### **School Closure**

Throughout the mandatory school closure, resulting from the COVID-19 pandemic, special educators, general educators, and service providers continued to create meaningful lessons and activities, as well as provide support to all students with disabilities. Individualized Education Programs (IEP) for students with disabilities have continued to be implemented through the Continuity of Learning Plans. During this time, students were provided their services through virtual sessions, telephone, or individualized learning materials that were sent home to families. Secondary transition activities and goals were also continued during this time. Students continued to receive special education services and accommodations through the virtual environment. If there were specific concerns, the IEP teams met virtually to determine the need for additional support. If case managers tracked progress during the fourth quarter and a student did not make adequate progress, the case manager submitted a Google form recommending recovery services for that child. The IEP team then met to determine the frequency and duration of recovery services that are needed. Garrett County's Infant and Toddlers program also continued to provide meaningful coaching to our families through virtual sessions, telephone, or individualized learning materials that were sent home to families. GCPS began in-person recovery services starting July 1, 2020, on an individual basis, to help narrow achievement gaps.

### **Summer Services**

When school buildings were opened on July 1st, students receiving Extended School Year (ESY) services were given the option to participate in virtual or in-person services. For families who chose the virtual option,

services were continued either by phone or by video conferencing. For families who chose in-person services, students were provided their ESY services in their home-school on a one-to-one basis with their service provider. GCPS also started recovery services based on the data collected by case managers. Students receiving recovery services followed the same procedures as students receiving ESY services. Garrett County's Infant and Toddlers program also returned to in-person services in the natural environment or in an outdoor space, such as a town park. GCPS continued to work with the Garrett County Health Department, at least weekly, to ensure the safety of our staff and students during in-person services.

In addition to ESY, individual recovery services, and Infants and Toddlers services, GCPS offered a two-week in-person recovery camp, Jumpstart 21, to all students with academic services through an IEP in grade pre-k through 8th. General education students were also selected to participate in this camp to create an inclusive environment. Students were given baseline assessments at the beginning of the first week and progress monitoring was ongoing. If regression was identified in any of the students, based on IEP goals, the IEP team met to determine the number of recovery services that the student will require starting the fall 2020 school year.

### **Assessments**

When school buildings were opened on July 1st, families were given the option to have their child brought into the school to participate in formal assessments that were not completed prior to the mandatory school closure. New referrals were also accepted during this time. These assessments included students who were due for the tri-annual re-evaluation, initial evaluations, or other assessments as needed. Assessments were completed with appropriate PPE measures in place as recommended by the Garrett County Health Department and the GCPS Safety Team.

### **Meetings**

Both IEP and Section 504 meetings continued in a virtual format through Google Meets during the COVID-19 school closure. Parents were notified by both a phone call and a formal invitation that detailed the information for the electronic meeting. This invite was sent via US Mail to the student's parent/guardian or by email. The school staff was notified of the meeting date/time via an invite through Google Calendar. The continuation of this process will remain in effect until GCPS is operating under phase yellow. At that time, the Administration will meet with the Director of Special Education and Coordinator of Special Programs to determine if face-to-face meetings will resume. GCPS understands the importance of family support and family involvement during this time. If a parent requests an in-person meeting, accommodations will be made, if appropriate, to hold the IEP meeting face-to-face.

### **Continued Instruction**

Regardless of the model, students with disabilities will continue to receive a Free Appropriate Public Education (FAPE), in accordance with the Individuals with Disabilities Education Act (IDEA). Garrett County Public Schools will provide comparable opportunities to students with disabilities, tailored to their individual needs. Some considerations in special education include:

- Students with the most significant disabilities benefit from attending in-person, as much as possible. These students will be prioritized in our return plan.
- Students that struggle to access instruction in the virtual environment, will also be prioritized in our return plan.
- Students who have significant medical needs may need to continue with virtual special education services to ensure their safety. This will be determined on an individual basis.
- All GCPS students with disabilities will continue to receive their services and accommodations, as outlined in their IEP, regardless of the format.

## **Special Transportation**

As part of a student's IEP, transportation may be a service required to be provided under Free and Appropriate Public Education (FAPE). Given social distancing guidelines, modified bus scheduling will be required for students to be safely transported to school. Additional recommendations include:

- Students should only be allowed one student per seat on the bus. Siblings may be allowed to sit together.
- Masks/face shields should be required for staff, and recommended for students. However, the health needs of students may prevent some students from wearing them.
- Transportation staff must strictly adhere to cleaning and sanitizing protocols. Buses should be disinfected between routes.
- Drivers and Assistants will also learn about PPE requirements such as face masks, face shields and gloves.
- Face shields may be required for some bus staff (assistants) when supporting the transportation of students with highly vulnerable medical or behavioral needs.
- Training may be required for some students riding the bus to educate them on social distancing and safe health practices when riding the school bus.

## **INSTRUCTIONAL FRAMEWORKS**

### **ELEMENTARY SCHOOL - INSTRUCTIONAL FRAMEWORK**

- Instruction will be designed for both synchronous (live) and asynchronous (pre-recorded and lesson assignments) so that all students can access the content. We recognize that some families will not be able to join the live sessions scheduled throughout the day.
- Teachers will record live direct instruction necessary to complete the lesson assignments and post the recordings for families who need to watch instruction in the evening or on the weekends.
- The schedule allows for whole group live instruction as well as small group and individual live instruction.
  - Example: During the ELA block, a teacher may start the lesson live with direct instruction for 15 minutes and then send students off to complete asynchronous portions of the lesson or continue meeting with small groups or individual students. They may also pull the whole group back together at the end of the ELA block.
- The afternoon is reserved for intervention/assessment to occur in small groups or individually as needed. This will be coordinated with a child's teacher. Asynchronous assignments can also be completed in the afternoon, if needed.
- Resources and materials needed (ex. textbooks, technology) will be provided for learning.
- Students will receive instruction in new content that is grade level appropriate and aligned to the College and Career Readiness standards.
- We recognize that some may have difficulty with internet access. GCPS is working on acquiring hot spots to support families who do not have access to the internet. All GCPS parking lots and Ruth Enlow libraries also have WiFi accessibility. We are also working on other options for access to elementary buildings in the afternoon hours (parents will be required to transport) and details will be forthcoming on this. We will be working directly with

families to resolve internet accessibility issues. GCPS also placed three to five copies of each textbook at the libraries for curricular support.

- Environmental Literacy-During virtual learning, extended environmental literacy lessons are provided on Wednesdays to include meaningful watershed educational experiences in alignment with the Environmental Educational Literacy section of the Maryland Recovery Plan for Education . The Hickory Environmental Education Center will resume it's normal outdoor educational experiences when a full return to school is reached.

## Sample Elementary Student Schedule for Virtual (Students at Home) 3rd Grade

Monday	Tuesday	Wednesday	Thursday	Friday
8:10-8:30 <b>Morning Meeting</b> (Social Emotional Learning/Health )	8:10-8:30 <b>Morning Meeting</b> (Social Emotional Learning/Health )	Asynchronous Learning <b>(Reading Math/SocialStudies/ Science/Health)</b>  <b>Prek/K</b> (1.5 hours total for day)- Asynchronous  <b>Grades 1-2</b> (2 hours total a day)- Asynchronous  <b>Grades 3-5</b> (3 hours total a day)- Asynchronous	8:10-8:30 <b>Morning Meeting</b> (Social Emotional Learning/Health )	8:10-8:30 <b>Morning Meeting</b> (Social Emotional Learning/Health )
8:30-9:30 <b>ELA</b> (Whole Group, Small Group, or Individual)	8:30-9:30 <b>ELA</b> (Whole Group, Small Group, or Individual)		8:30-9:30 <b>ELA</b> (Whole Group, Small Group, or Individual)	8:30-9:30 <b>ELA</b> (Whole Group, Small Group, or Individual)
9:30-9:55 <b>Art</b> (Whole Group)	9:30-10:30 <b>Social Studies / Science / Health</b> (Whole Group, Small Group, or Individual)		9:30-9:55 <b>P.E.</b> (Whole Group)	9:30-10:30 <b>Social Studies / Science / Health</b> (Whole Group, Small Group, or Individual)
10:00-10:25 <b>Music</b> (Whole Group)			10:00-10:25 <b>Second Step</b> (Asynchronous)	
10:30-11:30 <b>Math</b> (Whole Group, Small Group, or Individual)	10:30-11:30 <b>Math</b> (Whole Group, Small Group, or Individual)		10:30-11:30 <b>Math</b> (Whole Group, Small Group, or Individual)	10:30-11:30 <b>Math</b> (Whole Group, Small Group, or Individual)
11:30-12:00 <b>Lunch</b>	11:30-12:00 <b>Lunch</b>		11:30-12:00 <b>Lunch</b>	11:30-12:00 <b>Lunch</b>
12:00-1:00 <b>Recess</b> /physical movement/Free play/ (Independent)	12:00-1:00 <b>Recess</b> /physical movement/Free play/ (Independent)		12:00-1:00 <b>Recess</b> /physical movement/Free play/ (Independent)	12:00-1:00 <b>Recess</b> /physical movement/Free play/ (Independent)
1:00-2:30 <b>Intervention</b> (Assessment/ Small Group/Individual -arranged by teacher)	1:00-2:30 <b>Intervention</b> (Assessment/ Small Group/Individual -arranged by teacher)		1:00-2:30 <b>Intervention</b> (Assessment/ Small Group/Individual -arranged by teacher)	1:00-2:30 <b>Intervention</b> (Assessment/ Small Group/Individual -arranged by teacher)
2:30-3:15 <b>Asynchronous Work</b> Independent Reading (as needed)	2:30-3:15 <b>Asynchronous Work</b> Independent Reading (as needed)	2:30-3:15 <b>Asynchronous Work</b> Independent Reading (as needed)	2:30-3:15 <b>Asynchronous Work</b> Independent Reading (as needed)	



## Elementary School Students Overview: In-School (Selected Students Only)

- Parents of selected students will be directly notified by their school.
- The student day on campus for selected students will run from 8:10 a.m.-12:15 p.m. on Monday, Tuesday, Thursday, and Friday.
- Students will be provided transportation to and from school.
- Students will have an opportunity for breakfast and lunch while on school property.
- A very small group of selected students will go directly to their traditional classroom where they will be able to receive face-to-face and virtual instruction as appropriate based on their individual needs.
- Most selected students will report to a learning center area other than their traditional classroom teachers (ex. library, community room, cafeteria) where we will have staff available to monitor and support them. All safety and health protocols will be followed in accordance with the GCPS recovery plan. During the whole group learning time detailed on the schedule, students will access instruction virtually with their classroom teacher just like students who are receiving instruction from home. This will also allow students to engage in rich academic conversations with their peers in the virtual environment. During small group and individual work times, students may receive additional face to face support from an intervention teacher/special educator/ or instructional assistant based on their needs in order to access instruction, complete asynchronous assignments, receive services etc. Speech therapy, occupational therapy, physical therapy and other services may be provided during face-to-face time as well.
- The schedule allows for whole group live virtual instruction as well as small group and individual face to face instruction with an intervention or special educator.
  - Example: During the ELA block, a student may attend the live virtual session of direct instruction provided to the class. During the remainder of the period, the student may be pulled into a small group or receive individual services to support his/her learning or complete asynchronous work.
- In the afternoon, selected students may also receive intervention virtually at home, based on need.
- This model is designed to even the playing field to ensure our students have an opportunity to engage in the learning activities for their own grade level.
- Students will receive instruction in new content that is grade level appropriate and aligned to the College and Career Readiness standards.

**Sample Elementary Student Schedule for In-School (Selected Students Only) Grade 3**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:10-8:30 <b>Morning Meeting</b> (Social Emotional Learning/Health )	8:10-8:30 <b>Morning Meeting</b> (Social Emotional Learning/Health )	Asynchronous Learning <b>(Reading Math/SocialStudies/ Science/Health)</b>  <b>Prek/K</b> (1.5 hours total for day)- Asynchronous  <b>Grades 1-2</b> (2 hours total a day)- Asynchronous  <b>Grades 3-5</b> (3 hours total a day)- Asynchronous	8:10-8:30 <b>Morning Meeting</b> (Social Emotional Learning/Health )	8:10-8:30 <b>Morning Meeting</b> (Social Emotional Learning/Health )
8:30-9:30 <b>ELA</b> (Whole Group, Small Group, or Individual)	8:30-9:30 <b>ELA</b> (Whole Group, Small Group, or Individual)		8:30-9:30 <b>ELA</b> (Whole Group, Small Group, or Individual)	8:30-9:30 <b>ELA</b> (Whole Group, Small Group, or Individual)
9:30-9:55 <b>Art</b> (Whole Group)	9:30-10:30 <b>Social Studies / Science / Health</b> (Whole Group, Small Group, or Individual)		9:30-9:55 <b>P.E.</b> (Whole Group)	9:30-10:30 <b>Social Studies / Science / Health</b> (Whole Group, Small Group, or Individual)
10:00-10:25 <b>Music</b> (Whole Group)			10:00-10:30 <b>Second Step</b> (Asynchronous)	
10:30-11:30 <b>Math</b> (Whole Group, Small Group, or Individual)	10:30-11:30 <b>Math</b> (Whole Group, Small Group, or Individual)		10:30-11:30 <b>Math</b> (Whole Group, Small Group, or Individual)	10:30-11:30 <b>Math</b> (Whole Group, Small Group, or Individual)
11:30-12:00 <b>Lunch</b>	11:30-12:00 <b>Lunch</b>		11:30-12:00 <b>Lunch</b>	11:30-12:00 <b>Lunch</b>
12:15 <b>Dismissal</b>	12:15 <b>Dismissal</b>		12:15 <b>Dismissal</b>	12:15 <b>Dismissal</b>
1:00-2:30 <b>Intervention</b> (Assessment/ Small Group/Individual -arranged by teacher)  Free play, physical movement can be embedded here.	1:00-2:30 <b>Intervention</b> (Assessment/ Small Group/Individual -arranged by teacher)  Free play, physical movement can be embedded here.		1:00-2:30 <b>Intervention</b> (Assessment/ Small Group/Individual -arranged by teacher)  Free play, physical movement can be embedded here.	1:00-2:30 <b>Intervention</b> (Assessment/ Small Group/Individual -arranged by teacher)  Free play, physical movement can be embedded here.
2:30-3:15 <b>Asynchronous Work</b> Independent Reading (as needed)	2:30-3:15 <b>Asynchronous Work</b> Independent Reading (as needed)		2:30-3:15 <b>Asynchronous Work</b> Independent Reading (as needed)	2:30-3:15 <b>Asynchronous Work</b> Independent Reading (as needed)



**ElementarySchool Sample Teacher Schedule - Modified Red**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:10-8:30 <b>Morning Meeting</b> <b>SEL /Health</b>	8:10-8:30 <b>Morning Meeting</b> <b>SEL /Health</b>	8:10-10:30 Teacher Planning Time	8:10-8:30 <b>Morning Meeting</b> <b>SEL /Health</b>	8:10-8:30 <b>Morning Meeting</b> <b>SEL /Health</b>
8:30-9:30 <b>ELA</b> (Whole, small, individual)	8:30-9:30 <b>ELA</b> (Whole, small, individual)	10:30-11:30 Grade Band PLC/Across School Level Collaboration	8:30-9:30 <b>ELA</b> (Whole, small, individual)	8:30-9:30 <b>ELA</b> (Whole, small, individual)
9:30-10:30 <b>Math</b> (Whole, small, individual)	9:30-10:30 <b>Math</b> (Whole, small, individual)		9:30-10:30 <b>Math</b> (Whole, small, individual)	9:30-10:30 <b>Math</b> (Whole, small, individual)
10:30-11:30 <b>Planning/ PLC/Collaboration</b>	10:30-11:30 <b>Social Studies / Science /Health</b> (Whole, small, individual)		10:30-11:30 <b>Social Studies / Science / Health</b> (Whole, small, individual)	10:30-11:30 <b>Planning/PLC/ Collaboration</b>
<b>11:30-12:00 Lunch</b>				
12:00-1:00 <b>Teacher Office Hours</b>	12:00-1:00 <b>Teacher Office Hours</b>	12:00-2:30 County Wide PD	12:00-1:00 <b>Teacher Office Hours</b>	12:00-1:00 <b>Teacher Office Hours</b>
1:00-2:30 <b>Intervention</b> (Assessment/Small Group / Individual)	1:00-2:30 <b>Intervention</b> (Assessment/ Small Group / Individual)	2:30-3:36 Office Hours	1:00-2:30 <b>Intervention</b> (Assessment/Small Group / Individual)	1:00-2:30 <b>Intervention</b> (Assessment/Small Group / Individual)
2:30-3:36 <b>Teacher Planning</b>	2:30-3:36 <b>Teacher Planning</b>		2:30-3:36 <b>Teacher Planning</b>	2:30-3:36 <b>Teacher Planning</b>



## MIDDLE SCHOOL - INSTRUCTIONAL FRAMEWORK

### Sample Middle School Student Schedule

*Monday, Tuesday, Thursday, Friday*

<b>8:35 - 9:15</b>	Period 1 - (Breakfast served to those in the building)
<b>9:20 - 10:00</b>	Period 2
<b>10:05 - 10:45</b>	Period 3
<b>10:50 - 11:30</b>	Period 4 - (Lunch served to those in the building)
<b>11:35 - 12:15</b>	Period 5 - (Lunch served to those in the building)
<b>1:00 - 3:00</b>	Intervention – depending on needs ( <i>see teacher schedule</i> )
<b>3:00 - 3:45</b>	Q&A, extra help

*Wednesday*

- Asynchronous learning with an expectation of 3 to 3.5 hours a day.
- Teachers must have the Wednesday lessons available to students 48 hours in advance.

### Middle School Students Overview

- Middle school students are following a related arts rotation that aligns with the traditional school year, rotating each nine-weeks.
- One related arts class (General Music, Visual Arts, Band, Chorus, Theatre, Computational Thinking, PE, Health, Spanish) per day A-Day (Monday, Tuesday) and B-Day (Thursday and Friday) will be taught.
- Direct instruction will be 30 minutes.
- Following direct instruction, the remaining time in that period will be designated for question and answer and student support.
- Live synchronous (face-to-face) learning will be an extension/additional support of lessons built in Schoology. We recognize that not all families are going to be able to join all live sessions. Teachers will record live instruction and post on Schoology for families who desire to watch the live instruction in the evening.
- Students will receive intervention and extra help in the afternoons, as needed.
- Wednesday will be used for asynchronous learning with an expectation of 3 to 3.5 hours a day. Teachers must have the Wednesday lessons available to students 48 hours in advance.
- Environmental literacy is spiraled throughout the 6-8 Science curriculum.

### Middle School Sample Teacher Schedule

*Monday, Tuesday, Thursday, Friday*

<b>8:10 - 8:30</b>	Daily Prep
<b>8:35 - 9:15</b>	Science class - Direct instruction and Q&A
<b>9:20 - 10:00</b>	COVERAGE FOR SELECTED STUDENT POPULATION
<b>10:05 - 10:45</b>	Science class - Direct instruction and Q&A
<b>10:50 - 11:30</b>	Science class - Direct instruction and Q&A
<b>11:35 - 12:15</b>	Science class - Direct instruction and Q&A

*Wednesday*

- Each Wednesday will consist of county wide PD, school based PD, teacher planning, PLC's, etc. The daily Wednesday schedule will vary based on the needs and availability at that time.

	ENGLISH	MATH	SCIENCE	S. STUDIES
--	---------	------	---------	------------

12:30 - 1:00	LUNCH	LUNCH	LUNCH	LUNCH
1:00 - 1:30	INTERVENTION	DEPT MTG	PLANNING	PLANNING
1:30 - 2:00	DEPT MTG	INTERVENTION	PLANNING	PLANNING
2:00 - 2:30	PLANNING	PLANNING	DEPT MTG	INTERVENTION
2:30 - 3:00	PLANNING	PLANNING	INTERVENTION	DEPT MTG
3:00 - 3:45	OFFICE HOUR	OFFICE HOUR	OFFICE HOUR	OFFICE HOUR

### Middle School Teacher Expectations

- Teacher work day will be 8:10-3:45.
- In most cases, teachers will be teaching from their classrooms.
- Selected students will be placed in large/common areas of the building spaced 6 feet apart. Staff will be assigned to monitor these groups of students, including some teachers.
- Schoology will be used and is an expectation of employment.
- Direct instruction will be provided based on the schedule.
- Direct instruction will be around 30 minutes per class period.
- Teachers will record live instruction and post for families who desire to watch the live instruction in the evening.
- Student attendance and student intervention will be tracked by teachers in each class.
- Department meetings will be used for PD, essential skill development and tracking, best practices, student concerns, etc. Special populations will be placed in large/common areas of the building spaced 6 feet apart. Staff will be assigned to monitor these groups of students.
- With the modified schedule designed to complete all direct instruction during the window of time that selected students are in the building, teachers will monitor the classrooms of those selected students during their powerschool planning time. (i.e. – Ms. Jones has a planning period scheduled for 3<sup>rd</sup> period on a regular schedule, so Ms. Jones will monitor a common area of selected students during the 3<sup>rd</sup> period).
- All teacher planning will occur in the afternoon during the 2 hour intervention period when they are not responsible for intervention or department meetings.
- Wednesday will consist of county wide PD, school based PD, teacher planning, PLC's, etc. The daily Wednesday schedule will vary based on the needs and availability at that time.

### HIGH SCHOOL - INSTRUCTIONAL FRAMEWORK

#### Sample High School Student Schedule

*Monday, Tuesday, Thursday, Friday*

- 8:30 - 9:20** Period 1 - (Breakfast served to those in the building)
- 9:30 - 10:20** Period 2
- 10:30 - 11:20** Period 3
- 11:30 - 12:15** Period 4 - (Lunch served to those in the building)
- 12:15 - 1:00** LUNCH
- 1:00 - 3:00** Intervention – depending on needs (*see teacher schedule*)
- 3:00 - 3:45** Q&A, extra help

*Wednesday*

- Asynchronous learning with an expectation of 3 to 3.5 hours a day.
- Teachers must have the Wednesday lessons available to students 48 hours in advance.



## High School Students Overview

- Direct instruction will be roughly 35 minutes.
- After direct instruction, the remaining time in that period will be dedicated to questions and answers and student support.
- Teachers will record live instruction and post for families who desire to watch the live instruction in the evening.
- Live synchronous learning will be an extension/additional support of lessons built in Schoology. We recognize that not all families are going to be able to join all live sessions.
- Students will receive intervention and extra help in the afternoons, as needed.
- Environmental literacy is built into our science course sequence of Fundamentals of Physical Science, Biology, and Earth Science. Students enrolled in these courses will be provided environmental literacy instruction aligned to content standards through synchronous and asynchronous learning opportunities during the period they are scheduled. Once we return fully to school, students in these classes will also attend scheduled trips to our Hickory Environmental Education Center.
- High School students will be receiving instruction in four courses daily each semester, which is in alignment with our traditional schedule. The traditional process of scheduling was used to ensure that students had a significant voice in course selection. Both high schools are offering a variety of courses in visual art, music, band, chorus, theatre, P.E/Health, spanish. Students enrolled in these classes will be receiving direct instruction in these content areas based on the schedule above.

## High School Students Without Adequate Internet

- All secondary schools will be open from 1:00 PM – 4:00 PM everyday except Wednesday for students to come in and utilize the internet. Transportation will not be available to all students at these times.
- GCPS has purchased hot spots to deploy to families who need greater internet access.
- All GCPS parking lots and Ruth Enlow libraries also have WiFi accessibility.
- Students without internet will be included into “selected student populations” to be brought into the schools beginning in the 3<sup>rd</sup> week of school.

## High School Selected Students

- *Starting with the second week of school, certain groups of students will have the opportunity to be bused to the schools with morning pick up and afternoon transportation home on a 12:15 dismissal.*
- *Students who have been selected to participate at the school buildings will report to a large/common area of the school to access direct online instruction from their teachers and may be pulled out by specialists or assistants to provide for individual needs.*

## High School Sample Teacher Schedule

*Monday, Tuesday, Thursday, Friday*

<b>8:10 – 8:30</b>	Daily Prep
<b>8:30 - 9:20</b>	Period 1
<b>9:30 - 10:20</b>	Period 2
<b>10:30 - 11:20</b>	Period 3
<b>11:30 - 12:15</b>	Period 4
<b>12:30 – 1:00</b>	LUNCH
<b>1:00 – 3:00</b>	Intervention/planning
• 1:00-1:30	English Intervention
• 1:30 – 2:00	Science Intervention
• 2:00 – 2:30	Math Intervention
• 2:30 – 3:00	Social Studies Intervention –
	▪ CTE, PE, Foreign Language, Art/Music, Health. will be available for intervention at any time during the 1:00 – 3:00 time frame; however, priority will be given to the 4 core areas during that time.

*Wednesday*

- Each Wednesday will consist of county wide PD, school based PD, teacher planning, PLC's, etc. The daily Wednesday schedule will vary based on the needs and availability at that time.

**High School Teacher Expectations**

- Teacher work day will be 8:10-3:45.
- In most cases, teachers will be teaching from their classrooms.
- Selected students will be placed in large/common areas of the building spaced six feet apart. Staff will be assigned to monitor these groups of students.
- With the modified schedule to complete all direct instruction during the window of time that selected student populations are in the building, teachers will monitor classrooms of special population students during their powerschool planning time. (i.e. – Ms. Jones has a planning period scheduled for 3<sup>rd</sup> period on a regular schedule, so Ms. Jones will monitor a common area of the selected student population during 3<sup>rd</sup> period). All teacher planning will occur in the afternoon during the 2 hour intervention period when they are not responsible for intervention.

*Wednesday*

- Each Wednesday will consist of county wide PD, school based PD, teacher planning, PLC's, etc. The daily Wednesday schedule will vary based on the needs and availability at that time.

**ACCESS and EQUITY**

Maryland Department of Education Guidance on Distance Learning expects that students who participate in distance learning have full access to appropriate educational materials. We have developed resources for distance learning planning in various academic content areas that maintain educational continuity for schools and programs. Schools must ensure equal access to ALL students. This means that students need to be able to participate in their learning equitably and have access to all relevant services and supports.

**Considerations include, but are not limited to:**

- Ensuring all students in the school or district will have equal access to the learning and required materials.
- Ensure that activities can effectively support the district's unique learning and teaching needs, including the ability to provide differentiated instruction as well as one-on-one support for students who need it. Regardless of where the learning is happening, supports identified on a student's Individualized Education Program (IEP) or 504 Plan must be provided. Individual Learning Plans for English Language Learners must also be followed.
- Schools should provide materials for students to continue their learning. Each school would determine the most appropriate way to communicate and provide instruction for each student which could include some/all of the following:
  - Textbooks
  - Telephone instruction
  - Online resources (take into account availability of broadband)
  - Instruction via the school's learning management system (LMS)

**Planning For A Range of Abilities**

Teachers will use many strategies to facilitate remote learning. Classroom teachers will work with other support staff and administrators to develop and moderate learning environments that engage all learners and support their growth. At all levels, considerations will be made for accessibility for learners and manageability for families. Teachers will be expected to differentiate instruction to meet the diverse needs of learners and all students with a 504 or IEP plan will continue to receive their accommodations.

## **Data Driven Instructional Guidance**

GCPS used a series of surveys to gather data and determine ways to close the connectivity gaps in the district. Data regarding household connectivity was collected along with the makeup of the household, the number of students per household and special considerations for those students, such as which students qualified for special education, 504 plans, and/or EL. This data was used to prioritize resources regarding connectivity and technology, to create an equitable learning experience.

Garrett County Public Schools intervention continuum offers services to students based on a multitiered system of support. The ultimate responsibility lies with staff to consider what data should be reviewed to determine what or if intervention groupings should be shifted and planned. These decisions are made through the implementation of Professional Learning Communities. These supports begin with students receiving Tier 1 support in the general education classroom, and based on need, students may require additional supplemental instruction in small groups or individually at varying levels of intensity in order to provide explicit instruction on grade level content as well as below grade level standards. We have built into our modified red instructional schedules an intervention period in the afternoon to provide above and beyond targeted instruction for students as needs are identified. When schools return to full capacity and a normal calendar and bell schedule, any student needing intervention can receive the appropriate level of support, and all interventions can be implemented with fidelity to the requirements outlined in the Response to Intervention (RTI) Program. Initially, as students are being phased-in, some interventions will be challenging to implement with fidelity, but intervention and general education teachers will collaborate to provide high-quality supplemental instruction to support students needing prerequisite skills in order to master grade-level content. Students identified as needing additional interventions will be prioritized in our phase-in plan based on the intensity of intervention needed as we work towards a full return to school. This will allow teachers to provide face to face as well as virtual interventions.

The following universal screeners will be administered to students:

### ELA

Students in grades 1-9 are administered the HMH Reading Inventory in the Fall, Winter and Spring. The Reading Inventory is a reading assessment program that provides immediate, actionable data on students' reading levels and growth over time. The assessment measures and monitors students' growth in reading comprehension. The assessment includes nearly 6,000 test items for readers at all levels. to determine reading comprehension lexile levels. Students who score below 400 at the elementary level and below 600 at the secondary school levels are also given the HMH Phonics Inventory. Students are placed in the Read180 program to address reading comprehension deficits or System44 to address deficits in foundational reading skills.

All students in grades K-1 during the 2020-2021 school year will be administered the Phonological Awareness Skills Test (PAST) to meet the requirements of the Ready To Read Act. The PAST is an informal, diagnostic, individually administered assessment tool to help teachers determine the point of instruction for their students and monitor progress made from implementation of the IMSE Orton Gillingham approach to phonics instruction. The Orton-Gillingham Approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia.

### Math



Students in grades K-8 and Algebra 1 are administered the HMH Math Inventory to determine math computation quantile levels. Teachers will also provide formative assessments in order to identify gaps in pre-requisite skills throughout the instructional process.

Once all assessment data is collected and analyzed, Garrett County Public Schools will:

- Provide additional face-to-face and/or virtual learning opportunities for intervention to students, to the extent possible at elementary and secondary schools during the scheduled intervention period.
- Students identified as needing Tier 2 or 3 interventions will continue in these interventions with as much fidelity as possible. These interventions will be provided during the intervention time notated. Intervention lengths will vary based on the needs of the students. Tier 2 interventions may be 15-30 minutes 3-5 days a week. Tier 3 interventions are at least 30 minutes, 3 days a week. These time allotments are above and beyond the core instructional time.
- Teachers will work collaboratively in Professional Learning Communities to group students based on essential skill deficits. Progress monitoring will occur formatively throughout the instructional intervals to evaluate/adjust student grouping, goals and/or instructional strategies.
- In most cases, the classroom teacher will provide Tier 2 evidenced-based interventions and an intervention/special education teacher will provide evidenced-based Tier 3 interventions.
- All Tier 2 and 3 interventions will be documented in PowerSchool utilizing our established process.
- Teachers will utilize Ascend Math as an intervention program as well as small group instruction aligned to evidenced based instruction (i.e. What Works Clearinghouse).
- Teachers will utilize Read 180, System 44, American Reading Company Independent Reading Level Assessment toolkits that are aligned with each student's individual power goals and the IMSE Orton Gillingham strategies as evidenced-based interventions in the area of Literacy.
- Based on student need schools will have intervention staff provide supplemental instruction based on the established intervention schedule.
- Secondary Algebra 1 courses will utilize the Algebra 1A/1B course sequence and curriculum map.

The following items are recommendations when we fully return to school:

- When all students return, consider what data should be reviewed to determine if intervention groupings should be shifted or assess the group to determine the intervention plan moving forward.
- Students receiving interventions will continue receiving services with fidelity as appropriate after assessments are given and data reviewed for appropriate placement.
- Students receiving a foundational skills intervention should be assessed to determine placement in the program scope and sequence. Groups should be formed based on these assessments and the program should be continued with fidelity.
- Secondary students receiving comprehension support from Read 180 should continue with that program with fidelity after assessment to determine placement within the program.
- Students will meet face to face on a daily basis with their classroom teacher or intervention teacher based on their intervention plan.

## **Pre-Kindergarten – Grade 2**

For learners in the primary years, engagement may include but not be limited to providing schedules, opportunities and resources for families and caregivers. Educators may also use technologies to establish “live” virtual contact with individuals or groups of learners to facilitate their learning activities and to sustain a sense of community among young learners.

### **Grades 3 - 8**

For learners in the intermediate and early secondary years, engagement may include learners in a wide array of learning activities, with a focus on project-based, inquiry or problem-based learning. Educators may also use technologies to establish “live” virtual contact with individuals or groups of learners to facilitate their learning activities and to sustain a sense of community.

### **Grades 9 - 12**

For learners in the graduation years, teacher-led/moderated activities and individual or group projects will enable learners to achieve and demonstrate the competencies required for course completion and expected of graduates of the GCPS.

### **Special Education Students**

Students with disabilities will continue to receive their accommodations and modifications on assignments and assessments during this time as indicated in their Individualized Education Program (IEP). Students will continue to receive academic and related services that are similar and comparable to the maximum extent possible during this time. Garrett County Public Schools will work with parents to determine the appropriateness of delivery and service time on an individual student basis. Case managers will continuously monitor student progress to ensure that all students are making progress, regardless of the phase. Case managers will also work with general education teachers to support specially designed instruction. Parents will be updated on student progress on IEP goals at least quarterly.

### **Purpose**

The Garrett County Public Schools is committed to the delivery of effective special education programs and services provided to students with disabilities in the least restrictive environment. All students must have available to them a free, appropriate public education (FAPE) designed to meet their unique needs and prepare them for employment, post-secondary education, and independent living.

### **Philosophy**

The administration and staff of the Garrett County Public Schools believe:

- A free appropriate educational program in the least restrictive environment should be provided to all children and youth with disabilities.
- Programs for children with disabilities should be planned and implemented as an integral part of programs for nondisabled students.
- Education should provide an equal opportunity for all students to develop as individuals according to their physical, intellectual, and social potential.
- Early intervention is a necessary part of an effective delivery system.
- That in order to provide effective educational programs and services to children and youth with educational disabilities, it is essential that personnel be qualified and required to advance their skills by participating in ongoing staff development.
- Collaborative efforts with agencies, parents, school teams and community groups are necessary to ensure quality and consistency of services to children with disabilities.
- Accountability is the foundation inherent to quality services for children with disabilities.

### **Objective**

- Provide a continuous “child find” procedure designed to identify students who have a disability and are in need of special education and related services from age 3 through the end of the school year the student is 21 years old.
- Develop and implement an IEP based upon assessed needs for each student who is identified as having an educational disability and who is in need of special education and related services.
- Provide special education and related services in the student’s least restrictive environment.
- Increase the percent of youth with IEP’s graduating from high school with a regular diploma and decrease the percent of youth with IEP’s dropping out of high school.

- Instruction of grade level curriculum to all students with IEP's to meet the rigorous state standards to become college and career ready. Work cooperatively with the parents of students who are identified as needing special education and related services.
- Ensure that the confidentiality of information and all due process protections are maintained.
- Provide for the successful transition of students with disabilities from school to appropriate postsecondary outcomes.
- Provide for a smooth transition of children from Part C – Infants and Toddlers Program to Part B – Preschool Special Education.
- Provide ongoing staff development to enhance the instructional skills of special and general educators.
- Meet all state and federal timelines in regard to identification for special education services.

### **Special Education Plan for Ensuring Equity**

- GCPS will continue to provide students with disabilities their services and accommodations.
- IEP Coordinators will continue to schedule and hold IEP annual review and re-eval meetings. These meetings will continue to take place virtually, unless GCPS move to the yellow phase.
- All services will continue, to the maximum extent possible, during all phases. Services will be provided in-person, by phone, virtually, or through individualized learning kits. Special education teachers and other service providers will reach out to families to schedule individual sessions.
- Case managers are continuing to track the quarterly progress of IEP goals and objectives. During each session, case managers are logging the day, time, service, accommodations, data, and notes of their session.
- In addition to specialized instruction provided by the case managers, students are also included in Schoology classrooms with their non-disabled peers. Case managers are making appropriate accommodations and modifications to general education assignments to ensure they are accessible such as, sending leveled readers, reducing assignment, altering assignment layout, providing overlays, etc.. Students are receiving additional manipulatives (calculator, number line, hundreds chart, reading guides, etc.) as indicated by their IEP.
- In addition, IEP meetings are continuing during this time to ensure that students are continuously monitored and that IEP goals, objectives, services, and accommodations remain appropriate. Adjustments are being made through the IEP team, as needed.
- Upon return, students will be assessed using the formal assessment used to guide their original IEP goals and objectives to determine if there was a regression of skills. If students have shown regression, the IEP team will determine a plan to implement restoration services to help narrow the achievement gap. This may be seen as additional services during the summer months, regular school day, or make-up services in the evening, depending on the individual family and student needs.

### **English Learners**

Garrett County Public Schools will continue to provide support to our students who receive English Language (EL) Services. Support services will be made either virtually, by telephone, or with the teacher during instructional development. Our EL students will continue to receive services similar to and comparable with, to the maximum extent possible, what they previously received in the classroom, during this time.

### **English Learners Plan for Ensuring Equity**

3/18/2020 (and on going) EL Service Providers have been doing the following:

- Contacting Students: Utilizing “Office Hours” to contact students on their caseload via phone/email/Google Hangouts to discuss classwork, projects, individual assignments, study strategies, grades, missing work, etc.
- Instructional development: working on lessons and/or collaborating with a colleague on a lesson/project/modifying lesson/activities, etc.

- PLC Meetings: meeting with content departments or grade level teams at their "virtual school" about student progress, grades, course requirements, etc.
- Statewide consensus is to provide accommodations to our EL students to the best of our ability.
- Information that is sent home also needs to be provided to our families in their native language.
- Our EL teachers/staff work with our grade level teachers (Elementary/Middle) and content teachers (High School) to make modifications to the materials sent home or consult via web access to meet their students' needs, through the use of their established "office hours" to assist with the instruction.

### **Students with Accommodations**

Garrett County Public Schools will continue to provide accommodations to students who receive services under Section 504. Accommodations will be made either virtually, by telephone, or with the teacher during instructional development throughout the COVID-19 pandemic school closure. Garrett County Public Schools will institute this action due to the state-wide school closure mandate that has been issued during the COVID-19 pandemic. Our Section 504 students will continue to receive accommodations similar to and comparable with, to the maximum extent possible, what they previously received in the classroom, during this time. Garrett County Public Schools will provide a free, appropriate, public education (FAPE) to all students to the maximum extent possible during the COVID-19 pandemic while ensuring the safety of your child. *The following information has been shared with GCPS Administration and 504 Case Managers.*

### **Section 504 Plan for Ensuring Equity**

Section 504 Case Managers have been doing the following:

- Contacting Students: Utilizing "Office Hours" to contact students on their caseload via phone/email/Google Hangouts to discuss classwork, projects, individual assignments, study strategies, grades, missing work, etc.
- Instructional development: working on lessons and/or collaborating with a colleague on a lesson/project/activity, etc. and how to provide the appropriate accommodations.
- PLC Meetings: meeting with content departments or grade level teams at their "virtual school" about student progress, grades, course requirements, etc.

### **Gifted & Talented Students**

- Students at the high school level who are enrolled in advanced level courses will continue to progress through that curriculum.
- Our middle school Algebra teachers will work with our high school Algebra teachers to ensure that the curriculum continues to align for our Algebra 1B-M students and that they continue to acquire the skills necessary for success in Algebra II Honors.
- Middle school enrichment activities for ELA/Soc Studies (road trip/literature/ poetry) for Grade 6,7,8:
  - [Grade 6- El Deafo & Virtual Road Trip](#)
  - [Grade 7- Cactus Series & Figurative Language](#)
  - [Grade 8- Blackout Poetry & Analysis & Imitation Poetry](#)
- NMS will have 2 enrichment/STEAM contests: (All optional participation /not exclusive to GT but offered to any student looking for an additional challenge)
  - [Animate A Name](#) - Coding (county-wide) sponsored by GaCo Team 1629
  - [Animal Allies for Grade 6](#) - Based on our Hour of Code lesson
- Several GT 8 students will participate with National History Day (NHD) projects to compete at the state level.
- At the elementary level, our teachers have created lessons and units of instruction geared for the general student. Further investigation into the creativity and depth of the lesson with the GT teacher is still under development at various schools. Others, however, have developed and required GT lessons, for example:
  - Novel studies
  - Extension exercises from previous units of study

- Lesson supplements
- Science Fairs

## **Gifted & Talented Program Plan for Ensuring Equity**

POCs will do the following:

- Contact Students: Utilizing "Office Hours" to contact students on their caseload via phone/email/Google Hangouts to discuss classwork, projects, books in Novel Study.
- Instructional development: working on lessons and/or collaborating with colleagues on a lesson/enrichment project/extension activity, etc.
- PLC Meetings: meeting with GT committee, department meeting, or grade level teams at your "virtual school" about next year's expectations, student group or possible activities, etc.
- Students at the high school level who are enrolled in advanced level courses will continue to progress through that curriculum at this time.
- Our middle school Algebra teachers are working with our high school Algebra teachers to ensure that the curriculum continues to align for our Algebra 1B-M students and that they continue to acquire the skills necessary for success in Algebra II Honors at SGHS next year.
- At the elementary and middle school level, our teachers have created lessons and units of instruction geared for the general student. Further investigation into the creativity and depth of the lesson with the GT teacher is still under development.
- Novel studies beyond the classroom standard were assigned to various student groups at the elementary level.
- Middle school students participated in two STEAM Contests: One for Coding (county-wide) sponsored by GaCo Team 1629- [Animate A Name](#) (Based on our Hour of Code lesson) and [Animal Allies for Grade 6](#)
- Several GT 8 students continued with their National History Day projects to compete at the state level.
- Enrichment Activities for ELA/Soc. Studies (road trip/literature/poetry)
  - [Grade 6- El Deafo & Virtual Road Trip](#)
  - [Grade 7- Cactus Series](#) & [Figurative Language](#)
  - [Grade 8- Blackout Poetry](#) & [Analysis & Imitation Poetry](#)
- JAVITS Award Requirements/Documentation
- CogAT Testing Calendar and Student Group
- Criteria for GT Enrollment without MCAP Data
- Cluster Grouping Handbook Book Student with Dr. Paynter
- William & Mary Literature Units/Jacob's Ladder
- POC Timesheets for FY20

## **Homeless Students**

School liaisons will continue to report homeless students on a monthly basis. The school counselor is notified when a student and his/her family is known to have become homeless, or when a homeless student is newly enrolled. Families are given agency resources if they have not already been in contact with those agencies, and if needed, assisted in securing resources. Students are also provided with resources as needed. We have continued with PST meetings at each school with Google Hangout and the Pupil Services staff are in contact with those students and families who have significant needs and/or who have been receiving supportive or counseling services from the staff. This includes homeless, foster care etc. The person who has had the most contact with the student and family usually becomes the designated contact. Contact is also made with the teachers through the PST.

## **Homeless Students Plan for Ensuring Equity**

Assessing Student and Family Needs:

- Designated through each school's Pupil Services Team, based on their prior relationship and knowledge of the student and their family, to have ongoing contact with the student and their parent(s)/guardian(s).

- Communication with students and parents to include specific and periodic assessment of the instructional environment and needs for the chosen instructional modality.
  - If an internet-based modality of instruction is selected, the interview will determine that they have a reliable and accessible connection and device, the location that will be used, and the time(s) of the day it will be used.
  - Assess that sufficient time can be allotted, and assist with the daily organization of the learning tasks that need completion.
  - Students and family will be assisted in identifying a quiet work area in which distractions can be limited and specific supplies that will be needed.
  - Resources for support of both learning and technology will be identified.
  - If the student is using a pre-loaded device without internet access for instruction these same instructional and organizational factors will need to be assessed, with the exception of those pertaining to accessing an internet connection.
  - Pupil service staff will help the parent and student organize a schedule, identify a quiet place and supplies needed, and access to resources will contribute to the student's success.
  - The same factors will need to be assessed for students who are working from paper packets with the exception of technology support.

## **Title II Equity and Accessibility**

In alignment with the Americans with Disabilities Act (**ADA**), GCPS does not discriminate based on disability in employment, state and local government, public accommodations, commercial facilities, transportation and telecommunications. In alignment with **Section 508** of the Rehabilitation Act of 1973, all electronic and information technology (EIT) used in GCPS for virtual learning, specifically Schoology and Google, is accessible to people with disabilities.

In addition, Garrett County Public Schools ensures that the guidelines of Title II of ADA are met by providing required accommodations to students and staff in need. The following considerations have reviewed:

- **Accessible Technology:** GCPS has purchased software and technology to ensure that online instruction is accessible for all learners. This includes purchasing larger monitors, voice-over software, zoom technology, and Google extensions that remove accessibility barriers with technology.
- **Instructional Materials:** GCPS ensures that all students have instructional materials that are accessible based on their individual needs. This includes braille materials, tactile graphics, audio/visual videos, larger print, and materials structured to the student's independent reading level.
- **Communication:** GCPS provides open communication with families through Schoology, PowerSchool, classroom-based communication systems, newsletters, school Facebook pages, GCPS county website, home visits, emails, and phone calls to ensure that all families are being reached.
- **Staff Accommodations:** Staff is provided reasonable accommodations according to ADA regulations.

## **Pupil Service Ongoing Monitoring and Collaboration:**

- Homeless students may have gaps in learning which will need to be assessed and identified so that they are able to learn new skills and instruction. This will be accomplished with ongoing communication between the pupil service staff, the student's teachers and the student and their parents.
- Weekly Pupil Service Updates
- Continue monthly PST meetings at each school with a new focus on continuation of learning and barriers.
  - Mental Health
  - Homeless
  - Food insecurities
  - Resources

## **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 GCPS Return to Play Plan**

[The Garrett County PublicSchool “Return to Play Plan”](#) document was previously submitted and e-mail confirmation was received from Andy Warner at MPSSAA indicating that the plan meets the criteria set forth for re-opening. It was published on the GCPS Website.

GCPS' COVID-19 athletics department will continue its work and use this resource document to develop guidelines for a safe, gradual and responsible return to sports. The committee's initial recommendations for voluntary summer conditioning and re-acclimatization are that each sport must submit a safety plan to be approved by the principal, supervisor of athletics, and director of facilities. The voluntary workouts are focused on reconditioning de-conditioned athletes following all safety protocols and will eventually move into individual skill development in non-competitive situations.

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

## **Band, Theatre and Other Performing Arts**

Until MSDE gives more specific guidance, GCPS will be following the guidance provided in these two documents:

[Performing Arts Aerosol Study](#)

[Fall 2020 Guidance for Music Education](#)

## **Full Virtual Learning If Stage 3 - Green**

Based on preliminary data, it is possible that some parents will elect to not send their children to school due to health-risk concerns. To accommodate this population, GCPS will offer a fully virtual option. Resources and staffing may need to be redeployed to accommodate a Full Virtual Model while in Stage 3 - Green.

## **Shortened Student School Day**

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

## **Textbook Distribution**

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

## **PROTOCOLS (MSDE, MD DEPARTMENT OF HEALTH and CDC GUIDANCE)**

The [Response to a Laboratory Confirmed Case of COVID-19 and Persons with COVID-19-like Illness in Schools](#) Updated November 13, 2020

The [School Health Services Frequently Asked Questions \(FAQ\)](#) was updated October 23, 2020.

## Parent/Guardian Screening Students Prior to School Daily

The [GCPS Student COVID-19 Screening Tool](#) must be used by parents/guardians to assess their children's health before sending them to school daily. By sending children to school, parents/guardians are acknowledging that the children do not have any of the symptoms or indicators listed on the tool.

**If a child is feeling ill, s/he must be kept at home.**

**Parents/guardians must watch for symptoms of COVID-like illness (CLI), which include:**

- Fever (100.4°F or above)
- Cough
- Shortness of Breath
- Difficulty Breathing
- New Loss of Taste or Smell
- Chills
- Muscle Aches
- Sore Throat
- Headache
- Nausea or Vomiting
- Diarrhea
- Fatigue
- Congestion
- Runny Nose

**If a child comes to school experiencing two or more of the above symptoms, s/he will be sent home and considered to have COVID-like Illness (CLI).**

Parents and guardians should familiarize themselves with the Maryland Department of Health's [Decision Aid: Exclusion and Return for Laboratory Confirmed COVID-19 Cases and Persons with COVID--10-like Illness in Schools, Child Care Programs, and Youth Camps](#), which is used by health professionals throughout the state of Maryland for COVID-19-like Illness (CLI) and/or positive COVID-19 cases.

## Process Maps and Screenings for COVID-19

- [GCPS Student Process Map](#)
- [GCPS Employee Process Map](#)
- [GCPS Guidelines for Temperature Screeners](#)
- [GCPS COVID-19 Screening Log](#)

## Infection Control Checklist for Schools

The [GCPS Infection Control Checklist for Schools](#) aligns the following:

- [COVID-19 Pandemic: Orders and Guidance](#)
- [GCPS Face Covering Protocols - COVID-19](#)

## School Building

- Hand Sanitizer (with at least 60% alcohol)
- Hand Soap
- Paper Towels
- Plastic Bag Liners For All Trash Cans Changed Daily

## Teachers and Instructional Assistants

- Cloth Face Coverings - see Face Mask Protocol-COVID 19
- Hand Sanitizer (with at least 60% alcohol)
- Cleaning Products (EPA registered disinfectants effective against coronavirus)
- Tissues
- Gloves (Distributed Annually for Blood or Body Fluids)

## Students

- Cloth Face Coverings
- Students are to be made aware of hand sanitizer and other mitigation strategies

## School Resource Officers (SRO)



- Cloth Face Covering
- Hand Sanitizer (with at least 60% alcohol)
- Cleaning Products (EPA registered disinfectants effective against coronavirus)

**Nurses**

- Cloth Face Coverings
- Surgical Masks
- N95 (Fit Tested) for High Risk Treatments and Care
- Gowns
- Gloves - Nitrile
- Face Shields
- Screening thermometers (temporal, touchless)

**Individual School Staff Delegated by a Nurse to Perform Medical Tasks -CMT's**

- Cloth Face Coverings
- Surgical Masks
- Gowns
- Gloves
- Face Shields
- Screening Thermometers (temporal, touchless)
- Cleaning Products (EPA registered disinfectants effective against coronavirus)

**Athletic Trainers**

- Cloth Face Coverings
- Hand Sanitizer (with at least 60% alcohol)
- Cleaning Products (EPA registered disinfectants effective against coronavirus)
- Screening thermometers (temporal, touchless)

**Custodial Staff**

- Cloth Face Coverings
- Gloves
  - Cleaning of Isolation Rooms
    - Surgical Mask
    - Face Shields
    - Gowns
    - Gloves

**Nutrition Services Staff**

- Cloth Face
- Coverings (surgical masks if cooler in hot kitchen area)
- Gloves (Food Grade)
- Face Shields if needed

**Bus Drivers**

- Cloth Face Coverings
- Hand Sanitizer (with at least 60% alcohol)
- Cleaning Products (EPA registered disinfectants effective against coronavirus)
- Tissues

**School Staff Who May Need to Make Home Visits, or Visits to Multiple Schools**

(Totes Provided)

- Cloth Face Coverings
- Hand Sanitizer (with at least 60% alcohol)
- Gloves (Distributed Annually for Blood or Body Fluids)



- Gowns
- Screening Tool
- Contact Log
- Extra Cloth Face Coverings (Home Visits Staff)
- Screening thermometers (temporal, touchless) (Home Visit Staff)

**Special Teams and Instructional Areas - CPI Team, STARS**

(PPE Bag Provided)

- Cloth Face Coverings
- Gloves
- Face Shields
- Gown
- N95 (Fit Tested) for High Risk Treatments and Care

**All Other School Staff including Central Office and Dennett Road**

- Cloth Face Coverings
- Hand Sanitizer (with at least 60% alcohol)
- Cleaning Products (EPA registered disinfectants effective against coronavirus)
- Tissues

**WEAR, WASH, WAIT**

[ORDER OF THE GOVERNOR OF THE STATE OF MARYLAND](#)  
[GCPS Face Covering Protocols - COVID-19](#)

**WEAR**

The purpose of the Employee Face Covering Protocol is to reduce the risk of spreading COVID-19 among Garrett County Public Schools employees. The Centers for Disease Control and Prevention (CDC) recommend face covering to reduce the spread of COVID-19.

The COVID - 19 Enhanced Infection Control Protocols of the Garrett County Public School (GCPS) that employees wear face covering throughout the workday. Face covering must be worn at all schools and facilities, during home visits, and off-site community settings. Face covering must cover the employee's nose and mouth.

GCPS employees must wear face covering throughout the workday. This includes while employees are interacting with staff, students, and parents; when employees are interacting with other employees; when employees are off-site and participating in work related activities; and when employees are in common areas such as hallways, cafeterias, meeting rooms, and restrooms.

Face covering may be removed when an employee is alone in private in enclosed offices and work areas with only one person present. An enclosed work area has walls on at least three sides and has at least six feet of space between the two individuals. The barrier must be between the individuals. When eating, employees must create social distancing of at least six feet.

Employees are required to wear different types of face covering depending on their job duties (cloth face covering, surgical mask, N95 mask). Please ask your supervisor which type of face covering is required for your job duties.

Employees who do not follow the employee face covering policy may be subject to disciplinary action.

This healthcare protocol is effective beginning July 6, 2020 until it is rescinded.



## **WAIT**

Garrett County Public School(GCPS) building access is limited in accordance with health and safety guidelines and visitor access is restricted. Six-foot separation is maintained whenever possible for both staff and students and efforts should be made to limit mixing groups of students. Additionally, bus capacity limits and seating is to maintain social distancing of students that do not live in the same household.

## **WASH**

All individuals in the school building should wash their hands with soap and water whenever possible rather than using hand sanitizer. Hand sanitizer use should be limited to times when soap and water are not available. Recommended strategies to optimize handwashing include:

- Provide students and staff with instruction on proper handwashing procedures including timing for handwashing during the school day
- Increase handwashing stations within the school, where possible. Identify handwashing opportunities within class schedules
- Establish an expectation of compliance with hand hygiene guidance
- Ensure that students and staff wash their hands before going to shared spaces like the cafeteria
- Supervise use of hand sanitizer by students, particularly younger students:
  - Direct students on dose amount (dime-sized amount of hand sanitizer)
  - Direct students to rub their hands together (as if washing), spread the product on all sides and between fingers, and allow to dry
  - Ensure that students use soap and water if they have skin reactions or contraindications to hand sanitizer.

## **GCPS Guidelines For Acceptable Face Coverings for Students and Staff**

Click here for the: [GCPS Guidelines For Acceptable Face Coverings for Students and Staff](#)

## **Building Cleaning and Disinfecting**

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

## **Custodial Cleaning**

The work shifts will be adjusted to double the number of custodial staff on-duty during the school day. This team will perform increased, routine cleaning and disinfection. CDC's Considerations for Schools recommends increased cleaning and disinfecting for frequently-touched surfaces. To facilitate effective disinfecting, each school will receive one (1) electrostatic backpack sprayer, and each secondary school will also receive one (1) misting (or "fogger") machine to facilitate the disinfecting in large areas, including physical education and athletic spaces.

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

## **Staff Cleaning Supplies**

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

## **CTE and Shared Equipment**

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

## **Facility Enhancements and Modifications**

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

## **Ventilation**

Maintenance staff will modify the ventilation schedules such that the occupied mode will begin two hours prior to staff arrival and continue through the end of the school day. Staff shall ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible. When appropriate open doors and windows. However, doors and windows should not be opened if doing so poses a safety or health risk (e.g. risk of falling, triggering asthma symptoms, violating safety rules and regulations) to staff and students in the facility. Maintenance will procure and install upgraded filter media (i.e., MERV-13) in air-handling equipment, where existing air-handling equipment will accommodate such media, as recommended by the American Society of Heating, Refrigerating and AirConditioning Engineers in response to COVID-19.

## **Protective Barriers**

Each school front office will be provided with two clear, desktop shields that will provide a barrier between the school secretaries and office visitors. GCPS will restrict the number of front-office visitors, but recognizes that there are situations in which front office staff will need to interact with staff, students, and visitors. Schools will provide and place a table in the security vestibule (or main-entry hallway, if no vestibule exists) to facilitate transfer of items without visitors needing to enter the main office. This table will be used by parents to drop off, or pick up, items to be transferred between the parent and student, or parent and school staff. The school will print and affix a sign to the table to promote effective use of this process.

## **Playgrounds**

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

## **Lockers**

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

## **Classroom Modifications**

The configuration of each school classroom will ensure that social distancing can be maintained to support 50% of the student population. Both the Maryland Recovery Plan for Education and the CDC's Considerations

for Schools recommends that desks be at least 6 feet apart and facing in the same direction. Under this general direction, each school administrator and custodial team will implement the necessary changes and identify areas to temporarily store any excess furniture. Classroom arrangements will not be configured in a typical format because of social distancing requirements. Sample classroom layouts have been developed to provide to schools.

### **Hand Sanitizer**

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

### **Transportation of Students**

The Maryland Recovery Plan for Education and the CDC recommend that students be limited to one person per seat maximum, and that additional ventilation and the wearing of face coverings by both employees and students be used to further mitigate the spread of the virus. Therefore, buses will be limited to one student per seat, for a total of 22 students per bus. Ventilation will be increased by utilizing the roof hatches and windows. When possible, loading and unloading students in a manner that encourages social distancing (load back to front and unload front to back) will be utilized. High school students that are issued parking permits should not be transporting other students that do not live in the same household to and from school or after school practices.

### **Bus Protocols**

Updated protocols for buses, drivers, students, cleaning and training can be found at this link: [COVID Bus Protocols for Driver Training GCPS 2021](#)

### **Face Coverings**

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

### **Students Who Are Ill on the Bus**

Bus drivers will respond to health emergencies of students on the bus using the guidance provided in the student's individualized plan for students with chronic health conditions or guidance from [Guide For Emergency Care in Maryland Schools](#). If a student becomes ill and it is not an emergency, the driver will do his/her best to make sure all body fluids are contained and the child is isolated to the extent possible. The driver will notify the school of the situation. The ill child will be taken off the bus prior to other students exiting so that any cleaning or disinfecting of vomit or body fluids can take place. The ill student will be placed in the isolation room for the school nurse to assess and provide follow-up.

### **Bus Cleaning / Inspection**

The Maryland Recovery Plan for Education requires increased cleaning and disinfection for buses. Each driver will be provided a spray bottle filled with an EPA approved disinfectant and cleaning cloths. Bus drivers will clean their buses after morning and afternoon routes using the provided cleaning products. Special cleaning emphasis is placed on seats, handles/railing, and window controls. Buses are to be inspected by the contractors daily. All buses are formally inspected three times per year; twice by the GCPS inspectors and once by MVA.

## **Building Access and Pedestrian Flow**

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

## **Student Movement**

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

## **Student Arrival and Dismissal**

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

## **Signage**

Signage compliant with CDC standards will be placed throughout each school to educate and reinforce handwashing, social distancing, the wearing of face coverings, and self-screening of COVID-19 symptoms. The CDC's Considerations for Schools recommends posting highly-visible signs to promote everyday protective measures and to describe how to stop the spread of germs. Food Service staff will post signs in cafeterias to support social distancing and limit the number of students gathered in one area.

[Downloadable Signage from the CDC](#)

## **Health Room Protocols**

Modified health room protocols are being coordinated with the Garrett County Health Department (GCHD). The school nurses will take direction from the GCHD medical officer for response protocols for COVID-19. School health staff is being provided appropriate personal protective equipment designed to mitigate the risk of infection while responding to routing and emergency care for ill and injured students and staff. Protocols for isolation areas in health rooms are being established that require well students needing routine care and the treatment of injuries to be attended to away from the health rooms. Protocols include minor injuries being dealt with in the classroom when possible, communication to the nurse prior to sending students to the health room and interaction with parents/guardians when students are isolated. Every effort will be made to ensure that students are provided privacy and confidentiality when being seen by the nurse or Certified Medication Technician (CMT).

## **Health Suite Air Purification**

GCPS has upgraded the air filter media in other areas of the building, where feasible, and will be scheduling the ventilation cycle to begin a full two-hours prior to daily occupancy. For COVID-19, the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) recommends such air purification devices for high-risk spaces. The Maintenance Department has purchased these devices. They are installed and are regularly serviced.

## **Health Suite Isolation Space**

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

services. Each health room is being equipped with a locked rolling medication cart. This will contain first aid supplies and medication. Students can be attended to by the nurse or Certified Medication Technician(CMT) outside of the health room away for ill students. School nurses are supplying classrooms with Band-Aids for minor injuries. The nurse will be notified by the teacher before sending any student to the health room so that they can be triaged for possible isolation.

### **Parent/Guardian Protocols for Picking Up Ill Students**

Parents/Guardians who are picking up their ill child from isolation will not be permitted in the building. The school health staff will escort the child to the parent/guardian's car and have them complete the sign-out process at that time.

### **Home Visits and Traveling Staff**

Staff who routinely make home visits will be provided with a tote containing PPE and will follow protocol established for scheduling visits, assessing risk, and protocol for possible exposure. A contact log will be maintained for each visit., PPE. For more information, please reference the [Home Visit COVID Procedure](#) and the [Home Visit Contact LOG](#).

Traveling staff such as speech therapists and guidance counselors who travel between schools will also be given a totes containing appropriate PPE.and should keep a log of the locations they visited and individuals they interacted with while providing services at these locations.

### **Health Screening and Protocols**

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

The [Maryland Department of Health's Decision Aid](#) is being used in the decision making process.

### **Staff Screening**

Employees are to self-screen before coming to their work location. By swiping a keycard and checking in at a work location, they are acknowledging that they can answer NO to all of the following questions and are fever free.

Have you or anyone in your household had any of the following?

New onset of cough/ shortness of breath, OR at least 2 of the following:

- |   |                          |                      |
|---|--------------------------|----------------------|
| > Fever ( <b>100.4 or above</b> ) or chills | > Headache               | > Nausea or vomiting |
| > Loss of taste or smell                    | > Diarrhea               | > Sore throat        |
| > Shivering                                 | > Congestion, runny nose | > Muscle Aches       |

> Have you had contact with anyone who has known or possible exposure to the COVID-19 in the last 14 days?

> Are any of the people you live with on home quarantine or isolation due to contact with someone with possible or confirmed COVID-19, or are currently waiting on COVID test results?

> Have you or anyone in your household recently been discharged from a hospitalization due to confirmed COVID-19 or been COVID -19 tested due to symptoms within the last 14 days?

If an employee can answer **Yes** to any of the above questions or are running a fever, he/she is to stay home, self-isolate, and seek medical attention by contacting his/her healthcare provider. Employees should contact their principal or supervisor.

If an employee becomes sick over the course of a workday, he/she is to immediately report his/her condition to their supervisor/principal. The school nurse can be consulted if needed. The employee may be asked to leave work, contact his/her healthcare provider for follow-up, and/or obtain a COVID-19 test. [GCPS Employee Health and Safety Protocol](#)

Parents/Guardians will conduct self-screening of their student(s) utilizing the same criteria. If staff are experiencing any of these circumstances, they are not allowed to enter the building.

### **Employee Workplace Process Map**

The [GCPS Employee Process Map](#) will be used to screen employees.

### **Personal Protective Equipment (PPE)**

Personal Protective Equipment (PPE) is to be worn as needed to mitigate the risk to staff while performing duties. Face coverings or ear loop masks are the standard for teachers and most staff. Face shields do not take the place of a mask or face covering. Some jobs or tasks require a different level of PPE such as those performed by custodians and school nurses. Instruction in the use of required PPE will be provided by the supervisors of the staff members as required. PPE for specialized teams, programs, and classes will be provided and instruction given on their use.

[Guidance for K-12 School Administrators on the Use of Cloth Face Coverings in Schools](#)

[Guidance for Healthcare Personnel on the Use of Personal Protective Equipment \(PPE\) in Schools During COVID-19](#)

### **Student Screening**

Parents will be provided the same information about COVID-19 symptoms and affirm that by sending their student to school they are acknowledging that their student does not have any of the symptoms. GCPS will establish and disseminate clear “return to school” procedures, including that sick staff members or students should not return until they have met CDC’s criteria to discontinue home isolation. [Student COVID-19 Screening Tool](#). Additional guidance was released to local districts and will be incorporated into this document and communicated to staff, parents, and students.

### **Student School Process Map**

The [GCPS Student Process Map](#) will be used to screen students.

### **Face Coverings**

Face coverings must be worn by staff and students, especially when social distancing cannot be maintained. Staff and students are authorized to use their own face coverings. Any logos or embellishments must meet the standards for what is appropriate for school. Ideally face coverings should be held on the face by loops around the ears. GCPS will provide face coverings if students or staff wish to have them provided. Students should be frequently reminded not to touch the face covering and to wash their hands frequently. Face coverings are different from masks that GCPS may provide to select job classes when masks are required to perform specific GCPS assigned work (i.e. changing filters, use of certain products/solvents to perform custodial or maintenance work and for nurses). [Guidance for Use of Cloth Face Coverings in Schools](#)

### **Response to COVID-19 Infections**

Return to school procedures will be distributed in coordination with the GCHD when a COVID-19 infection occurs. School nurses and other health services staff will wear appropriate personal protective equipment





when working with sick students. After an illness, staff members or students should not return until they have met CDC's criteria to discontinue home isolation and/or direction from a healthcare provider. Enhanced cleaning is triggered when an employee or student is identified as positive for COVID-19 based on testing. Enhanced cleaning will be performed as soon as a positive test results is confirmed. Enhanced cleaning will focus on the areas of the school where the staff or student(s) frequent the most. If there are multiple infections, decisions to close a school will be done in coordination with the GCHD under the guidance of the Health Officer.

### **School Resource Officers (SRO)**

The Maryland Center for School Safety (MCSS) will offer online training on August 11, 2020, using a mixture of lecture and interactive participant activities. The course has been designed to provide administrators and staff at schools with assigned SROs a better understanding of the role of SROs in Maryland.

#### [Understanding the Role of the SRO.](#)

The Director of Safety and Security is coordinating with the GC Sheriff's Office to determine who will participate in this training. Currently, GCPS does not have a dedicated SRO for every school in the district. However, in the past several years we have been very fortunate to have increased our presence of SROs by analyzing the data of need and response time. We thank Garrett County Government officials for funding the SRO program and Sheriff Robert Corley for dedicating his officers to this initiative.

### **Food Services**

Both the cafeteria and classrooms will be utilized for students to consume meals under the current restrictions. As restrictions evolve, the cafeteria, and perhaps other areas currently unoccupied (such as elementary art classrooms) can be used to facilitate lunch activity closer to the norm. Tables will be marked by custodial staff to support social distancing in cafeterias when they are utilized. The Maryland Recovery Plan for Education recommends that children bring their own meals as feasible. We understand that some students may struggle with this, so GCPS will offer individually plated breakfasts and lunches. Locations for meal service will be coordinated directly between FNS and school staff. This ensures appropriate meal service and cleaning protocol can be accommodated based on specific school staffing.

### **Meal Modifications**

Food and Nutrition Services (FNS) will streamline menu options/choices to facilitate delivery and serving of meals during all stages of the recovery plan. FNS will fully accommodate numerous food service requirements, including food allergies, and the privacy associated with students who receive free or reduced meals. Shared tables are not permitted until completion of stage three of the Maryland Recovery Plan for Education. FNS will work with parents to provide meals to students during eLEARNING days and for any student engaged in virtual learning. All meals will be charged per each student's free, reduced, or paid status.

### **Additional Considerations**

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

### **Before and After School Care**

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

### **Classroom Supervision for Lunch**

Lunch supervision will be assigned by individual principals at each school. It is likely that instructional staff may need to provide some of the necessary monitoring of decentralized lunch groups. Finalizing the staffing plans will facilitate the next steps to ensure adequate lunch coverage.

### **Community User Groups**

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

### **Health Suite Protocol**

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

### **Sick Student Transportation**

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

### **Visitors**

GCPS will need to limit school visitation to the extent legally-permissible (to be defined). Legal Services will need to define the legality/policy-changes necessary to bar "unnecessary" parent entry into the school building. This will minimize the logistical and procedural measures necessary to safely accommodate asymptomatic visitors who may still pose a health risk. Schools will provide a table in the vestibule/hallway for transferring material between parent/school/student. Parent meetings, including IEPs, should utilize technology to the greatest extent possible.

### **Employee Relations and Communications**

Through the TIGER teams project management structure, each team has an identified project manager and stakeholders (i.e. media specialists, school counselors, school-based administrators, teachers, parents, Uni-Serve representatives from each bargaining unit, community agencies, etc.) These stakeholders were actively engaged throughout the planning process, since there is no one-size-fits-all solution to approach the COVID crisis. GCPS involved them at every level of the decision making process to ensure the mitigation strategies embedded in reopening plans are responsive to the specific vulnerabilities of each workplace. Additionally, there has been regular and open communication regarding the policies to keep everyone safe.

TIGER teams were developed to map out the essential actions and make recommendations to the Superintendent to plan for and implement a safe, efficient, and equitable summer program (JumpStart 20-21) and return to school in the fall (RECOVERY PLAN).

To successfully implement a non-traditional operational process, these teams carefully reviewed policies, regulations, and negotiated agreements. This allowed them to make sound recommendations for waivers of policies or regulations, or modifications to negotiated agreements that may need to be considered if reopening occurs in Stage 2 Yellow or Stage 1 Red.

### **Employee Support and Resources**

[MSEA Resources](#)

[Education support professionals and coronavirus](#)

[GCPS Website](#)

[GCPS Reopening Page](#) lists updates about the reopening for the general public

[GCPS Employee Health and Safety Protocol](#)

[Employee Workplace Process Map](#)

### **Parent Advisory Group Feedback**

The Directors of Elementary Education and Secondary Education met with a focus group of 10 parents on July 2, 2020. Parent representatives for elementary schools were selected from the GCPS Parent Engagement and Title One parent liaisons committee as all eight elementary schools have parent representation in this group. Secondary school principals recommended a parent to represent their schools. Based on this information, parents from each school were invited to attend. Each parent was sent an informational agenda about a week ahead of the meeting in regards to potential modified schedules if GCPS went to a yellow phase. All parents but one supported the AA/DL/BB model.

### **Student Advisory Group**

Stephanie Wesolowski, Supervisor of Youth Development Programs and Jarrett Miller, Student Member of the Board of Education, hosted a meeting with secondary students from Northern Middle, Northern High, Southern Middle and Southern High School on July 1, 2020. This focus group had one virtual meeting, however students had the opportunity to talk with friends and to continue posting comments on our google document from July 1-July 10.

Students preferred the AA/DL/ BB model.

- They feel that A/B is too much exposure to students and teachers on a daily basis and higher risk of spread.
- The A week/B week model allows too much time between face-to-face instruction.
- The Friday DL model will be treated as an extended weekend for students at the secondary level.

Distance learning should follow a consistent schedule similar to the school day with reasonable expectations for completing assignments. Many students had conflicting meetings with teachers who scheduled google meets at the same time. Some teachers required very little online time and assignments while others piled it on. Concerned about cleaning/sanitizing buses, bathrooms and locker rooms throughout the day.

Sports and Extra-Curricular participation is key to well-rounded education and students would like that to be considered with similar value as participation in instructional programs. Please allow them to continue with 50% capacity, deep cleaning protocols, and if necessary no-spectators, so that they can be offered during a yellow phase.

### **CONCLUSION**

Garrett County Public Schools' staff, students, parents, Board of Education members and the community at large could have never imagined what we have experienced in these past months. The challenges presented through the COVID-19 closure have been many. But we, like many other school systems, businesses and organizations, have reacted with the grit and tenacity that is Garrett County. Students, staff, and families were confronted with new demands and obstacles and met them head-on during the emergency closure last spring and have continued to do so throughout the summer planning. Our stakeholder groups have provided valuable feedback and insights to aid in developing improved procedures, strategies, and tools. In addition, we have been fortunate to have had ongoing dialog with our leaders at the Garrett County Health Department, the Maryland State Department of Education and local and state government officials. We will continue to work with all of these groups moving forward to ensure that we are offering the most robust education and the safest environment possible for our students and our staff.

### **RESOURCES and APPENDICES**

[A Blueprint for Back to School](#)

[Education support professionals and coronavirus](#)

[Guidance for Healthcare Personnel on the Use of Personal Protective Equipment \(PPE\) in Schools During COVID-19](#)

[COVID-19 Guidance for Maryland Schools](#) Updated November 13, 2020

[COVID-19 Pandemic: Orders and Guidance](#)

[Guidance for K-12 School Administrators on the Use of Cloth Face Coverings in Schools](#)

[Guidance for Use of Cloth Face Coverings in Schools](#)

[Guide For Emergency Care in Maryland Schools.](#)

[A Guide to School for English Learners](#)

[The Importance of Reopening America's School This Fall](#)

[A New Reality: Getting Remote Learning Right](#)

[A PLAN TO SAFELY REOPEN AMERICA'S SCHOOLS AND COMMUNITIES](#)

[Downloadable Signage from the CDC](#)

[Framework for Reopening Schools](#)

[Indicators for Dynamic School Decision-Making](#)

[Maryland Department of Health's Decision Aid](#)

[Maryland Department of Health's School Health Services Frequently Asked Questions \(FAQ\)](#) Updated October 23, 2020

[Maryland Strong Roadmap to Recovery](#)

[Maryland Together: Maryland's Recovery Plan for Education](#)

[MSEA Resources](#)

[Order of the Governor 20-08-03-01](#)

[Response to a Laboratory Confirmed Case of COVID-19 and Persons with COVID-19-like Illness in Schools](#)

Updated November 13, 2020

[Return to School Roadmap](#)

[Roadmap For Return of Interscholastic Athletics 6.29.20 \(1\).pdf](#)

[Roadmap to Recovery: A Public Health Guide for Governors](#)

[Top Performers' Plans To Reopen Schools: Key Trends](#)

[Understanding the Role of the SRO](#)

## **GCPS LINKS and COMPANION DOCUMENTS**

[Covid 19 Return to Work/School Protocols Document](#)

[GCPS COVID-19 Screening Log](#)

[GCPS Employee Process Map](#)

[GCPS Guidelines for Temperature Screeners](#)

[GCPS Employee Health and Safety Protocol](#)

[GCPS Face Covering Protocols - COVID-19](#)

[GCPS FAQs](#)

[GCPS Student Process Map](#)

[GCPS Infection Control Checklist](#)

[GCPS Reopening Page](#)

[GCPS Website](#)

[GCPS Reopening Matrix](#)

[Home Visit Contact LOG](#)

[Home Visit COVID Procedure](#)

[Student COVID-19 Screening Tool](#)

[STUDENT HANDBOOK RIGHTS, RESPONSIBILITIES, AND DISCIPLINE](#)

[Student Health & Safety Protocol](#)



## Addendum: Reopening in a Virtual Format

At its most recent meeting, the Garrett County Board of Education decided that student instruction for the first term of the 2020-21 school year, which begins Tuesday, September 8, will occur in a virtual format for students as our county and state continue to respond to the COVID-19 pandemic. According to the guidance provided by the Maryland State Department of Education, the opening plan qualifies as a modified “red model” and allows for both virtual instruction and for in-person instruction for small, special populations of students. Garrett County Public Schools (GCPS) defines special populations as students qualifying for special education, 504 students, at-risk students and homeless or displaced students.

During last spring’s school building closure, GCPS gathered student, parent and educator feedback and has worked to improve the virtual learning experience through the following enhancements:

- A single digital platform called *Schoology* for students and parents to access instruction, assignments, and educator feedback
- Strategies to focus on individual student needs
- Continued efforts to ensure that students have proper devices and can connect digitally
- Increased professional learning opportunities for educators to instruct effectively in a virtual environment

Superintendent Barbara Baker stressed to the parents, students, and the community that the goal is to return to in-person learning for all children as soon as possible. A fully virtual model will be available to all students for the entire school year. According to Baker, “The safety of our students and staff is our responsibility and we are making every effort to ensure the best possible learning opportunities while keeping everyone safe.” Any students or staff that return to the schools will return with full safety protocols in place. Ms. Baker also reminded the public that while the state remains in Stage 2 of Governor Hogan’s *Roadmap to Recovery*, GCPS is not permitted by the MSDE to return to full time in-person learning.

The GCPS Recovery Plan and Reopening will be released this week and includes detailed plans for virtual learning in which students will access learning online instead of face to face in the school building. They will engage in a combination of real-time virtual instruction, instruction on a more individualized schedule, and completion of assigned tasks. In addition to teachers and school counselors, additional personnel will provide learning support to students and parents.

GCPS is committed to instructing students in a virtual environment and looks forward to further preparations for a safe and productive 2020-21 school year. We will continue to provide more details in the coming days, including a request for families to enroll their students this school year in a learning model that best suits their children’s needs.

## **Addendum: September 22, 2020**

The GCPS staff and administration are continuing to work to bring students back to in person learning. Our teachers deserve the highest praise as they work to become experts of a new learning platform while striving to provide the best possible instruction to all students. The reopening plan continues to go through revisions as we work with stakeholders and the Garrett County Health Department to ensure we are mitigating the risk to the greatest extent possible. Important – **This plan has been amended. Please read carefully.**

As of September 22, the following plans are in effect:

### **September 28**

- Students in grades **PK, K & 1** will return to in-person learning in a hybrid “yellow” model. Principals are currently working to identify cohorts of students and will be reaching out to those families to provide further information.
- An additional 10-15% of students in grades 2-12 have been invited to come back for in-person learning. Principals have identified these students and information has been provided to those families.
- Students who are attending in person will continue to be dismissed 3 hours early.

The following plan is tentative and based on available health metrics as we move forward. All students attending in-person will be **dismissed three hours early** during each of the following phases:

### **October 12**

- Students in grades **2 & 3, 6, 9, & 12** will return in cohorts under the hybrid model outlined in the GCPS Reopening Plan.

### **October 26**

- Students in grades **4 & 5** and **7 & 10** will return in cohorts under the hybrid model outlined in the GCPS Reopening Plan.

### **November 9**

- **All students.**
- Any students not in the previous cohorts or those who wish to move to in-person learning.