RECOVERY PLAN
2020-2021

CECIL COUNTY PUBLIC SCHOOLS

MESSAGE FROM THE SUPERINTENDENT
JEFFREY A. LAWSON, ED.D.

Planning for the reopening of schools during an unprecedented national health crisis requires collaboration with all stakeholders. As we proceed, we will continue to follow guidance from both Governor Larry Hogan and Dr. Karen Salmon, State Superintendent of Schools. We will adjust the implementation of our plan as needed based on this guidance as well as recommendations from state and local health officials.

During the months following school closures in March, we have been meeting with workgroups focused on the following key areas which are addressed in this document:

Curriculum and Instruction
- Ms. Anne Gellrich and Dr. Jennifer Hammer, Co-Chairs

Scheduling and Summer School
- Ms. Anne Gellrich and Mr. Wesley Zimmerman, Co-Chairs

Mental/Behavioral Health and Student Safety
- Mr. John Roush and Mr. Kyle Longeway, Co-Chairs

Instructional and Administrative Technology
- Mr. Kyle Rickansrud, Chair

Special Student Populations
- Ms. Sarah Farr and Ms. Tammy Zino-Seergae, Co-Chairs

Human Resources and Operations
- Dr. Robert Buckley, Mr. Sean Cannon, and Mr. Perry Willis, Tri-Chairs

Over 150 stakeholders served as active participants in the workgroups listed above. Input was also collected through community forums and stakeholder surveys. Workgroup participants included:

Board of Education Member: 1   *Parents: 14*
Building Leadership: 15   *Students: 25*
Counselors/Student Services Leadership: 10   *Support Leadership: 10*
Instructional Leadership: 12   *Support Staff: 10*
Leadership Team/Cabinet: 11   *Teachers: 53*
Nurses/Nurse Coordinator: 4

This input was carefully reviewed and used to establish a recovery plan for our staff and students as we transition into the opening of school in September 2020. This recovery plan is aligned with the Cecil County Public Schools' Strategic Plan Themes:
- Safe Schools
- Equitable Rigorous Learning Opportunities
- Communication and Trust
- Recruitment and Retention of a High Quality Workforce
- Community and Engagement

The Re-Entry Steering Committee monitored the progress of the aforementioned workgroups and used their input and expertise to develop the Recovery Plan. The Re-Entry Steering Committee members are:
- Dr. Carolyn Teigland, Associate Superintendent for Education Services, Chair
- Dr. Robert Buckley, Associate Superintendent for Administrative Services
- Ms. Anne Gellrich, Executive Director for Secondary School Education
- Dr. Jennifer Hammer, Executive Director for Elementary School Education
- Mr. Sean Cannon, Executive Director for Staff Relations and Human Resources
- Mr. Perry Willis, Executive Director for Support Services
- Mr. Wesley Zimmerman, Director of Education Services
- Mr. John Roush, Director of Student and School Safety
- Mr. Kyle Rickansrud, Director of Technology Services
- Ms. Sarah Farr, Director of Special Education Services
- Ms. Tammy Zino-Seergae, Instructional Coordinator of ESOL and World Languages
- Mr. Kyle Longeway, Coordinator of Student Services
- Dr. Katherine Derby, Principal, Thomson Estates Elementary School
- Ms. Megan Frunzi, Principal, Elkton Middle School
- Dr. Charles Helm, Principal, Rising Sun High School
- Ms. Diana Hawley, Vice President, Cecil County Board of Education
- Ms. Kelly Keeton, Public Information Officer

- *Asynchronous*: Learning that happens during a flexible time based on the student's time schedule at their place of residence. This means that the teacher provides classroom materials for reading, recorded lessons for viewing, assignments for completing, discussion boards and assessments, and the student completes them at a different time.
- *Synchronous*: Learning that happens in real time. This means the teacher and the students interact together through video and teleconferencing, live chatting, and live streaming lectures.
- *Curriculum Map*: A tool that identifies key content that will be discussed in a course of study.
- *Blended Learning/Hybrid Model*: A combination of synchronous and asynchronous teaching and learning.
- *Equity*: A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.
- *Cohort*: a group of people (students) banded together; treated as a group

CURRICULUM AND INSTRUCTION

CCPS will provide full access to the Maryland College and Career Readiness Standards using a variety of models and technology.

Equity
All students will have access to high quality instruction whether in person or virtually. Students with special learning needs will have access to appropriate supports, accommodations, and modifications in line with their documented learning needs. All students will have access to learning support through the classroom teacher or other resources.

Instructional Models
- Synchronous and asynchronous learning opportunities will be available in each content area. Students will have access to direct instruction by their teachers and expectations to work independently for a portion of class time. Students who cannot participate when teachers are available will have access to recorded instruction. Teachers will be available for support at varying times and days.
- Curricular maps highlighting the key content and concepts that must be addressed will be provided to teachers and families. Essential standards for the grade level and/or course will be identified.

- Assessments will be developed by both content coordinators and teachers.
- Increased social emotional learning (SEL) opportunities will be provided to students, as needed.
- Consistent platforms will be utilized to streamline instruction and promote consistency from classroom to classroom.
- Meaningful inclusion of fine arts, physical education, health, and media in the elementary schedule, and fine and practical arts and elective courses in the secondary schedule, will be important to ensure the development of the whole child.
- Technology and Infrastructure - Students will be able to sign out a Chromebook through their school as was done this past Spring. During the hybrid model, students will need to transport their device back and forth to school so they can use it during face-to-face class time.
- Students and educators have access to robust, comprehensive technology and infrastructure when and where they need it for learning. Staff will work with families who do not have access to devices or the internet to determine how to address needs.

Instructional Content

CCPS Instructional and Program Coordinators have responded to guiding questions to transition their programming from face-to-face to blended and virtual learning environments. Their plans are linked below.

- Early Childhood Program (PS, PK, and K)
- Elementary Language Arts
- Secondary Language Arts
- Elementary Mathematics
- Secondary Mathematics
- Elementary and Secondary Special Education
- Elementary and Secondary Social Studies
- Elementary and Secondary Science
- Elementary and Secondary Fine Arts
- Elementary and Secondary Physical Education and Health
- World Languages and English Language Learners
- Career and Technology Education

Professional Development

- Staff will receive professional development and resources that promote best practices in blended learning strategies, which includes a mix of teacher-directed and self-directed learning opportunities.
- Expanded digital supports at the elementary and middle school levels will enable students at these grades to benefit from supplemental instruction.
- All teachers were required to participate in a minimum of twelve (12) hours of training.

Assessing Learning Gaps

- CCPS will publish the 2020-2021 assessment calendar in September 2020.

- Instructional Coordinators will work with building administrators and teachers to identify assessments that diagnose student learning gaps. The data from these assessments will be used to develop a plan to address student learning needs. These may include formative assessments, anecdotal records, student surveys, self-assessments, or student feedback.
- The NWEA MAPS assessment will be administered to all students in 2nd through 10th grades. The data from this administration will be used to identify learning gaps and develop a plan to address identified student learning needs.
- Reading diagnostic assessments will be administered to students in kindergarten (PELI) and 1st grade (Acadience). The data from this administration will be used to identify learning gaps and develop a plan to address identified student learning needs.

Attendance
- Daily attendance in virtual instruction and/or face-to-face instruction will be tracked in PowerSchool.
    - [CCPS Regulation for Virtual School Attendance](#)
- Students will be scheduled in cohorts to make contact tracing easier to accomplish.
- Students within the same family will be scheduled to attend school for face-to-face instruction on the same days once we transition to Stage 2 Blended Learning/Hybrid Model(see pages 6/7).
- Students who are in all-virtual settings will be counted as present when they have engaged in learning and/or activities that have been assigned for that day.

Grading and Reporting
- Grading policies and regulations will promote student engagement and motivation.
- The Elementary and Secondary Grading and Reporting Committees have met to update grading and reporting regulations in alignment with Virtual and Hybrid learning opportunities. Please see FAQ documents for families:
    - [Elementary](#)
    - [Secondary](#)
- Teacher Handbooks for Elementary and Secondary Grading and Reporting highlight the changes in regulations:
    - [Elementary Teacher Handbook for Grading and Reporting](#)
    - [Secondary Teacher Handbook for Grading and Reporting](#)
- Summative and formative assessments will be graded. The letter grades listed in the grading and reporting regulations will be assigned.
- Grades will be reported in accordance with the Grading & Reporting Policy and Regulations.
- Common formative and summative assessments will be provided by the district to ensure consistency. Teachers will supplement with teacher-developed graded assignments and assessments.

- Please see the CCPS Board of Education's Academic Integrity Policy and Regulation:
  - Policy IKG
  - Regulation IKG-RA

Communications
- Information will be shared through the following to stakeholders and the community:
  - CCPS mobile app
  - District website
  - Social media platforms
    - Facebook
    - Twitter
    - Instagram
  - Direct communication with Board of Education and CCPS leadership
  - Blackboard Communicate email/text with link to plan
  - One-page "at-a-glance" document
- School-based information
  - Individual school's website
  - Individual school's social media platforms
  - Direct communication from individual school administrators and teachers
  - School newsletters

SCHEDULING

The decision to offer face-to-face learning opportunities will be provided in consideration of guidance from the "*Maryland Together: Maryland's Recovery Plan for Education COVID-19 Response and The Path Forward,*" recommendations from the Centers for Disease Control (CDC) on Reopening Schools, as well as guidance from state and local health officials.
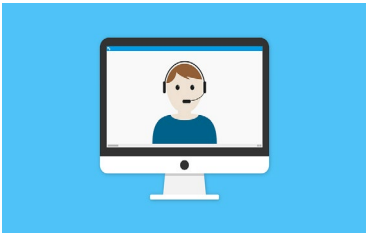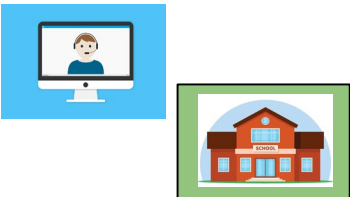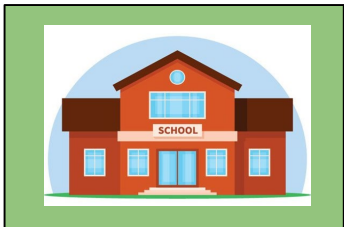
Equity
Scheduling will ensure that CCPS programs, resources, and services meet the diverse needs of all stakeholders.

Scheduling will promote the CCPS philosophy based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment in which diversity is honored and all individuals are accepted.

Instructional Models
Cecil County Public Schools is planning for three possible instructional models to begin the 2020-2021 school year. This plan will be flexible due to changes in circumstances and conditions related to COVID-19.

Virtual Learning Model	Blended Learning/Hybrid Model	Face-to-Face Learning Model
• Parent choice • Student with health concerns • School shutdown • District shutdown	• Cohorts 1 and 2 attend school face-to-face two days per week • Students learn online outside of school three days each week	• Cohorts 1 and 2 attend school face-to-face • May be possible for all students to attend school face-to-face based on the state of Maryland guidelines

The three possible models for reopening include:
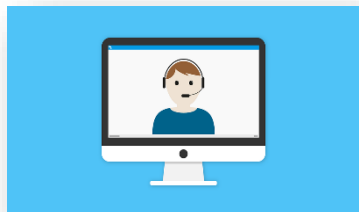
Stage 1: Virtual Learning Model
ALL CLASSROOM LEARNING IS VIRTUAL

- All instruction is virtual using *Google Classroom* for elementary students and *Schoology* for secondary students.
- Synchronous and asynchronous opportunities will be offered.
- Students will have a schedule that allows them to participate in instruction without conflict with other subjects. Students who cannot participate during the class period will be able to access class through recordings.
- CCPS buildings are closed to students and the public.

Stage 2: Blended Learning/Hybrid Model
SOME VIRTUAL LEARNING & SOME FACE-TO-FACE LEARNING

- Instruction incorporates both face-to-face and virtual learning opportunities and a combination of synchronous and asynchronous approaches.
- An all virtual learning option is available for families who choose not to attend in person.
- Students will be assigned to a cohort and will attend school on designated days. A screening protocol will be utilized to identify students to be invited to face-to-face sessions:

ELEMENTARY:

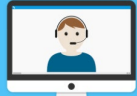| Attendance Total Absences up to Closure	Academic Data	Special Education Status	EL ACCESS	FARM Status	Special Circumstances
10+ days= 2 pts 7-10 days= 1 pt 0 - 6 days= 0 pts	Grade 2-5 Winter MAP/NWEA Reading & Math NPR <19th percentile= 2 pts 20th-39th percentile= 1 pt >40th percentile= 0 pts. Grade 1 Fall Acadience Composite 0-112= 2 pts . 113-129= 1 pt 130-541= 0 pts	Following alternate outcomes, significant cog disabilities= 2 pts Multiple areas of concern Behavior AND Academic= 2 pts Single area of concern Behavior or Academic=1 pt Single area of concern: Speech= 1 pt 504/SSP= 1 pt No individualized plan= 0 pt	Composite Score: 1.0 - 2.9= 2 pts 3.0 - 3.9= 1 pt 4.0 - 4.9= 1 pt 5.0-6.0= 0 pts	Yes= 1 pt No= 0 pts	Acute need (homeless, safety, health, etc.)= 2 pts Students with Adult Support= 2 pts Students with Adult Assistance= 1 pt

MIDDLE:
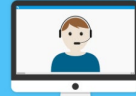
Grade	Attendance	Academic Data	Earned Promotion 2020	Special Populations (IEP/504/ELL)	Math and Reading Grades	Access to Online Instruction	Special Considerations
Grades 6-8	Based on absences through March 13, 2020 0-10 = 4 pts. 10.5-17.5 = 2 pts. 18+ = 0 pts. 123 days total	Winter MAP Percentile Reading 1-20% - 4 pts. 21-40% - 2 pts. 41%+ = 0 pts. Math 1-20% - 4 pts. 21-40% - 2 pts. 41%+ = 0 pts.	Yes = 0 pts. No = 2 pts.	Adult assistance /support on IEP= 4 pts. Yes = 2 pts. No = 0 pts.	MP 2 Grades Reading A-B = 0 pts. C = 2 pts. D-F = 4 pts. Non-graded or modified below grade level = 4 pts. Math A-B = 0 pts. C = 2 pts. D-F = 4 pts. Non-graded or modified below grade level = 4 pts.	Yes = 0 pts No = 2 pts	Consider special circumstances (homelessness, foster care, etc.)

HIGH:

Grade	Special Education/504	ELL	Attendance	Engagement in On-Line Learning	Academic Data	Math and Reading Grades	Administrative Recommendation
Grade 9	Y/N Students following alternate outcomes should be given high priority	Y/N	Based on MP 1, MP 2 Days, and MP 3 (Thru March 13 Absent) 0-10 = 2pts. 10.5-18 = 1 ts. 18+ = 0 pts.	Student was an active participant during online learning YES NO	Credits Earned (NA)	MP 2 Grades ELA and Math A or B = 0 pts. C = 2 pts. D or F = 4 pts.	Y/N Consideration of special circumstances such as homelessness and foster care
Grades 10-12	Y/N	Y/N	Based on MP 1, MP 2 Days, and MP 3 (Thru March 13 Absent) 0-10 = 2pts. 10.5-18 = 1 ts. 18+ = 0 pts.	Student was an active participant during online learning YES NO	Credits Earned (Promotion Y/N?) YES = 0 No =2	MP 2 Grades ELA and Math A or B = 0 pts. C = 2 pts. D or F = 4 pts.	Y/N Consideration of special circumstances such as homelessness and foster care

- Teachers will rotate when feasible to reduce the need for class changes and hallway movement.
- Social distancing guidelines, safety protocols, and PPE requirements must be followed.
- Eliminate locker use, and use outdoor spaces to the extent possible and practical.
- Avoid close proximity when increased exhalation (band, choir, physical education) is required.
- CCPS buildings are open to staff as assigned and visitors by appointment only.

Sample Blended Learning/Hybrid Model Weekly Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday	Sat-Sun.
Student Cohort A	Cohort 1 is in school.	Cohort 1 is in school.	Cohort 1 and 2 are in virtual learning	Cohort 1 is in virtual learning.	Cohort 1 is in virtual learning.	**Building Cleaning (As needed)**
Student Cohort B	Cohort 2 is in virtual learning	Cohort 2 is in virtual learning.	**Building cleaning between Cohorts**	Cohort 2 is in school.	Cohort 2 is in school.	

ELEMENTARY SAMPLE SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:45	*In Person*	*In Person*	*Virtual*	*Virtual*	*Virtual*
8:45-9:15	Morning Meeting	Morning Meeting	Asynchronous learning Teacher office hours	Create goals and plan for the day	Create goals and plan for the day
9:15-10:00	Special	Special		Special	Special
10:00-11:30	ELA and Shared	ELA and Shared		ELA and Shared	ELA and Shared
11:30-11:45	Recess	Recess		Brain Break	Brain Break
11:45-12:15	Lunch	Lunch		Lunch	Lunch
12:15-1:30	Differentiated Instruction	Differentiated Instruction		Differentiated Instruction	Differentiated Instruction
1:30-3:00	Mathematics	Mathematics		Mathematics	Mathematics
3:00-3:30	Science/Social Studies	Science/Social Studies		Science/Social Studies	Science/Social Studies

Virtual days will include assignments that were explained when students attended in person. Students can schedule their day according to their preferences. The virtual day schedule is presented as an example.

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	In Person	*In Person*	*Virtual*	*Virtual*	*Virtual*
7:45-8:30	Revisit/ Morning Meeting	Revisit/ Morning Meeting	Asynchronous learning Teacher office hours	Create goals and plan for the day	Create goals and plan for the day
8:30-9:30	Mathematics	Mathematics		Mathematics	Mathematics
9:30-10:30	Social Studies	Social Studies		Social Studies	Social Studies
10:30-12:00 (includes lunch)	English Language Arts	English Language Arts		English Language Arts	English Language Arts
12:00-1:00	Science	Science		Science	Science
1:00-1:45	Health/PE	Health/PE		Health/PE	Health/PE
1:45-2:30	Art	Art		Art	Art

Virtual days will include assignments that were explained when students attended in person. Students can schedule their day according to their preferences. The virtual day schedule is presented as an example.

HIGH SCHOOL SAMPLE SCHEDULE

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	In person	*In person*	*Virtual*	*Virtual*	
7:45-9:10	English	Mathematics	Asynchronous learning Teacher office hours	Students create goals and plans to meet them. This may include completing assignments, researching, and practicing. Students may complete work in any order but must meet deadlines for assignments. Teachers may be available for support if needed.	
9:15-10:40	Science	Social Studies			
10:45-12:45 (Includes lunch)	World Languages	Technology			
12:50-2:30	Computer Science	Physical Education			

Virtual days will include assignments that were explained when students attended in person. Students can schedule their day according to their preferences. The virtual day schedule is presented as an example.

Stage 3: Face-to-Face Learning Model
ALL FACE-TO-FACE LEARNING

- All classroom learning is held face-to-face.
- All virtual learning options remain available for families who choose not to attend in person.
- Social distancing guidelines, safety protocols, and PPE requirements must be followed.
- CCPS buildings are open to employees and the public in alignment with state and local health guidelines.

MENTAL/BEHAVIORAL HEALTH AND STUDENT SAFETY

Equity

CCPS will support the emotional and physical well-being and safety and security of all stakeholders by establishing a set of common expectations and routines in all of our academic settings and school community environments.

Social Emotional Learning (SEL)

CCPS will continue to use Positive Behavioral Interventions and Supports (PBIS) and other research based strategies to support students' social and emotional well-being. Through these supports, all students will be able to:

- Understand and manage emotions
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions

Student Safety and Security
- Continue to implement the *Handle With Care* program.
- Use of Support Request Form for families to contact staff with questions and concerns.
- Students and families have access to school counselors via school phones.
- School counselors complete Risk of Harm assessments as needed.
- Virtual Crisis Counseling team established to handle needs during pandemic.
- Technology solutions for access control to buildings.
- Technology solutions for Internet security for students.
- Use of PPW/SSRT to reach non-contacted families to engage students in the learning process.
- Emergency planning assistance from CCDES, MEMA/FEMA, Maryland Center for School Safety (MCSS), and Readiness and Emergency Management for Schools (REMS).
- Determine needs and order PPE as needed.
- Through the aforementioned steps, CCPS strives to support its stakeholders by:
  - Reducing stress and anxiety of students, staff, and the larger school communities.
  - Adhering to CDC and state and local health guidelines.
  - Developing and implementing effective contact tracing policies and procedures.
  - Notifying all stakeholders of Transmission Reporting guidelines and procedures.
  - Understanding trends in the virus and preparing for a potential second wave.
  - Communicating with buildings and departments to address concerns regarding safety and security procedures to ensure that the well-being of students and staff is always at the forefront of our thinking and planning.

Health and Safety of Students and Staff

- CDC Recommendations
  - Temperature checks
  - Promoting behaviors to reduce transmission and spread
  - Physical distancing
  - Face coverings
  - Hand washing
  - Hand sanitizing
  - Ventilation
- Maintaining Healthy Environments
  - Tracking and understanding community spread
  - Screening staff, students, and visitors
  - Preparing for positive cases
  - Planning for diminishing exposure
  - Cleaning
  - Additional deep cleaning as necessary
  - Avoid shared objects
- Maintaining Healthy Operations
  - Assign two cohorts of students
  - Prepare for when someone gets sick
  - Plan for voluntary testing of employees before school year begins
  - Follow established policies and protocols that are evidence-based and are flexible to change with additional understanding
  - Complete contact tracing (amount of exposure, exposure to students, exposure to staff)
  - Return to school/normal operations (based on amount of exposure)
  - Consult with Cecil County Health Department for access to public health expertise
- Limit teacher caseload.
- Limit student movement by moving teachers to students in cohorts.

Health Guidelines
- COVID-19 health education for staff and students
- Health room ventilation modifications
- Plan and create isolation areas for sick students before getting them home or out of the building
- Use of medical grade or cloth masks
- Mask breaks for students and staff throughout the day
- Health monitoring of students and staff
- Develop and implement plan to send students and staff home due to illness
- Develop and implement plan for when staff and students can return after illness
- Develop and implement plan on distribution of medications in school
- Focus on student immunizations as there has been a significant decline in immunizations of young children during COVID-19. Do not want COVID-19 and Influenza also impacting a vaccine preventable disease

- Social distancing guidelines during meetings and screenings, and while communicating with stakeholders and other staff members
- Designating contact personnel for symptoms and positive test results to initiate effective contact tracing steps

INSTRUCTIONAL & ADMINISTRATIVE TECHNOLOGY

Equity
- Students who need a device to support virtual learning will be provided one.
- We encourage all families to revisit their internet programs; hotspots will continue to be made available to families who have connectivity issues or lack internet access.
- External wireless antenna locations will be available at the following schools: Cecilton Elementary, Conowingo Elementary, North East Middle, Perryville Middle, Rising Sun Middle, Bohemia Manor High, Elkton High, Rising Sun High, and Cecil County School of Technology. These locations will have a much wider range of school-based wifi coverage in the parking lots to support families who need connectivity to the Internet for school purposes.
- CCPS will be establishing a help desk for parents and students in the event of a blended/hybrid or fully online instructional model. This support line will not substitute the ability to call the student's school directly. This help desk will serve as an after-hours support system to provide basic technical support.

Professional Development
- All teachers and administrators will engage in twelve (12) hours of training in the implementation of online learning platforms, protocols, and strategies prior to the opening of the 2020-2021 school year.
- Additional online modules have been developed and are accessible to all instructional staff that desire additional support and training.
- Paraprofessionals and Student Support Technicians will receive professional training in Social Emotional Learning supports and strategies for supporting students who need instructional intervention/support during virtual learning experiences.
- Ongoing professional development and support will be provided to staff as needed throughout the school year to ensure high quality implementation of online learning.

Curriculum and Instruction
- Secondary students will be provided with access to curriculum and instruction through the *Schoology* platform. *Edmentum Courseware* resources will enhance these options for teachers and students.
- Elementary students will be provided with access to curriculum and instruction through the *Google Classroom* platform. *Endmentum Exact Path* resources will enhance these options for teachers.
- CCPS curricula will be supplemented by *Edmentum Courseware* at the secondary level.
- CCPS curricula will be supplemented by the *Exact Path* program at the elementary and middle school levels.

Equity

CCPS will provide fair and inclusive learning environments by taking all aspects of education for our special populations into consideration from both a systems-perspective and an individual student perspective. These children and their families must remain a vital priority within our school system. We will address the unique challenges and provide equitable access to appropriate services to ensure each student has the support, accommodations, and scaffolding needed to optimize their educational progress created by the change in the modality of instruction.

Special Education/504

Students who have a Section 504 Plan under Section 504 of the Rehabilitation Act will continue to receive those services in the virtual, blended, or face-to-face learning models. Additionally, schools will continue to identify and determine eligibility of students as specified under Section 504 of the Rehabilitation Act.

Special Education Services

Special education services are determined collaboratively with parents in order to provide students with disabilities a Free Appropriate Public Education (FAPE). FAPE provides students who require specially designed instruction access to the general education curriculum provided. In each Stage, the IEP team must consider if amendments are needed to provide FAPE. These decisions are made in light of the circumstances with considerations of the individual student's needs as well as the manner in which instruction is delivered to all students.

Virtual Learning Model

- IEP goals, services, instructional and testing accommodations, and supplementary aids will be reviewed to determine if any changes need to be made in order to access virtual instruction.
- Case managers will monitor student progress and communicate regularly with families, general educators, and related service providers.
- IEP/IFSP meetings will convene virtually to address students' needs and amend or revise goals based on student progress.
- Related Services Providers will provide virtual services to the greatest extent possible.
- Infant/Toddlers will provide virtual services to the greatest extent possible.
- Initial evaluations and reevaluations requiring face-to-face assessments or observations will be delayed until school reopens.

Blended Learning Model

- IEP team meetings will be held either face-to-face or virtually. Building Coordinators will collaborate with parents to determine the parent preference. IFSP meetings and services will continue to be held virtually.
- IEP teams will be guided to gather data on student performance from the period of the extended school closure to the reopening of schools. Data will be collected within the first month and used to determine a student's progress and need for recovery services. IEP teams will collaborate in good faith with parents in addressing the impact of the school closure.
- Considerations of student performance, disability, and progress in the virtual learning environment should be utilized to determine the amount and frequency of student access to face-to-face instruction.
- Students will be grouped according to related services, paraprofessionals, participation in alternate assessments, and reading interventions. Staffing patterns may need to be adjusted to meet the needs of the students.
- IEP service delivery will be provided during the face-to-face instruction to the greatest extent possible with consideration of student performance, disability, and progress in the virtual environment.
- Specialized reading program instruction will be provided with fidelity, a combination of face-to-face and virtual instruction
- Face-to-face related services delivery will be prioritized based on individual student needs. Some related services will continue to be delivered in a virtual learning environment.
- School psychologists and related service providers will conduct face-to-face assessments following CCPS protocols and procedures.

Face-to-Face Model

- IEP/IFSP teams will meet face-to-face or virtually depending on parent preference.
- IEP teams will continue to collect data on student progress prior to and during the school closure to assess academic and /or behavioral progress in the general education curriculum and on the student's IEP goals. Data on the student's ability to recoup skills and make progress on IEP goals will be a consideration when determining the need for recovery services.
- Initial and reevaluations will resume.

English Learners (EL)

CCPS uses an assessment-based approach and promotes equitable learning and assessment practices in order for English learners to attain English language proficiency and demonstrate academic achievement in the content areas. The challenges of acquiring English and content knowledge simultaneously are now magnified as we plan for virtual and hybrid learning environments. Further, they underscore the need for

shared responsibility in providing accommodations for ELs to ensure access to the essential curriculum. To ensure success:

- A process will be established to identify new students as provisional ELs so they can participate in a continuity of learning.
- EL services will be provided to all identified students at all levels of schooling.
- Schools will strategically group ELs to ensure access to EL supports.
- ESOL and content teachers will collaborate to develop scaffolds and supports.
- ESOL teachers will provide additional assistance to ELs in their content classes.
- ESOL teachers will design virtual and face-to-face instruction to support Entering and Emerging level, English proficient students.
- A Technology Help Desk will be made accessible to students and their families.
- English Learners will be assessed to determine learning gaps and to develop intervention plans, when appropriate.
- Feedback on student performance will be regularly communicated to students and their families.
- ESOL teachers will engage and support families to help them in working with their children at home.

Gifted and Talented (G/T)

- Gifted and Talented services will be provided to all identified elementary and middle school students.
- G/T teachers will work collaboratively with classroom teachers to develop instructional materials, strategies, and techniques that address the unique needs of G/T students.
- G/T teachers will design virtual and face-to-face instructional opportunities for G/T students.
- Feedback on student performance will be regularly communicated to students and their families.

Intervention

- Students with identified learning gaps will be provided with intervention and support in addition to instruction in the essential curricula.

Cecil County School of Technology

- CCPS administration and CTE (Career & Technical Education) instructors will follow guidance and recommendations given by MSDE for facilitating CTE instruction, completing work-based learning experiences, servicing clients, and earning industry credentials.
- CCPS will follow guidance provided by all credentialing boards and national curriculum providers to ensure program and instructional fidelity for all requirements of the CTE programs offered.
- CCPS administration and CTE instructors will access and reference the CTE Virtual Resource Guide that MSDE has provided for Maryland CTE Career Clusters and Programs to help evaluate potential online resources available for use in virtual instruction.

- CCPS CTE instructors will record demonstrations of hands-on skills for students to view as they would during in-class demonstrations.

Interscholastic Athletics
- CCPS leadership will utilize the guidance provided by MPSSAA outlined in its "*Roadmap for Return to Interscholastic Athletics*" document.
- CCPS will develop and implement guidelines for safe and gradual return to athletics beginning with voluntary summer conditioning and re-acclimation.

- Interscholastic athletic decisions will be adjusted based on local conditions.
- CCPS may exercise the options for flexibility outlined in COMAR 13A.06.03 through the one-year waiver request.

Extracurricular Activities
- CCPS will utilize guidance from the MPSSAA, the NFHS, and the Interscholastics Model.
- CCPS will develop and implement guidance for safe and gradual return to extracurricular activities beginning with small group participation activities.
- CCPS extracurricular activity decisions will be adjusted based on local conditions.

Logistics
- Staff and students who are exhibiting COVID-19 symptoms should remain home.
- Staff or students who become ill during the school day should go home as soon as possible.
- Contact tracing protocols will be enacted with each incident of a sick employee or student at a school, a report of an illness at home, or contact with a person outside of the school environment who demonstrates symptoms or who tests positive.
- Based upon extent of exposure, additional steps may be taken to ensure safety of students and staff.
- Immediate contact with the Human Resources Department (Joe Buckley or Sean Cannon) and Maintenance and Operations (Tom VanDyke) should occur anytime the above occurs.

Transportation
- Buses will operate following the CDC guidelines for operation. Bus cleaning will address expectations for protocols as defined by the CDC.

  - Students will be routed based upon the number of students allowed given parameters.
  - CCPS will provide training for drivers and contractors to inform them of any policy updates as well as protocols for cleaning buses.
  - Seats will be taped off to provide social distancing while students are on the bus.
  - Pre and post-trip inspections will now include sanitizing high use areas on the bus.

Building Cleaning and Disinfecting
- Daily cleaning and frequency will be a function of the schedule for instruction. Daily cleaning and preparation for occupants will be completed during the evenings with ongoing disinfection on high touch and high traffic areas frequently throughout the day.
- Electrostatic sprayers will be used to disinfect rooms, hallways, locker rooms, lockers, etc. Spray disinfectant will be used where the appropriate time will allow for it to sanitize the surface and be wiped as intended.

COVID-19 Cleaning and Disinfecting Plan
- This plan will be used to prevent the potential spread of Coronavirus in the event that a sick person has entered a CCPS facility. This plan will help guide the cleaning response team on what areas to clean, what products to use, how to disinfect, and ways to protect themselves.

Cleaning Response Team
- Team members will be custodial staff members from schools spread throughout the county who have volunteered. Some or all members may be asked to respond to any CCPS facility, possibly with short notice. Training will be conducted for all team members.
- Each team member will be provided a supplies kit to use when cleaning response is needed. The kit will contain disposable gloves, gowns, masks, and hand sanitizer, along with a copy of this plan.

Cleaning Procedures
- Upon notification of the possible exposure, the affected area(s) should be closed off.
- Wait 24 hours before entering the area(s) to be cleaned. If 24 hours is not feasible, wait as long as possible.
- Wear the provided disposable gloves and gown during all steps of the cleaning process.
- If possible, open outside doors and windows to increase air circulation in the area.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, focusing especially on high-touch surfaces.
- Clean visibly dirty surfaces with soap and water prior to disinfection.
- Disinfect surfaces using Virex or a Protexus Sprayer.
- Allow surfaces to remain wet for 10 minutes.
- When finished, gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area.

Staff Cleaning Supplies
- Applicable supplies will be provided within all school buildings. EPA approved and CDC recommended methods and materials will be used by trained staff and occupants.
- Key locations and replacement of these supplies will be monitored by custodians.

Personal Protective Equipment (PPE)
- Follow CDC guidelines for appropriate use of PPE.
- Face coverings should be worn by all students and staff throughout the day.
- CDC recommends wearing cloth face coverings in public settings where other social distancing measures are difficult to maintain such as hallways, cafeterias, and large group instruction areas.
- Face masks may be removed by the child for meals, snacks, outdoor play (when social distancing can be maintained), or when it needs to be replaced.
- There will be mask breaks for students and staff throughout the day

Facility Enhancements and Modifications
- Building access and pedestrian flow should be indicated through proper signage that is highly visible. Whenever possible, separate hallways within each building as entrance and exit hallways. When not possible instruct occupants to travel back and forth while attempting to maintain a 6-foot separation and also wearing a mask.
- Student movement will be scheduled and carefully monitored so that most halls will only have one-way movement at a time.
- Student arrival and dismissal will be scheduled to ensure social distancing as much as possible. Separation of students shall be monitored and maintained as they arrive and leave each day.
- Physical guides, such as stanchions or tape will be used to indicate direction and encourage distancing.

Ventilation
- Heating, cooling, and ventilation throughout the buildings will be monitored and scheduled with an emphasis on adding additional fresh air into the building.
- When outside temperatures allow, operable windows may be used to increase outside air flow into classrooms and the interior of the building. Humidity will be monitored to ensure that indoor temperatures do not increase the probability of mold.
- To the extent possible, activities will be planned to maximize use of outdoor space.

Playgrounds
- Playgrounds will not be in use for the re-opening. Further guidelines will be developed in the near future.

Lockers
- Locker use is suspended and will not occur until direction is given for it to resume.

Classroom Modifications
- Classroom modifications shall be incorporated into each room in the form of furniture placement.
- All desks shall face the same direction.
- All desks and chairs will be a minimum of 6 feet apart.
- When calculating the number of students and staff per room, building administrators are to use 113 square feet per person. Floor plans including the square footage of classrooms will be provided to each building administrator.

Hand Sanitizer
- Shall be provided at key locations throughout the buildings. Supplies will be monitored by custodians and health staff.
- All staff members shall report when the supply has reached the end at a key location so that it can be replenished.

Signage
- Templates for signage can be provided.
- Appropriate signage shall include:
    - Travel direction
    - Wash your hands
    - Wear a mask
    - Respect social distancing
    - Don't share phones, laptops, or other personal devices, or supplies
    - We can beat this together (and other signs featuring a positive message)

Visitors
- All visitors are to report to the main office.
- All visitors should have an appointment.
- Visitors must wear a mask and remain 6 feet away from any occupant.
- All visitors must complete screening information.
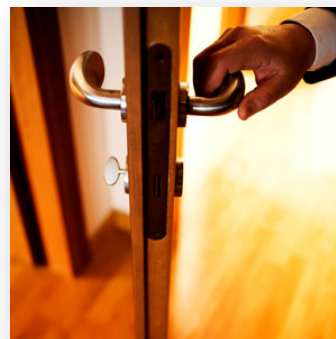
Community/User Group
- Before and after school care will follow the same guidelines for during the school day as described above.

Health Room Protocols
- Health Room isolation space
    - Work with building maintenance and principal regarding the use of appropriate disinfectants.
    - Thorough cleaning of all surfaces in the health room must be done several times daily by custodial staff and trained nursing staff.
    - Continue to promote handwashing techniques.
    - Clean surfaces regularly.
    - Continue to practice social distancing to the extent possible in the school setting.
- CCPS will follow CDC Guidelines in the following areas:
    - Health screening protocols
    - Staff screening
    - Student screening

○ Response to COVID-19 infections
- ■ Students
- ■ Staff

Food Services
- Students will receive access to the nutrition services to which they are entitled.
- Nutritional services should be made available to students and families on any days that they are attending school.
- Food shall be eaten in classrooms. Cafeterias may be used to stage students who will be purchasing lunch at the school.
- When waiting to be served, face masks must be worn and social distancing shall be respected.
- Cash shall not be used to purchase meals.
- Have children bring their own meals as feasible, or serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the safety of children with food allergies.
- Enforce strict handwashing with soap and water after food contact.
- Disinfect surfaces after food contact is made.
- Ensure there is a "do not share" food policy among students.
- Before school resumes, teachers and school leaders review food allergy and 504 plans for all children with food allergies.
- Teachers should refresh their understanding of food allergies, including symptoms of allergic reactions to food.
- Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.
- If food is offered at any event, have pre-packaged boxes or bags for each attendee.
- Avoid sharing food and utensils and ensure the safety of children with food allergies.

Visit our website at www.ccps.org.
Questions can be directed to coronavirusquestions@ccps.org

July 30, 2020