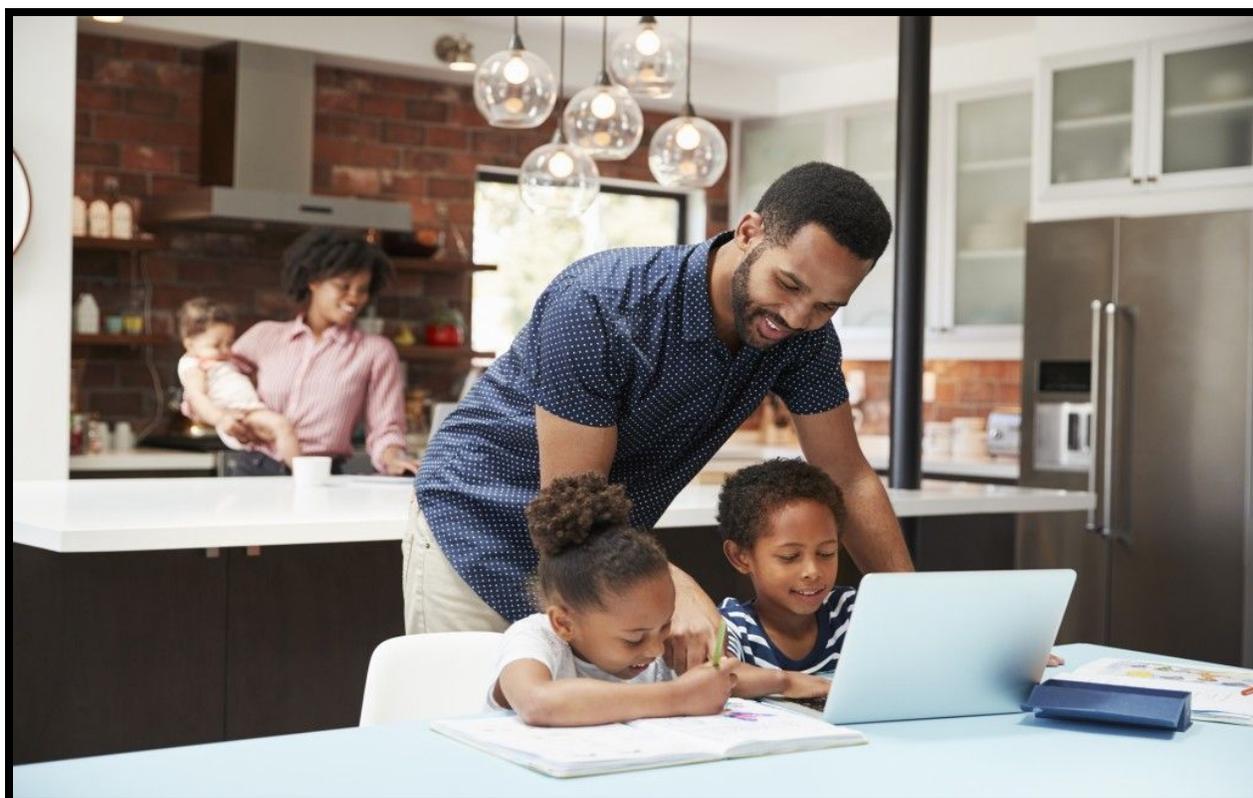


Queen Anne's County Public Schools District Continuity of Learning Plan



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Superintendent of Schools

Queen Anne’s County Public Schools Continuity of Learning District Plan

Introduction

The Queen Anne’s County Public Schools (QACPS) *District Continuity of Learning Plan* is designed to support the educational process during the extended school closure period due to the impact of the COVID-19 pandemic. Therefore, the district plan is structured around three phases of a continuous improvement model which has three core elements: (1) plan and organize, (2) implement and support, and (3) evaluate and adjust. In particular, the continuity of learning plan focuses on delivering learning in a variety of ways, leveraging the tools and resources available to students and families, and accounting for the support they require. It does not seek to replicate the daily classroom experience as courses and content may not be taught live at a certain time on a particular day as students and families are accustomed to on a regular basis. Finally, during this period of time of extended closure, our aim is to provide continuity of learning for students by keeping them engaged and moving forward in their learning progression. Teachers are expected to provide meaningful learning activities that will maintain and extend students’ knowledge and skills. Finally, the QACPS District *Continuity of Learning Plan* is organized into the following essential components to include: (1) continuity of learning delivery, (2) roles and responsibilities, (3) sample teacher and student day, (4) accountability, (5) equity, (6) professional development, and (7) resources for students.

Essential Component #1 - Continuity of Learning Delivery

QACPS teachers will provide course and grade-level specific work to be completed independently, guide students through a variety of learning experiences, and provide opportunities for students to ask questions and engage with their teachers remotely during the scheduled closure period. Recognizing that some families do not have online access, printed materials and resources will be created in the form of “learning packets” that will be available for pick-up at each school site. School leaders scheduled designated times to issue learning packets to families without internet access and continue to schedule opportunities for pick up during the extended school closure period. Currently, students in grades 3-12 have been issued a 1:1 mobile learning device. Students in grades 5-12 took their device home before the school closure. Chromebooks were issued to parents of students in grades 3 and 4 during the second school closure period.

The QACPS ComTek Department issued a survey to parents and staff to determine internet access and reliability while working with school principals to determine and verify individual school needs. As a result of the survey data collected, the ComTek Department was

able to determine priorities for increasing access. A limited amount of mobile WiFi “hotspot” devices were purchased and distributed to a limited number of classroom teachers, and the remainder were allocated to students. Seniors were given first priority. The remaining high school students received them on an as needed by grade level. Phase two and three of the mobile hotspot program will allocate devices to middle school and elementary school students as determined from the needs assessment. In addition, outdoor wireless access points, which provide internet access in school parking lots, have been allocated at four school sites with the most student need. Also, local partnerships have been developed to expand outdoor wireless access points to other schools or community locations near school sites.

QACPS curriculum content areas have a variety of approved resources that may include a learning platform that requires a QACPS student login. Students contact their teacher for access to specific tools. Resources, materials, and lessons are posted on the teacher’s Google Classroom site, the school website, emailed directly to the student, available for pick up at the student’s school, or mailed to the student. In addition, Google Suites, which includes Google Classroom, Google Meet, and Google Hangouts remain the primary online distance learning platforms for teachers to use with students while ensuring student data safety and privacy. Classroom teachers will be receiving additional training on these tools as needed. QACPS has made YouTube Smart Play accessible for students during the school closure. This allows whitelisted educational YouTube videos (i.e., Advanced Placement course videos) to be played by students on a district device. This will only be turned on during the COVID-19 extended school closure period and will be turned off once schools reopen.

Finally, all QACPS employees will adhere to policies and protocols to protect student data privacy as the district engages in remote learning. It remains the expectation of QACPS that all employees have read and understand [Policy 205](#) Acceptable Use of Electronics and [Regulation 205.1](#), [Policy 410](#) Employee Use of Social Media and [Regulation 410.1](#), and Student Data Governance and Privacy [Policy 705](#) and Regulation [705.1](#). The following is a list of best practices and resources from the United States Department of Education (USDE) that QACPS employees are required to review prior to providing online educational services or conducting virtual classroom experiences.

- [Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices](#)
- [Protecting Student Privacy While Using Online Educational Services: Model Terms of Service](#)
- [FAQs on Photos and Videos under FERPA](#)

- [Guidance on Virtual Classroom Observation](#)
- [Email and Student Privacy](#)

Recovery Program

The *Continuity of Learning Recovery Program (CLRP)* is a modified, focused, instructional program designed to give students the opportunity to master curricular skills and concepts that they did not master during the school closure period. This program will allow students who received an “I” (incomplete) grade at the end of the 4th marking period with a way to receive a passing grade and course credit for high school courses. All students may access recovery education programs over the summer and throughout the upcoming 2020-21 school year at no cost.

In general, to address concerns about skill sets that may have not been covered due to the COVID-19 crisis, QACPS will institute Exact Path for all students in the summer. Exact Path is a diagnostic tool to help combat learning loss. Exact Path is a personalized learning program that promotes academic growth for K–12 students in reading, language arts, and mathematics. The program utilizes assessment data and/or teacher recommendations to automatically provide students with an individualized playlist of competency-based curriculum at the discrete skill level. Each learner, ranging from struggling to accelerated students, is then able to access a unique learning path made up of instruction, practice, and short quizzes precisely targeted to their achievement level. Over time, students can advance within the learning path to encounter more challenging material, all of which is designed to promote student achievement and academic growth. However, traditional high school credit recovery for the district’s summer school program will remain the same as in previous years.

Essential Component #2 - Roles and Responsibilities

District Curriculum and Instruction Leadership Teams

- Support schools with creating and organizing learning packets that contain materials for ongoing learning during the extended school closure period.
- Support schools with remote learning essential curriculum outlining essential skills and knowledge by prioritizing standards and learning goals as illustrated in the MSDE Continuity of Learning Standards by content area.
- Support schools with resources for teacher Continuity of Learning Weekly Plans that outline learning outcomes during the extended school closure period and support daily instructional planning.

- Support schools with engaging teachers weekly through content specific Google Classrooms for on-demand professional development, collaboration, planning, and troubleshooting.
- Provide ongoing professional development systemically and site specific as needed.
- Provide instructional technology support as needed.

School-Based Leadership Teams

- Develop a school-based plan for continuity of learning while following QACPS district guidelines.
- Communicate with faculty/staff and parents.
- Monitor internet access and requests for learning packets.
- Determine how to scan or take a picture of completed packets and submit student work through Google Classroom.
- Support faculty/staff and parents during extended school closure period.
- Ensure implementation of continuity of learning plan and accountability for student learning.
- Support teacher collaboration with colleagues to design engaging learning experiences for students in accordance with the QACPS curricula.
- Schedule opportunities for special education teachers, English Learner teachers and general education teachers to collaborate in accordance with individual student needs.
- Ensure teachers develop high-quality student learning experiences.
- Monitor that teachers are communicating with and providing timely feedback to students.
- Communicate with parents often.

Classroom Teachers

- Complete the required professional development for online instruction.
- Complete Continuity of Learning Weekly Plans and post to school website.
- Collaboratively develop and deliver high-quality student learning experiences in accordance with the QACPS curricula.
- Communicate weekly with students and families to share learning outcomes for the week.
- Use Google Classroom to engage students in daily and weekly learning activities.
- Partner with special education case managers and teachers to accommodate learning activities to support students on their caseload.
- Curate and/or develop differentiated resources to support specific students.
- Connect with families using the communication tools they have consistently employed.
- Provide frequent, timely feedback to students.
- Communicate with parents often.

English Learner (EL) Teachers

- Provide support to EL students in initial instruction in the content/general classroom virtually through Google Classroom or other approved mode of video conferencing to continue growing language acquisition.
- Collaborate with and provide strategies to general education teachers to develop differentiated lesson plans/coursework for targeting skill gaps and strengthening academic language progress.
- Continue using the QACPS curricula for students scheduled in secondary EL courses to advance academic language proficiency.

Special Education Case Managers (Birth - 21)/Related Service Providers

- Develop and implement the Individualized Continuity of Learning Plan (ICLP) during the closure based on the current IEP/IFSP; a supplement to the IEP/IFSP (does not replace the IEP/IFSP).
- If assessments are required and can be implemented virtually, follow processes in collaboration with other providers and parents/guardians to ensure timelines are met.
- Facilitate IEP/IFSP meetings through an approved mode of teleconferencing to ensure specially-designed instruction.
- Collaborate with special education content teachers to ensure all specialized instructional needs are aligned with IEP goals and are met through the Individualized Continuity of Learning Plan (ICLP). Ensure high-technology to no-technology options are available, individualized, and address specially designed instruction for students.
- Early childhood providers will continue to collaborate with related service providers/case managers and families to ensure specialized intervention/instructional needs are aligned with IFSP outcomes and are met through the Individualized Continuity of Learning Plan (ICLP).
- Ensure general education teachers have access to updated accommodations for their assigned students and support them as needed.
- Communicate with all parents of students on their caseload during the first week regarding the Continuity of Learning Plan (ICLP) and how accommodations, differentiation, and specially designed instruction will be delivered.
- Recommend to parents and teachers other online learning platforms and non-electronic resources that students can access to support the maintenance of skills related to needs.
- Continue to document and communicate IEP/IFSP goal/outcome progress.
- Support social-emotional goals in collaboration with parents, counselors, related service providers, and mental health coordinators based upon reported behaviors from the Continuity of Learning Plan (ICLP) environment.
- Continue monthly Medical Assistance case management/billing.
- Participate in training on virtual tools and staff meetings.

Instructional Support Staff

- Support instructional staff in completing clerical tasks within the scope of their abilities.
- Provide support during small group or individualized virtual learning sessions through moderation or data collection.
- Provide small group or individualized intervention or instructional sessions with students under the guidance and supervision of a special or general educator.
- Provide access through interpreter services as needed.

School Psychologists

- Support the social-emotional lessons that are provided by teachers by partnering with staff to provide coaching, co-teach with teachers, and/or develop lessons for the district.
- Provide virtual counseling to students with counseling services on IEP/Section 504 plans/ICLP or general education students with social-emotional concerns.
- Conduct check-ins with families and students who had been identified as requiring support.
- Collaborate with IEP/Section 504 teams to either get mutually agreed consent to extend special education and Section 504 evaluation timelines or complete the eligibility process with the evaluation tools that allow for use.
- Provide consultative support for staff in regard to academic and behavioral concerns that arise.

School Counselors and Social Workers

- Utilize school counseling resources to share with students and families to help them work through their anxiety, isolation, health, and emotional wellbeing during this time.
- Respond to counseling needs of students, as needed. Use an approved video conferencing platform(s) to check in with students individually during this time by sending a link to the parent and asking them to provide the student with a private space to talk with them for elementary students. For middle/high school students, the link may be sent directly to the student. They should be sure to adhere to ASCA, NASW and MSDE ethical and legal guidelines.
- Review data and goals for their program for the year. Plan accordingly for next year based on this information.
- Work collaboratively on their feeder pattern guide for future planning and scheduling.
- High school counselors will ensure continuity of the processing of student information for college applications and scholarships for high school.
- High school counselors will continue to review senior graduation requirements and work with students to meet expectations.
- High school counselors will support school advocacy with colleges, College Board, and other external bodies to ensure campus closure and its effects are understood.

- High school counselors will communicate with students and families via Naviance regarding the updated information on SAT and ACT.
- Review all student academic records and course schedules for next year to ensure all requirements for graduation are being met.

QACPS Students

- Dedicate appropriate time to learning, comparable to a school day and/or as guided by their teacher/s.
- Check appropriate online platforms for information on courses, assignments, and resources daily.
- Attend, as much as possible, the regular synchronous engagements offered by each of their teacher/s. Communicate tentative absences when possible.
- Identify a comfortable and quiet space to study/learn.
- Engage in all learning posted with academic honesty.
- Submit all assignments in accordance with the provided timeline and/or due dates.
- Ensure their own social and emotional balance by keeping healthy habits.

QACPS Parents

- Provide an environment conducive to learning (i.e., provide a safe and quiet space during the day for learning).
- Engage in conversations about printed and digital materials and assignments.
- Monitor time spent in online and offline learning.
- Encourage attendance in synchronous engagements offered by the child's teachers.
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.
- Support checking online platforms for information and assignments daily. Most lessons will be asynchronous, meaning students are not in real-time with the teacher.
- Support the submission of all assignments in accordance with the directions provided by the teacher.
- Support engagement in all learning with academic honesty.
- Be sure to practice social distancing.

Essential Component #3 - Sample Teacher and Student Day

Given the context of the school closure period it is important to be realistic and practical when planning meaningful lessons that build on each student's strengths, interests, and needs. By using background knowledge about students, teachers can positively impact learning by using a variety of QACPS curricular print and digital resources and other approved materials in the content area. Simply put, continuity of learning is not hours of screen time for teachers, parents,

or students. Therefore, when incorporating the use of digital tools, teachers will continue to use those approved by QACPS. Teachers can continue to request reviews of digital tools [using this form](#). Parents/caregivers would need to be informed that they are providing consent and agreeing to terms of service and privacy when they register their child. Families have the ability to opt-out of all supplemental digital tools, and there must be alternatives for families who either refuse to use the tools or are unable to do so.

It is important to keep in mind that many families have limited data internet that is often shared by multiple people in the home environment. QACPS recommended planning guidelines for MAXIMUM student commitment each day are as follows:

Table 1.0 *Planning Guidelines for Maximum Student Commitment Each Day*

Grade Band	Maximum Time Per Day
Pre-K	30 minutes
Grades K-1	45 minutes
Grades 2-3	60 minutes
Grades 4-5	90 minutes
Grades 6-8	30 minutes per teacher (3 hours max in a day)
Grades 9-12	45 minutes per teacher (3 hours max in a day)

The planning guidelines above are meant for any delivery model including but not limited to packets, online, hybrid, etc. Teachers may find that they may have to adapt or adjust the times after the first week of the extended school closure period. It is important for classroom teachers to remain mindful to and give themselves and students a grace period during the first week. Everyone is adjusting to this unique situation and many have multiple roles and responsibilities at home.

Goals should be set using knowledge of each student and of curricular content standards established in the core curriculum content documents supported by the curriculum supervisor. Depending upon the content area, options may include building on what students have already been taught, reviewing troubling concepts, extending concepts or enrichment topics, review, or providing for new learning and content. Grade level elementary school teachers should primarily focus on reading and mathematics content and integrate science and social studies content when possible during the extended school closure period. Elementary Unified Arts (UA) teachers will

collaborate with grade-level teachers so that UA lessons can be integrated into the allocated time limits outlined above per week.

Classroom teachers have been planning for continuity of learning during the extended school closure and are mindful that many families have limited data internet that is often shared by multiple people in the home environment. In fact, all classroom teachers are required to create two digital *Continuity of Learning Teacher Planning Calendars*. All *Continuity of Learning Teacher Planning Calendars* will be hyperlinked to each local school website and then further linked to the QACPS district website.

Sample of a Teacher’s Day during Continuity of Learning

Table 2.0 *Sample of an Elementary School (ES) Teacher’s Day*

Elementary School Teacher Schedule (Prek-Grade 5)
<p>6 hours or more a day</p> <ul style="list-style-type: none"> ● Hold office hours where teachers are responding to various emails from parents, reviewing submitted work and providing feedback to students. ● Planning with Para and or Pre-School Teacher and Teacher Specialist on upcoming week's plans. ● Holding a virtual classroom lesson, in small groups, such as a read aloud and discussion, question/answer time for students, sharing of learning, etc. ● Meetings with Principal, Teacher Specialist, Reading or Math Specialist, Special Educators, EL Teachers, Interpreter, School Counselor or Parent Engagement and/or continuation with office hours with parents and students. ● Planning/prep where teachers are meeting through the google platform with teams or working independently to create plans. Teachers research apps and websites to plan as well as analyze Unify Data to determine areas of strengths and weaknesses. Plans are aligned to county resources, typed up and posted for parents. Packets are also created for families that don't have the internet. Progress is monitored and feedback provided to students. ● Professional Development: Virtual meetings with Math supervisor/Math Huddle, Virtual meetings and check ins with school leadership. Reviewing videos on Google Classroom and the QACPS Virtual Learning classroom videos in order to learn more about Google Classroom. ● Exploring/researching resources for lesson planning from Google Classroom resources, Curriculum Loft, ConnectEd, etc., and aligning to standards. Finding text that aligns to standards and themes on ReadWorks and assigning optional work for students who may have access/need a challenge. (Email class/parents to let them know what has been assigned and the due date).

Table 3.0 *Sample of a Middle School (MS) Teacher’s Day*

Middle School Teacher Schedule
<p>6 hours or more a day</p> <ul style="list-style-type: none"> ● Planning for direct instruction/developing pre-recorded videos ● Exploring/researching resources for lesson planning from Google Classroom resources, Curriculum Loft, ConnectEd, etc., and aligning to standards ● Delivering direct instruction ● Developing assignments and posting to Google Classroom, teacher websites, etc. ● Creation of packet materials to be mailed home to students without reliable internet access (every two weeks) ● Engaging in self-directed professional development on various e-learning strategies ● Grading assignments ● Participating in office hours each day ● Checking in with students via email, phone calls, etc. ● Checking in with parents of reluctant students via email, phone calls, etc. ● Meeting with the department for updates and collaborative planning ● Meeting with school counselors about specific students who are not engaging with online learning ● Meetings for IEP/504/EL students ● Researching new e-learning resources and securing permission to utilize them with students ● Meeting with content supervisors about updates from the state and adherence to curricular objectives

Table 4.0 *Sample of a High School (HS) Teacher’s Day*

High School Teacher Schedule
<p>6 hours or more a day</p> <ul style="list-style-type: none"> ● Planning for direct instruction/developing pre-recorded videos ● Exploring/researching resources for lesson planning from Google Classroom resources, Curriculum Loft, ConnectEd, etc., and aligning to standards ● Delivering direct instruction ● Developing assignments and posting to Google Classroom, teacher websites, etc. ● Creation of packet materials to be mailed home to students without reliable internet access (every two weeks) ● Engaging in self-directed professional development on various e-learning strategies ● Grading assignments ● Participating in office hours each day ● Checking in with students via email, phone calls, etc. ● Checking in with parents of reluctant students via email, phone calls, etc. ● Meeting with the department for updates and collaborative planning ● Meeting with school counselors about specific students who are not engaging with online learning

- Meetings for IEP/504/EL students
- Researching new e-learning resources and securing permission to utilize them with students
- Meeting with content supervisors about updates from the state and adherence to curricular objectives

Sample of a Student’s Day during Continuity of Learning

Table 5.0 *Sample of an Elementary School (ES) Student’s Day*

Elementary School Student Schedule (Prek-1)
<p>30-45 minutes per day or more</p> <ul style="list-style-type: none"> ● Reading - circle time video viewing phonics, identifying letters and comprehension. This time could be a google meet with the teacher, as well. ● Theme activity, collaborative activity designed with Para, or student choice of gross motor activity, listening to books being read aloud ● Math - counting and number identification. This time could include a Google Meet with the teacher, as well. ● Reading - phonics and comprehension. This time could be a google meet with the teacher, as well. ● Unified Arts Activity - Student Choice ● Math - This time could include a Google Meet with the teacher, as well.
Elementary School Student Schedule (Grades 2-3)
<p>45 minutes per day or more</p> <ul style="list-style-type: none"> ● Reading, math, and the integration of science and social studies lessons ● Unified arts integrated lessons coordinated with grade level teacher ● Utilization of Google Classroom and Google Meet with teacher
Elementary School Student Schedule (Grades 4-5)
<p>90 minutes per day or more</p> <ul style="list-style-type: none"> ● Reading, math, and the integration of science and social studies lessons ● Unified arts integrated lessons coordinated with grade level teacher ● Utilization of Google Classroom and Google Meet with teacher

Table 6.0 *Sample of a Middle School (MS) Student’s Day*

Middle School Student Schedule
<p>30 minutes per course or more/day (5 courses per day on a year long schedule)</p> <ul style="list-style-type: none"> ● Receiving direct content instruction (Google Meet, Google Classroom, phone calls, etc.)

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| <ul style="list-style-type: none"> ● Completing independent study tasks ● Completing assignments and research ● Communicating with their teachers via email, Google Meet, phone calls, etc. |
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Table 7.0 *Sample of a High School (HS) Student’s Day*

High School Student Schedule
45 minutes per course or more/day (4 courses per semester on a block schedule) <ul style="list-style-type: none"> ● Receiving direct content instruction (Google Meet, Google Classroom, phone calls, etc.) ● Completing independent study tasks ● Completing assignments and research ● Communicating with their teachers via email, Google Meet, phone calls, etc.

Essential Component #4 - Accountability

Student performance will continue to be monitored and assessed through ongoing digital and non-digital assignments and both formative and summative assessment. The assessment will occur as part of daily instruction with formative assessments embedded throughout daily instructional activities. Teachers will document all assigned activities and assessments within the grade book to document students’ progress throughout the term. In addition, classroom teachers may also contact students by telephone and discuss and assess student work while they may also receive an electronic photograph of the work, especially from students with limited or no internet access. Further, all school principals track and monitor daily student engagement through their classroom teachers and develop individual support plans for students in need with the assistance of school counselors and Pupil Personnel Workers (PPW’s).

High School Grading During COVID-19 School Closure

The majority of QACPS high school courses are semester-long due to the block schedule and the current grading policy has a “continuation grade” from the 3rd quarter to the 4th quarter marking periods. Students in year-long courses also have a “continuation grade” from each marking period throughout the year. No additional mastery assessments were added to the 4th quarter and the grade for this quarter is only calculated based on performance on progress assessments. Similar to semester-long courses, if an assignment grade lowers the student’s grade as of the 3rd quarter, which was an average of the first three quarters, the assignment grade will be marked exempt from the final grade in the gradebook.

For semester-long courses all 3rd and 4th quarter assignments will contribute to a student’s final grade. If an assignment grade lowers the student’s 3rd quarter grade, the assignment grade will be marked exempt from the final grade in the gradebook. This will ensure the performance on the assignment is documented, but does not harm or lower the grade earned

during the 3rd quarter. Students who do not participate in Continuity of Learning assignments throughout the 4th marking period may earn an “*Incomplete*” (I) as their final course grade and will be required to attend a summer recovery program.

- Third marking period grades will be calculated through March 13, 2020 but under no circumstances will students’ grades be negatively impacted due to the closing of schools. Since the third marking period ends April 3, 2020 students will have the opportunity to improve his or her grade by submitting additional assignments as determined by the classroom teacher for the third marking period.
- All 3rd and 4th quarter assignments will be designated as Progress Assessments in the grade book which represents the only category in grading for the remainder of the school closure.
- Students and parents will not have access to the Parent Portal from Wednesday, April 29th to Wednesday, May 6th so that teachers can make the assignment category adjustments to their grade book.
- Teachers will enter grades for assignments during the 4th quarter. If an assignment grade lowers the student’s 3rd quarter grade the assignment grade will be marked *exempt* from the final grade.
- Students who do not participate in Continuity of Learning assignments throughout the 4th marking period may earn an “*Incomplete*” (I) as their final course grade and be required to attend a summer recovery program.
- Students will receive a letter grade for the course on their transcript.
- Students who satisfactorily complete Continuity of Learning assignments but would prefer to remove a course grade from their transcript and GPA calculation *due to extenuating circumstances*, may speak to their teacher about awarding a “*Pass*” (P) for the course instead of the letter grade. Final approval for a “*Pass*” grade rests with the principal.
- Final exams will not be administered during the 4th quarter.

Middle School Grading During COVID-19 School Closure

In QACPS middle schools there are four marking period quarters that are averaged for the final grade for year-long courses. Therefore, the absence of a 4th quarter grade will result in the average of quarters one, two, and three for year-long courses. Third and 4th quarters are averaged for second-semester courses. For a second semester course, the absence of a 4th grade will result in the use of the 3rd quarter grade as the final grade.

- Third quarter grades will be calculated through March 13, 2020 but under no circumstances will students’ grades be negatively impacted due to the closing of schools. Since the 3rd quarter marking period ends April 3, 2020 students will have the

opportunity to improve his or her grade by submitting additional assignments as determined by the classroom teacher for the third marking period.

- During the 4th quarter, only grades of 80% or above will be entered into the grade book for middle school students. Any work that does not meet that standard, including work not submitted, will be left blank – not affecting the overall grade. After feedback from the teacher, assignments can be resubmitted to reach/exceed the 80% minimum.
- All the 4th quarter assignments will be categorized as Progress Assignments, representing the only category in grading for the remainder of the school closure for this marking period.
- Students who are continuing their learning through paper learning packets may submit work through emailed photographs, or students may receive credit for work completed in periodic phone conferences with school staff.
- The 4th quarter grade will be waived entirely if it negatively impacts the final course grade. The principal has the discretion to designate a grade of “P” (Pass) *unweighted* to ensure that a student’s grade is not negatively impacted due to the COVID-19 school closure at the discretion of the principal. In this case, the final grade will be the average of the 1st, 2nd and 3rd quarters.
- Students who do not participate in the Continuity of Learning assignments throughout the 4th quarter may be required to attend a summer recovery program. Remediation/unit recovery may be submitted for a grade up to the first day of the 2020-21 school year.
- Some middle school courses are taught for one quarter each. Therefore, for students enrolled in one of these classes during the 4th quarter, grades earned during this time will be the only ones.
- High Schools courses taught in middle schools such as Algebra and Spanish will continue to follow the High School Grading guidelines for the 4th quarter. Those teachers will share grading information with students and parents.

Elementary Grading During COVID-19 School Closure

QACPS elementary schools are divided into three grading terms or “trimesters” for progress reporting period (Trimester 1-December, Trimester 2-March, and Trimester 3-June) which includes a “standards-based” grading approach. On a standards-based progress report, each of the subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students will receive a separate proficiency level score for each standard. The proficiency level represents a student’s progress in all content areas, including Unified Arts. There are four categories, 1-4.

- For elementary students, the second trimester ended on March 13, 2020, so grades will not be impacted due to the school closure. Elementary progress reports will be mailed home in mid-April.

- Progress will carry over from Trimester 2 to Trimester 3 unless new content is introduced. If new content was introduced the score will appear in the Trimester 3 column.
- If an indicator is NOT assessed, it will be noted in the Trimester 3 column with a dash.
- Progress Rubric Scores will not be negatively impacted.
- Between April 27th-May 15th, teachers will identify assignments or activities that must be submitted via an agreed-upon method for determining progress.
- Teachers will report student progress in the COMMENTS box and include this in the final report card mailing.
- Unified Arts grades will be marked “*Not Assessed*” if no new skills were taught.
- Science/Social Studies grades will carry-over from Trimester 2. A dash will indicate if assignments were not assessed.

Essential Component #5 - Equity

Students with Academic Needs

Students participating in reading interventions are receiving one to one and small group google meet intervention sessions with reading specialists. Students without access to technology are being contacted via phone and receiving support with continued reading. At the elementary level, leveled readings were mailed home to help support skill-based reading. Additionally, reading specialists are using reports from both the System 44 and Read 180 platforms to monitor progress. Specialists contact students and parents frequently.

Students are participating in small group sessions for intervention and other support with the school teacher specialists as well as with special education teachers. Teacher specialists are holding weekly online sessions and phone call conferences with their students that were part of their intervention groups. The teacher specialists are also joining small group online sessions with the general educator to support students who are still struggling with a concept. Many of the intervention students are continuing in the Math180 program providing resources to their specific intervention plan.

Special Education

General education instruction for Queen Anne’s County Public Schools will be delivered in a digital format during the required extended closure which was directed to all Local Education Agencies (LEA) by the Maryland State Superintendent. As a result, special education services and related services will also be provided through distance learning. Since the expectation of delivery for general education is greatly reduced, special education services may also be reduced. Students with disabilities will be provided an Individualized Continuity of Learning Plan (ICLP) during the closure due to COVID-19 based on their current IEP. The ICLP does not replace the IEP but supplements it during this extended school closure. If

students with disabilities do not have internet access at home, they will receive an individualized packet based on their ICLP. Case management services will continue through phone calls or video conferencing with families. IEP teams will use telephone or video conferencing, based on the family’s preference, for regularly scheduled meetings which would be occurring during the time of the extended closure.

QACPS will try to hold IEP team meetings during the extended closure using video conferencing or phone conferences. Once schools reopen, IEP meetings will be held to discuss the impact of the closure on the child. This may result in a change in special education services on a student’s IEP and/or may end in a determination that compensatory services will be owed.

Table 8.0 *Special Education Guidance*

Special Education Guidance	Resources
<ul style="list-style-type: none"> Queen Anne’s County Public Schools response to COVID-19 does not in any way alter QACPS policy 646: Education of Students with Disabilities or its regulation. 	<ul style="list-style-type: none"> Policy 646: Education of Students with Disabilities
<ul style="list-style-type: none"> Special educators, general educators, related service providers, and families will discuss each student’s current IEP to determine additional needs that may be required during this period of distance learning or areas that may not be applicable on the IEP. This information will be used to develop the ICLP which serves as a temporary amendment to the IEP and the Prior Written Notice. The ICLP does not replace the IEP, but serves as an accompanying document through the time of distance learning. The IEP will be implemented following the period of distance learning and considerations for changes will be determined when traditional programming resumes. Collaboration between general and special educators will continue to take place regarding lesson design and execution. The primary focus of special educators will be to address IEP goals and objectives through direct, indirect, and case management services. Those students that participated in a co-taught setting will continue to access a combination of general education and special education services provided by a general educator, special educator, and/or paraeducator. Activities will be differentiated and modified as outlined on a student’s Individualized Education Program (IEP) 	<ul style="list-style-type: none"> Continuity of Learning Calendar Individualized Continuity of Learning Plan Quarterly Reporting Process during COVID-19 Teleconference Informed Consent Statement MSDE Technical Assistance Bulletin 20-01: Services for Children with Disabilities during COVID-19 OSERS Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary, and

<p>or Individualized Continuity of Learning Plan (ICLP). Assignments will incorporate elements of Universal Design for Learning (UDL) and differentiation.</p> <ul style="list-style-type: none"> ● Special educators are encouraged to have a minimum of one face-to-face or phone session with students per week and a minimum of one case management phone call per week with parents. Frequency and duration is based on student ICLP. Prior to related service sessions and initial educational sessions, parents will be provided a written and audio informed consent. All related service sessions will be provided via a HIPAA compliant platform, Doxy.me. All educational service sessions will be provided via Google Meet. ● All sessions and case management (academic and related services) will be documented. Educational sessions will be documented through Maryland Online IEP system while all related service sessions will be documented through CompuClaim. Teleconference and phone conference sessions are not permitted to be recorded. ● Data will continue to be collected based on student performance and completion to the maximum extent possible. Quarterly reporting continues to be an expectation. ● Compensatory services will be determined on a case-by-case basis and upon return to the brick-and-mortar setting. Special educators will use informal assessment data to determine present levels of performance upon return. ● Staff resources for instruction, support, and technology can be found at the QACPS Special Education Weebly site. 	<p>Secondary Schools while Serving Students with Disabilities</p> <ul style="list-style-type: none"> ● Resources to Support Distance Learning ● Q&A on Serving Students with Disabilities during Coronavirus Outbreak
<ul style="list-style-type: none"> ● IEP meetings will be held where appropriate. Meetings will be held via teleconference or phone conference with parent consent. IEP meetings will be held via Webex or Google Meet. 	<ul style="list-style-type: none"> ● Timeline document for COVID-19 ● IEP Meeting Guidance during COVID-19
<ul style="list-style-type: none"> ● Medical Assistance billing will continue based on Maryland Medicaid Guidance delivered through MSDE DEI/SEI and Maryland Department of Health. Maryland Medicaid Guidance Document. 	<ul style="list-style-type: none"> ● Maryland Medicaid Guidance Document.
<ul style="list-style-type: none"> ● Assessments will continue to be conducted where the validity of the results does not come into question and 	

<p>where feasible to do so. Observations and assessments that require manipulatives will be completed upon return to the brick-and-mortar setting. Timeline extensions will be requested when assessments can not be completed virtually.</p>	
<ul style="list-style-type: none"> Resources suggesting routine and structure will be provided via the Queen Anne’s County Public Schools Special Education website, under resources for parents. https://www.qacps.org/Page/207 All parent communication related to COVID-19 will be provided in an accessible format to allow for meaningful access. [20 U.S.C. §1401(20); 34 C.F.R. §300.29; COMAR 13A.05.01.03B(45)] 	<ul style="list-style-type: none"> https://www.qacps.org/Page/207

English Learners (EL)

Meeting the needs of English Learners and families with parents who are Limited English Proficient continues to be the responsibility of QACPS during the COVID-19 school closure. The Office for Civil Rights’ [Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students March 16, 2020](#) states that “compliance with CDC’s recommendations should not create civil rights concerns. Title VI of the Civil Rights Act of 1964 (Title VI) prohibits race, color, and national origin discrimination by schools receiving federal funds.” In addition, OCR reminds us that “as school leaders respond to evolving conditions related to coronavirus, they should be mindful of the requirements of Section 504, Title II, and Title VI, to ensure that all students are able to study and learn in an environment that is safe and free from discrimination.”

QACPS will continue to provide language acquisition services during the school closures related to COVID-19. Focus will be on three key areas. 1) communicating to parents in a language that is understood, 2) providing supports for English Learners so they can meaningfully access the content lessons, and 3) ensuring English Language Development is being addressed. A bank of resources to assist our teachers and administration with these three key areas is located [here](#).

Communication

QACPS will be communicating with families in a language and manner that can be understood. As the March 16 OCR Fact Sheet reminds us, “When school officials provide information to students, parents, and the community about any aspect of coronavirus or actions the schools are taking in response to coronavirus, they generally need to provide meaningful access to such information to English Learner students and adults with limited English

proficiency.” Translators/interpreters have been assigned to each schoolhouse. They will communicate with the school staff and then transfer that information to families. The translators/interpreters will support those families working offline with the submission of their child’s assignments. They will support two-way communication giving these families a voice and understanding the importance to continue their child’s education. Family Engagement Specialists will continue to communicate with Title I families to help support them with navigating school closures and home learning.

Meaningful Access to Content

While some English Learners may be able to progress with the same activities, or related supports, as provided to all students, it must be kept in mind that if a student needs language support at school, they will also need it at home. This may include providing differentiated materials, visuals, language scaffolds such as sentence frames for responses, and graphic organizers. Teachers should leverage existing resources that they and their students are familiar with, providing simple and realistic options for students and families. Having too many options may be overwhelming. Schools will need to address any accommodations a student might need whether through distance learning or other means. It must be remembered that English Learners often need practice speaking about a topic before being able to clearly write about that topic. This must be considered when creating writing assignments, especially for students at the lower levels of English proficiency.

English Language Development (ELD)

QACPS will continue to provide opportunities for students to develop the English language. Choice boards were created and distributed to all English learners with follow-up phone calls and emails to check for understanding ([sample Choice Board](#)). English learner teachers will collaborate with content teachers of English Learners no less than two times per week. This can be completed through email, google meet, or phone calls. EL teachers will examine work and give suggestions on how to make required work more accessible for their English Learners. A [communication log](#) will be kept in order to document connections made between teacher and student. Translators/Interpreters will communicate with content teachers as needed to bridge the gap between home and school.

Homeless Students

The district level student support team meets weekly to discuss multiple issues that include homeless families. Schools are monitoring these families to see if there is further displacement and will reach out as needed to link families to resources and support. The area cold weather homeless shelter, which is normally closed on April 1st, has extended their services throughout the summer months due to COVID-19. In addition, PPW’s and Mental Health Coordinators are assisting families with medical appointments and information regarding

additional food resources beyond what the school system provides. Regarding distance learning, PPW's will conduct home visits to provide learning packets, and/or to "check in" regarding wellness or the lack of engagement. The Supervisor of Student Services regularly communicates with EL translators who have regular contact with our homeless EL families. At this time, as reported, there have been no displacement of homeless EL families in QACPS.

Gifted and Talented Students

Teachers, at all levels, are continuing to support their Gifted and Talented students by providing them differentiated assignments or project learning opportunities. Teachers have also provided small group virtual learning experiences to allow students opportunities to explore topics more deeply through small discussion forums. Continuous efforts have been made to connect with every Gifted and Talented student and accommodations are provided for those with access issues in accordance with the district Continuity of Learning Plan. Also, Honors level students are continuing to participate in assigned honors courses where they are getting an appropriately challenging curricula. Finally, Advanced Placement (AP) students in AP courses are still being challenged with coursework and resources from the College Board that are appropriate for students at the AP level and these students will still have opportunities to complete the AP exam to earn AP credits. Students are being provided these opportunities by appropriate teacher lessons as well as AP classroom opportunities.

Essential Component #6 - Professional Development

School-based administrators and staff were provided multiple opportunities to participate in professional development during the extended school closure period. Below is a sampling of professional development activities.

- Google Suites and Google Classroom
- Google Meet
- Google Classroom for Grade Level Content Teacher Teams
- School-based faculty meetings and collaborative team meetings
- Best practices and resources from the United States Department of Education (USDE) prior to providing online educational services
- Meeting the needs of Special Education students with IEP, 504, and Individualized Continuity of Learning Plan (ICLP).
- Meeting the needs of English Learners (EL)
- Focusing on Equity during the Pandemic with the Cambio Group, LLC
- Early Learning and School Readiness Planning and Delivering Lessons with QACPS Resource
- Elementary Reading and Language Arts Planning and Delivering Lessons with QACPS Resource

- Middle School Reading and Language Arts Planning and Delivering Lessons with QACPS Resources
- High School English Planning and Delivering Lessons with QACPS Resources
- Elementary Mathematics Planning and Delivering Lessons with QACPS Resources
- Middle School Mathematics Planning and Delivering Lessons with QACPS Resources
- High School Mathematics Planning and Delivering Lessons with QACPS Resources
- Elementary Science Planning and Delivering Lessons with QACPS Resources
- Middle School Science Planning and Delivering Lessons with QACPS Resources
- High School Science Planning and Delivering Lessons with QACPS Resources
- Elementary Physical Education Planning and Delivering Lessons with QACPS Resources
- Secondary Physical Education Planning and Delivering Lessons with QACPS Resources
- Elementary Social Studies: Planning and Delivering Lessons with QACPS Resources
- Middle School Social Studies Planning and Delivering Lessons with QACPS Resources
- High School Social Studies Planning and Delivering Lessons with QACPS Resources
- Middle School Project Lead the Way (PLTW) Planning and Delivering Lessons with QACPS Resources
- High School Career and Technology Education Planning and Delivering Lessons with QACPS Resources
- Visual Arts (Prek-12) Planning and Delivering Lessons with QACPS Resources
- Performing Arts (Prek-12) Planning and Delivering Lessons with QACPS Resources
- World Languages (6-12) Planning and Delivering Lessons with QACPS Resources
- Library Media Services (Prek-12) Planning and Delivering Lessons with QACPS Resources
- School Counseling (Prek-12) Planning and Delivering Lessons with QACPS Resources

Table 9.0 *QACPS District Professional Development Offerings*

Content Area	Session Title	Audience and Outcome	Dates Offered
Mathematics	Weekly math conference for each of the levels - primary, intermediate, middle and high Real time professional development needs requested from teachers	Teachers at each level use live Google Meets providing class strategies for online learning, collaborative planning, resources to support varied content topics, Google classrooms, virtual class strategies	3/30, 4/2, 4/16, 4/21, 4/28, 5/5, 5/14, and weekly until the end of the year

		via video and live sessions. These are recorded and stored in the google classroom to support teachers PD during this time.	
	Math Specialist Planning and support	Live Google Meet weekly for collaborative planning and curricular document supports for teachers.	3/26, 4/3, 4/7,4/15, 4/24, 5/7, 5/13, will continue weekly
Early Learning	PreKindergarten Teacher collaborative Planning	Google Meet to lesson plan and share age-appropriate weekly activities.	4/6
	PreKindergarten Teacher collaborative planning and reporting to parents	Google Meet to collaborate and determine third trimester reporting to parents.	5/8
	Judy Center Staff	Google Meet to share supports provided to providers and families.	4/14 and 5/11
Reading/English Language Arts	<p>Elementary RELA Planning During COVID-19</p> <ul style="list-style-type: none"> ● Standards Based ● Use of county approved, vetted resources ● Progress Assessments to support accountability and grading expectations 	<p>Audience: <u>Live:</u> Google Meet with Reading Specialists <u>Recorded:</u> Screencastify posted on Google Classroom for all K-5 teachers</p> <p>Outcome: Teams working on continued weekly lesson plans</p>	4/28

	Elementary Reading Specialists Meeting	Audience: Reading Specialists Outcome: Best Practices shared and next steps determined	4/1, 4/7, 4/28, 5/11, 5/20, 5/28, 6/4, 6/11
	Middle School ELA Planning During COVID-19 <ul style="list-style-type: none"> ● Standards Based ● Use of county approved, vetted resources ● Progress Assessments to support accountability and grading expectations 	Audience: <u>Live:</u> Google Meet with Reading Specialists <u>Recorded:</u> Screencastify posted on Google Classroom for all K-5 teachers Outcome: Teams working on continued weekly lesson plans	4/28
	Middle School Reading Specialists meeting	Audience: Reading Specialists Outcome: Best Practices shared and next steps determined	4/1, 4/7, 4/28, 5/8, 5/20, 5/28, 6/4, 6/11
	High School English Planning During COVID-19 <ul style="list-style-type: none"> ● Standards Based ● Use of county approved, vetted resources ● Progress Assessments to support accountability and grading expectations 	Audience: <u>Live:</u> Google Meet with Reading Specialists <u>Recorded:</u> Screencastify posted on Google Classroom for all K-5 teachers Outcome: Teams working on continued weekly lesson plans	4/28
English Learner	English Learner	EL teachers meet on a	Weekly Google

(EL)	Teachers Expectations, Supports, and Collaboration	weekly basis to discuss updates on individual student progress, discuss strategies to meet the needs of our students, create choice boards to share with students to continue language acquisition, and provide best practices to meet the needs of content teachers and students	Meets
	English Learner Teachers Expectations, Supports, and Collaboration	Google Classroom has been created for all EL teachers with webinar links and other resources to review	Ongoing
Science	<p>Biweekly Communication and Professional Development (Includes Virtual Conferencing and Self Guided)</p> <p><u>Session Topics:</u> Needs Assessments on a variety of topics Available resources</p> <p>Virtual Labs</p> <p>Best Practices for Distance Learning:</p> <p>Google Suite:</p> <p>Grading and Assessing:</p> <p>Safety Training for</p>	<p>Meet with All Middle and High School Science Teachers</p> <p>These were separate meetings for each grade band</p> <p>Elementary resources were provided to Teacher Specialists</p> <p>All outcomes support the enhancement and improvement of each teacher’s digital classroom</p>	<p>3/27 4/1, 4/21 5/5, 5/19</p>

	Home Instruction Expectations for Safety		
Health / Physical Education	<p>Biweekly Communication and Professional Development (Includes Virtual Conferencing and Self Guided)</p> <p><u>Session Topics:</u> Needs Assessments on a variety of topics Available resources</p> <p>Best Practices for Distance Learning:</p> <p>Google Suite:</p> <p>Grading and Assessing:</p>	<p>Meet with All Elementary, Middle and High School H/PE Teachers</p> <p>These were separate meetings for each grade band</p> <p>All outcomes support the enhancement and improvement of teachers digital classroom</p>	<p>3/27 4/1, 4/21 5/5, 5/19</p>
Social Studies	<p>Elementary Social Studies</p> <p>COVID-19 Social Studies Resources</p> <p>Google Classroom created and shared with Principals and Teacher Specialists that includes a myriad of resources from MSDE and others approved at the local level</p>	<p>All Teacher Specialists, Principals and teachers were provided with sample lessons for each grade level along with remote learning tutorials and ideas.</p> <p>Weekly updates are given including approved resources as they become available.</p> <p>Live webinars scheduled by teachers as needed through the Pearson Realize platform</p>	<p>4/27, 5/1, 5/5, 5/8, 5/12</p>

		<p>Outcome: Teachers become familiar with resources and strategies to support online and distance learning.</p>	
	<p>Middle School Social Studies</p> <p>COVID-19 Social Studies Resources</p> <p>Google Classroom created and shared with Teachers and Teacher Specialists that includes a myriad of resources from MSDE and others approved at the local level</p>	<p>Weekly communication with lead teachers or as needed.</p> <p>Weekly updates are given through Google Classroom including approved resources, PD opportunities through Maryland Historical Society, Maryland Humanities, National Council for Social Studies, Next Gen Personal Finance, et. al.</p> <p>Webinars and support for online learning provided by Discovery Education. All Middle Schools utilize the Discovery Education Techbook for instruction.</p> <p>Outcome: Teachers become familiar with resources and strategies to support online and distance learning.</p>	<p>3/30, 4, 7, 4/14, 4/21, 4/28, 5/5, 5/12</p>
	<p>High School Social Studies</p>	<p>Bi-Weekly communication with</p>	<p>3/30, 4/14, 4/28, 5/5, 5/12</p>

	<p>COVID-19 Social Studies Resources</p> <p>Google Classroom created and shared with Teachers that includes a myriad of resources from MSDE and others approved at the local level</p>	<p>department chairs or more frequently as needed.</p> <p>Weekly updates are given through Google Classroom including approved resources, PD opportunities through Maryland Historical Society, Maryland Humanities, National Council for Social Studies, Advanced Placement, et. al.</p> <p>Outcome: Teachers become familiar with resources and strategies to support online and distance learning.</p>	
<p>Career and Technology Education (CTE)</p>	<p>COVID-19 CTE Resources</p> <p>Google Classroom created and shared with Teachers that includes a myriad of resources from MSDE and others approved at the local level</p>	<p>Bi-Weekly communication with department chairs or more frequently as needed.</p> <p>Weekly updates including approved resources, PD opportunities through MSDE by career cluster as well as online learning opportunities from ACTE</p> <p>Outcome: Teachers become familiar with resources and strategies to support online and distance</p>	<p>3/30, 4/14, 4/28, 5/5, 5/12</p>

		learning.	
Visual and Performing Arts	<u>M:Brace Professional Development Series</u>	PK - 12, All Fine Arts Disciplines, Visual Arts, Music, Theatre, Dance, Media Arts: Participants will identify intersections of art and wellness, social-emotional learning, distress related to current daily life and uplift those feelings through the creative process.	Weekly
	<u>MSDE Fine Arts Online Resources, Weekly Roundup of Webinars and more for Professional Learning</u>	PK - 12, All Fine Arts Disciplines, Visual Arts, Music, Theatre, Dance, Media Arts: MAEA, MDEA, MMEA, MTEA, and TAMA is compiling a WEEKLY round-up of PD/Events for Fine Arts Education professionals. Follow the Online Fine Arts Resources link to access the WEEKLY round-up, and other virtual professional development opportunities	Weekly
	<u>NAfME PLC Webinar Series</u>	PK - 12, Music Teachers: Webinars pertinent to music teaching experiences;	Weekly
	<u>NYC Ballet Digital Season</u>	PK - 12, Dance Teachers: Access to digital streams of two ballets a week, along with online	Every Tuesday and Friday at 8 PM ET

		programming, including new podcast episodes and live streamed movement classes for all ages, to coincide with the dates of the now-cancelled Spring 2020 performances at Lincoln Center.	
	<u>NAEA Remote Learning Toolkit</u>	PK - 12, Visual Arts: shared strategies, approaches, lessons, units, and tools	Weekly starting 4/29
	<u>AEMS M:Brace Podcasts</u>	PK - 12, All Fine Arts Disciplines, Visual Arts, Music, Theatre, Dance, Media Arts: AEMS's M:BRACE Podcasts highlight the facilitators from the M:BRACE series and gives us a chance to learn more about them as humans, as artists, and as fellow members of the shared experience of the COVID-19 global pandemic.	Weekly
	<u>ArtofEd Webinars for Art Teachers</u>	PK - 12, Visual Arts: webinars set the stage for art teachers to translate their successful in-person teaching to a digital environment.	Weekly
	<u>Quaver Professional Development Resources</u>	PK - 12, Music: Digital support for digital curriculum resources.	Weekly/Monthly

<p>World Languages</p>	<p><u>NECTFL: How to Engage Language Learners Online</u></p>	<p>WL Teachers 6 - 12 Strategies for engaging all language learners in online instruction.</p> <ul style="list-style-type: none"> • Incorporate core practices into online instruction. • Evaluate resources for their learners. • Apply learning to practice. • Reflect on their experiences with online learning 	<p>4/29 - On-going</p>
	<p><u>World Language Resources to Shift to Online/Blended Learning</u></p>	<p>WL Teachers 6 - 12: Continuum of Support for Language Learners, a Checklist for Transitioning to Online Learning in Languages, Suggested Lesson Plan Framework, Office hours "how-to" for students, Distance Language Learning Norms, Positive Encouraging Messages for Students in the Target Language, and Language Choice Boards.</p>	<p>Daily</p>
	<p><u>EMC School Preparedness for Online Learning Training</u></p>	<p>WL Teachers 6 - 12: Explore videos and news articles, which contain geographic and thematic videos in the target language in addition to weekly news articles. Professional</p>	<p>Weekly</p>

		development on how to refine the learning model if students are struggling with the textbook activities on their own, learn how to revisit the number and types of activities.	
School Library Media	<u>Online Professional Development Resources</u>	PK - 12 SLM: Access to hundreds of online opportunities to access online read aloud resources, online professional learning, teaching remotely, learning at home free resources, online field experiences and video tutorials, and open access to databases.	Weekly
	<u>Future Ready Librarians Professional Learning Tools</u>	PK - 12 SLM: Online toolkits and webinars to access and apply include FRL Self-Assessment Tools, Exploring Future Reading Librarianship as Practices for the Emerging Leader, Empowering Students as Creators and Professional Learning Network access.	4/1 - On-going
Special Education: (Special Educators, Related Service Providers, School Psychologists, and Paraeducators)			

	Using Doxy.Me for Related Service Delivery	Related Service Providers: Users will learn the basics of the platform and how it will be used in the digital therapy room. Users will also explore the legal and security measures for secure service delivery.	3/28, 3/31, 4/6, 4/9, 4/16 (session targeted for School Counselors)
	Using Zoom for IEP meetings and instruction (later replaced with Google Meet)	Case Managers and Related Service Providers: Users will learn the basics of the platform and how it will be used as an instructional tool. Users will explore the security and legal measures for student safety.	3/28
	Special Education COVID-19 Plan	All Special Education Staff: Users will explore the QACPS special education COVID-19 plan to include compliance, instruction, focus, and ensuring the provision of FAPE.	3/28 (am session & pm session), 3/30 (am session & pm session)
	Using TeachTown for Instructional Support	Case Managers: Users will learn the basics of the platform and how it will be used as an instructional tool.	3/28, 3/30, 3/31
	Using SLP Assist for Instructional Support	Speech Pathologists: Users will learn the basics of the platform and	3/28, 3/30, 3/31

		how it will be used as an instructional tool.	
	Using MetaPlay for Early Childhood Virtual Instruction and Family Coaching	Early Childhood Providers: Users will learn the basics of the platform and how it will be used as an instructional tool.	3/30, 3/31
	Using Unique Learning as a Digital Classroom	Special Programs Case Managers: Users will learn the basics of the platform and how it will be used as an instructional tool.	3/28, 3/30
	Using Google Meets for IEP Meetings and Instruction	Case Managers and Related Service Providers: Users will learn the basics of the platform and how it will be used as an instructional tool. Users will explore the security and legal measures for student safety.	3/30, 4/16 (offered twice for paraeducators)
	Live Troubleshooting	All Special Education Staff: Participants will be provided the opportunity for individualized troubleshooting, Q&A related to new COVID-19 circumstances, and support.	3/30, 3/31, 4/1, 4/2
	Hosting an IEP Meeting using Webex	Case Managers and Related Service Providers: Users will learn the basics of the	4/9, 4/13

		platform and how it will be used as an instructional tool. Users will explore the security and legal measures for student safety.	
	Related Service Troubleshooting and Support	SLP, OT, PT, & other Related Service Areas: Participants will be provided the opportunity for individualized troubleshooting, Q&A related to new COVID-19 circumstances, and support.	4/6, 4/22, 4/29
	iSpire Onboarding Training	Case Managers and Paraeducators: Participants will review the 10 step process for iSPIRE and how it can be used in a virtual setting.	4/16
	IEP Chairperson Special COVID-19 Update	IEP Chairpersons: Troubleshooting, updates, and support on specific COVID-19 changes to traditional programming as well as MSDE and Federal updates.	4/16, 5/27
	School Psychologist Special COVID-19 Update	School Psychologists: Troubleshooting, updates, and support on specific COVID-19 changes to traditional	4/16, 5/7

		programming as well as MSDE and Federal updates.	
	Collecting Data in a Virtual Classroom	Paraeducators: How to be a participant in a live session and collect data related to IEP goals and objectives.	4/30 & 5/1
	Ongoing Special Programs: PARC-D Troubleshooting and Support	Special Programs Case Managers and Paraeducators: Participants will be provided the opportunity for individualized troubleshooting, Q&A related to new COVID-19 circumstances, and support.	Ongoing: Monday 3:30
	Ongoing Special Programs: Preschool Programs Troubleshooting and Support	Preschool Special Programs Case Managers and Paraeducators: Participants will be provided the opportunity for individualized troubleshooting, Q&A related to new COVID-19 circumstances, and support.	Ongoing: Tuesday 3:30
	Ongoing Special Programs Troubleshooting and Support	All Special Education Staff: Participants will be provided the opportunity for individualized troubleshooting, Q&A related to new	Ongoing: Mondays 4:00 & Fridays 9:00

		COVID-19 circumstances, and support.	
Student Support/School Counseling			
	Using Doxy.Me for Related Service Delivery	School Counselors: Users will learn the basics of the platform and how it will be used in the digital therapy room. Users will also explore the legal and security measures for secure service delivery.	4/16
Digital Literacy	<ul style="list-style-type: none"> *How to Create a Google Classroom *How to Create a Google Meet sessions with Students - synchronous education *How to Use Google Meet to record lessons - asynchronous education 	<p>K-12 Educators, Para Educators, Administrators and Content Supervisors:</p> <p>Outcome: Staff will be able to create google classrooms and lessons during our continuity of learning plan.</p>	4/2, 4/6

Essential Component #7 - Resources Available for Students

QACPS curriculum content areas have a variety of approved resources that may include a learning platform that requires a QACPS student login which are described below as either Essential Digital tools or Supplemental Digital Tools.

Essential Digital Tools

Essential Digital tools are digital tools that QACPS considers necessary to deliver educational programs and operational services that support the goals of the school system. These Essential Digital Tools align with QACPS curriculum standards and are compliant with applicable laws and regulations. Examples of Essential Digital Tools include, but are not limited

to, Google Apps for Education, Naviance, and Powerschool. Therefore, some requirements for Essential Digital tools are that:

- Essential Digital Tools will only be authorized if they comply with federal and state standards for protecting student data privacy and security.
- Students' use of these Essential Digital Tools are required as part of the QACPS curriculum and operational programming specific to the students' grade level and academic programming.
- In most cases, student accounts are created at the district level and tied to students' active directory or email credentials.
- The current QACPS Essential Digital Tools list can be viewed here: [Essential Tools](#)
- Additional essential digital tools will be added periodically as they become approved and will be made available on this list as well for viewing.

Supplementary Digital Tools

Supplementary Digital Tools are digital tools that QACPS authorizes to be used as supplementary (non-essential) enrichments to the student's educational experience. Examples of Supplementary Digital Tools include, but are not limited to, Kahoot, Class Dojo, and Desmos. Therefore, some requirements for Essential Digital tools are that:

- Supplementary Digital Tools will only be authorized if they comply with federal and state standards for protecting students' data privacy and security.
- Parents will have the opportunity to "opt-out" of their children's use of these Supplementary Digital Tools. If a parent decides they do not want their child(ren) to use Supplementary Digital Tools, then teachers will provide alternative enrichment opportunities for those children.
- Student accounts are not automatically created. Accounts are created individually by the teacher or the student, depending on the grade level.
- The current QACPS Supplementary Digital Tools list can be viewed at: [QACPS Supplemental Digital Tools](#)
- Additional digital tools will be added periodically as they are approved.