Queen Anne’s County Public Schools
Recovery and Reopening Plan

August 14, 2020

Dr. Andrea M. Kane
Superintendent of Schools
2020 Queen Anne’s County Board of Education

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Schools

Sudlersville Elementary School
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Centreville Elementary School
Kennard Elementary School
Grasonville Elementary School
Bayside Elementary School
Kent Island Elementary School
Matapeake Elementary School
Sudlersville Middle School
Centreville Middle School
Stevensville Middle School
Matapeake Middle School
Kent Island High School
Queen Anne’s County High School
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Executive Summary

The Queen Anne’s County Public Schools (QACPS) are devoted to providing high-quality teaching and learning and keeping all students and staff safe amid the COVID-19 health crisis. The rise of COVID-19 infection rates across the United States and in our region have required local school systems to revise and adjust recovery and reopening plans for the 2020-2021 school year. Significantly, each school in Queen Anne’s County provides an essential function and role for serving the unique needs of its community. Hence, schools serve to provide for the academic needs of all students by delivering high quality instruction while providing the social and emotional support through interaction with children and adults; nutrition through free and reduced cost breakfast and lunch; health services from school nurses that are specialists in public health; connection to community resources through school social workers; counseling services through school psychologists and professional school counselors; and athletic and extracurricular activities. Therefore, the impact of the Maryland school closure period between March and June of 2020 was felt throughout our communities in response to the COVID-19 global pandemic. In fact, the reopening of schools not only impacts students, but it impacts parents and caregivers and their ability to return to work as well as local and regional businesses and agencies that depend on Queen Anne’s County parents as their workforce.

The challenge of preparing for the 2020-2021 school year was unique as local school systems across Maryland and the United States grapple with a global pandemic. Guided by executive orders from Governor Larry Hogan, guidance from the Centers for Disease Control and Prevention (CDC), and direction outlined in the Maryland Strong Roadmap to Recovery and the Maryland Recovery Education Plan, the superintendent and the district executive leadership team designed a district recovery and reopening plan with the following goals:

- Work collaboratively with the Queen Anne’s County Health Department to ensure the health, safety, and wellbeing of all students, staff, and families based upon public health data
- Deliver high-quality instruction to students, regardless of the delivery model
- Focus on equity to make sure ALL means ALL
- Optimize the use of all organizational resources
- Engage the community in planning and development
- Implement project management teams to gather input from stakeholders to make recommendations
- Communicate clear and accurate information based upon the analysis of multiple data

The Queen Anne’s County Public Schools Recovery and Reopening Plan outlines the procedures and protocols for returning to school for the 2020-2021 school year in a logical, consistent, and safe manner. Further, the plan outlines key initiatives the school system has been planning including the implementation of Schoology, a learning management system to enhance consistent virtual personalized instruction, and the addition of one-to-one technology for students in grades 1-2, as well as the additional resources to increase internet access. Also, as outlined in the document, many components of school operations may change depending on the spread of COVID-19 in the community, an individual school, or an individual classroom. Finally, given the changing nature of the pandemic this document remains fluid as the plan is based upon guidance at the time of publication and may be amended or updated based upon new information.

Maryland State Department of Education Requirements for Opening Schools

Maryland’s Recovery Plan for Education served as the organizational structure for the development of the Queen Anne’s County Public Schools local Recovery and Reopening Plan. The Maryland State Department of Education outlined requirements for reopening schools during Stage 2 which include:
• Local school systems must have their recovery plans completed and posted to their website by August 14, 2020. The Maryland State Department of Education (MSDE) will review all local recovery plans to ensure that the plans include and address all requirements for opening schools.

• The local school system’s equity plan must be reflected throughout the local recovery plan.

• Local school systems must establish a recovery plan stakeholder group that is representative of their schools and community.

• Early in the school year, schools must determine where their students are instructionally, identify the gaps in learning and prepare a path for instructional success and recovery.

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

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

• Local school systems must follow procedures that are developed by the MSDE in collaboration with the Maryland Department of Health and Guidance from the CDC for an individual who tests positive for COVID-19.

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

• Local school systems must follow protocols for the safe transportation of students to and from school.

• Local school systems must develop a system for tracking attendance when students are engaged in distance learning.

• Each local school system must develop its own plan for communication.

• The COVID-19 Checklist (Appendix A) must be utilized in the development of the recovery plan.

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

**Requirement 1:** Local school systems must have their recovery plans completed and posted to their website by August 14, 2020. The Maryland State Department of Education (MSDE) will review all local recovery plans to ensure that the plans include and address all requirements for opening schools.

To access the QACPS Recovery and Reopening Plan please visit the school district website at [www.qacps.org](http://www.qacps.org).
Requirement 2: The local school system’s equity plan must be reflected throughout the local recovery plan.

Plan for Access and Equity
Assessing Student and Family Needs:

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

Students with Academic Needs

Students participating in reading interventions will receive intervention sessions with reading specialists. Additionally, reading specialists are using reports from both the System 44 and Read 180 platforms to monitor progress. Specialists will be in contact with 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. Further, many of the intervention students are continuing in the Math180 program providing resources to their specific intervention plan.

English Learners (ELs)

QACPS will continue to provide opportunities for students to develop the English language. 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. EL teachers will join synchronous direct instruction for content areas and provide virtual small group instruction as needed. 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.
**Gifted and Talented Students**

Teachers, at all levels, will continue to support their Gifted and Talented students by providing them differentiated assignments or project learning opportunities. Teachers will also provide small group 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 Recovery and Reopening Plan. Also, Honors level students will continue to participate in assigned honors level courses where they will be provided with an appropriately challenging curriculum. Finally, Advanced Placement (AP) students in AP courses will be challenged with coursework and resources from the College Board that are appropriate for students at the AP level while these students prepare to take AP exams to earn AP credits. Students are being provided these opportunities by appropriate teacher lessons as well as AP classroom opportunities.

**Homeless Student Population**

QACPS currently provides services to students kindergarten through grade 12 identified as homeless using the criteria established by the McKinney Vento (MV) Act and supported by QACPS Policy 513. The current economic impact felt by families during the COVID-19 closure is expected to have additional impact on families as legislation, funding, and other supports come to an end entering the summer. There is potential for a significant increase in the number of students attending or enrolling in QACPS identified as homeless students. QACPS homeless students may exhibit or experience similar challenges in either Stage 2 or Stage 3 openings. The level of support required will be the same in either phase. The greatest barrier to students successfully navigating this scenario is school attendance. The most effective way to eliminate many resource and instructional needs is to encourage homeless students to attend, with provisions to accommodate their learning, social, emotional, and physical needs, on a daily basis. To effectively address the needs of homeless students in QACPS, consideration should be given to the following areas: communication, access to resources, social-emotional support for students, and training for staff. Recommendations:

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

**Social-Emotional Learning (SEL)**

Student’s social and emotional needs will be met both through social-emotional learning curricula and with counseling intervention based on individual needs. All teachers will be trained in ACEs/trauma informed care prior to the start of school. In addition, each school will create a SEL team that will meet monthly before or after school with stipends provided to 10 month staff. One representative from the school’s SEL team will attend a full day training in Zones of Regulation on 8/27/20. These representatives will bring all information back to their individual schools for ongoing teacher professional development.

It is understood that there will be students who will be returning to school having experienced trauma during the time they have been out of school. These students will be a priority for therapeutic intervention and supportive
counseling. Addressing social-emotional needs and skills will be an important component of recovery that will be necessary for academic achievement and success.

Referral Process for Timely Social-Emotional Support

During the re-entry of students into the Queen Anne’s County Public Schools, it will be essential that teachers and the school administrators work closely with school counselors and other student services staff to monitor students who may be demonstrating behavior and signs of emotional and/or social difficulties and to share concerns about these students. School counselors and student services staff will also need to monitor those students who have been identified through Student Services Team (SST) meetings as being at high risk and in need of support. This would also include students who are homeless or in foster care. Identified students will be seen by the school counselor and/or student services staff, and when necessary; a mental health referral will be made. Parents will also be contacted and provided with community resources including providers of mental health therapy if needed.

Trauma Informed Discipline

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

Modified Behavioral Threat Assessment Process

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

**Student Services Ongoing Monitoring and Collaboration**

- Students may have gaps in learning which will need to be assessed and identified so that they are able to learn new skills and instruction. This will be accomplished with ongoing communication between the student service staff, the student’s teachers, and the student and their parents.

  - Weekly Student Service Updates
  - Continue regular SST meetings at each school with a new focus on continuation of learning and barriers.
    - Mental Health
    - Homeless
    - Food insecurities
    - Resources

**Requirement 3: Local school systems must establish a recovery plan stakeholder group that is representative of their schools and community.**

The use of Targeted, Immediate, Group Execution, and Response Teams (TIGER) provided a unique project management structure that was made up of key stakeholder experts that immediately formed to execute specific goals for a critical response to be delivered in a short period of time. Phase one of the work of each TIGER team mapped out critical actions and essential strategies during the Maryland school closure period between April and May 2020 in response to finalizing the 2019-2020 school year. Phase two of the work of each TIGER team charted out the essential deliverables, actions, strategies, and recommendations to the superintendent and the district executive leadership team in order to plan for and implement a safe, efficient, and equitable return to school for the 2020-2021 school year. The TIGER teams outlined the systemic processes, procedures, structures, and routines that were focused on three essential stages to include (a) prior to reopening, (b) partial reopen, and (c) schools reopened. Below is a summary of the purpose of each group and strategic milestones.

**TIGER Team 1: Facilities and Operations**

**Purpose:** This TIGER team was responsible for providing recommendations on the essential actions necessary to ensure district and school assets are, and remain, safe for students and staff to inhabit. Key focus areas include (a) building access, (b) supplies, cleaning, and sanitation, (b) transportation, (c) school meals, (d) school health/nurses, and (e) athletics.

- **Project Managers:** Mrs. Carla Pullen-Facilities Planner & Mrs. Maria Lagares-Fellers-Coordinator of School Health
- **Team Members:** Mr. John Schrecongost, Mr. Rob Watkins, Mr. Lawrence Dunn, Mrs. Margaret Ellen Kalmanowicz, Mr. Jim O'Donnell, Mr. Sean Barnum, Mr. Dan Harding, Mr. George Higley, Mrs. Julie Hickey, Mr. David Carter, Mrs. Marjorie Herschberger, ES Representative-Ms. Jill Gill, Ms. Tracy Walters-HS Representative, Ms. Mary Meehan, Ms. Mary Bordley

**TIGER Team 2: Continuity of Teaching and Learning**

**Purpose:** This TIGER team was responsible for providing recommendations on the essential actions necessary to ensure effective teaching and learning when students and teachers return. Key focus areas include (a) recovery education and summer transition, (b) schedules and learning time for the 20-21 school year, (c) distance learning, (d) curricula, (e) academic interventions, (f) learning packets, (g) parent and teacher survey to
collect feedback on the current model (h) services and supports for students with special needs, English learners, economically disadvantaged, etc.

- **Project Managers**: Ms. Louisa Welsh-Principal BES & Mr. Adam Tolley-Supervisor of Social Studies and CTE
- **Team Members**: Mr. Tom Walls, Mrs. Stacy Rankin, Mr. Kevin Kintop, Dr. Lois McCoy, Ms. Susangrace DuBose, Mrs. Susan Walbert, Mrs. Joelleen Smith, Mrs. Amy Smith, Mrs. Becky Tubman, Mrs. Allison Hall, ES Representative-Mrs. Missy Hollis, ES Representative-Ms. Pam Brown, MS Representative-Mrs. Karen Fields, HS Representative-Ms. Lacey Phelps, Ms. Vera Wolski

**TIGER Team 3: Accountability, Grading, and Reporting**

**Purpose**: This TIGER team was responsible for providing recommendations on the essential actions necessary to ensure effective accountability when students and teachers return. Key focus areas include (a) state testing, (b) local testing, (c) testing calendar, (d) grading and reporting, (c) student attendance, (d) student records, and (e) enrollment.

- **Project Managers**: Mrs. Julie Forbes-Supervisor of Accountability, Assessment and Data Management & Mrs. Michelle Carey-Principal KES
- **Team Members**: Mrs. Tracy Kenna, Mr. Michael Page, Mrs. Billie Brice, Mrs. Scotta Higdon, Mrs. Michelle McNeil, Mrs. Jackie Twomey, Mrs. Tiara Rhoades, ES Representative-Mrs. Stephanie Anthony, ES Representative-Ms. Dawn Kintop, MS Representative-Ms. Rebecca Berberich, HS Representative-Mrs. Barbara Sutherland, HS Representative-Ms. Stacy Walstrum, Mr. Ed France.

**TIGER Team 4: Social and Emotional Support**

**Purpose**: This TIGER team was responsible for providing recommendations on the essential actions necessary to ensure that students, staff, and families have the support needed to return. Key focus areas include (a) mental health services, (b) social and emotional needs, (c) student attendance, (d) self-care, (e) family support, (f) community and agency support, (g) crisis response teams, (h) student support teams, and (i) college and career readiness.

- **Project Manager**: Mr. Matt Evans-Supervisor of Student Support Services & Mrs. Krystal Chambers-Principal CMS
- **Team Members**: Mr. David Dulac, Mr. Michael Bell, Ms. Kim Umberger, Mrs. Cassandra Cornish, Mrs. Nancy Crim, Mrs. Rebecca Van Aken, ES Representative-Ms. Stacy Troyer, MS Representative-Ms. Ashley Dishong, HS Representative-Mrs. Bianca Pilewski, HS Representative-Ms. Kathleen Hildebrand, ES Counselor Susan Klepper, Mental Health Coordinators Megan Pinder and Stirling Ward, MS Counselor Ms Deon Pasalaqua, Ms. Gina Crook, Ms. Christina Brucker, Ms. Patricia de la Cuesta.

**TIGER Team 5: Technology and Connectivity**

**Purpose**: This TIGER team was responsible for providing recommendations on essential actions to ensure technology infrastructure, assets, and guidance support an organized transition to classroom instruction. Key focus areas include (a) connectivity and access (b) mobile hotspots, (c) school building outdoor WiFi, (d) grades 3-12 student devices, (e) teacher devices, (f) device return, (h) Prek-2 devices proposal, (i) technology infrastructure, (j) asset management, and (k) chronic technology issues.

- **Project Managers**: Mr. Josh Combs-Supervisor of Technology & Mrs. Theresa Farnell-Principal CES
Team Members: Mrs. Carol Kamp, Mr. Sean Kenna, Mr. Jon Marketto, Mrs. Carrie Mitten, Mrs. Sarah White, ES Representative-Ms. Sara Towers, MS Representative-Ms. Erin Connolly, HS Representative-Mr. Kevin Prosser, Ms. Betsie Baer.

**TIGER Team 6: Staffing, Professional Development, and Teacher Evaluations**

**Purpose:** This TIGER team was responsible for providing recommendations on essential actions to ensure the effective use and professional development for human capital. Key focus areas include: (a) recruit, interview, and hire new staff, (b) underutilized staff, (c) teacher professional development, (d) Administrator & Supervisor (A&S) professional development and meetings, (e) teacher evaluations, (f) observations in a virtual classroom, (g) providing teacher feedback and coaching in a virtual environment, etc.

Project Managers: Mrs. Jennifer Schrecongost-Principal MES & Mrs. Kaylene Kovach-AP MMS


**TIGER Team Key Milestones**

- May 29, 2020-Tiger Teams (phase two kick-off meeting)
- June 5, 2020-Tiger Teams (progress checkpoint #1)
- June 12, 2020-Tiger Teams (progress checkpoint #2)
- June 16, 2020-Teacher Survey (post school closure period kick-off)
- June 17, 2020-Parent Survey (post school closure period kick-off)
- June 19, 2020-Tiger Teams (final recommendations to Superintendent and Executive Team)
- July 1, 2020-Recommendations presented to BOE
- July 1-24, 2020-Public input on QACPS District Plan to Reopen
- July 22, 2020-Final Recommendation: QACPS District Plan to Reopen
- August 14, 2020-QACPS District Plan to Reopen (posted on QACPS website)

**Requirement 4:** Early in the school year, schools must determine where their students are instructionally, identify the gaps in learning and prepare a path for instructional success and recovery.

To address concerns about gaps due to the COVID-19 crisis, QACPS will institute the Exact Path platform for all students early in the 2020-2021 school year. 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. Also, students can complete a diagnostic test in Exact Path that adapts in real-time to adjust the difficulty level of the questions that students receive. This allows each student to receive an efficient assessment that pinpoints both what a student knows and where they are ready to learn. The Exact Path diagnostic has high reliability and strong predictive validity evidence. Following completion of the diagnostic, Exact Path automatically generates individualized learning paths for every student based on the assessment results. Finally, school leadership teams and collaborative teacher teams will use the diagnostic score reports to pinpoint learning gaps and design targeted plans to support the individual needs of students.
School leadership teams will continue to utilize their school improvement planning process to conduct a needs assessment to determine the needs of their students and further develop strategies to close gaps in learning. Also, teachers will continue to utilize the QACPS district assessment calendar to administer local assessments as another set of tools to identify student needs while also designing Student Learning Objectives (SLOs) for the 2020-2021 school year. Finally, curriculum and instructional resources will be enhanced, created, or supplemented to add additional support for students experiencing learning loss due to the COVID-19 pandemic. If learning gaps are identified, the necessary grade level content standards will be targeted through reteaching to further support the individual needs of students.

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

### Instructional Delivery Resources

The Maryland College and Career Ready Standards (MCCRS) are spiraled throughout curricular activities at each grade level. Learning modules will include structured project-based learning processes that ensure students are ready to meet the demands of college (or career) through extensive reading (both as a class and independently), multiple extended writing projects, and daily practice discussing both ideas and texts with peers. Further, curriculum supervisors remain a critical asset in supporting classroom teachers with implementing the Maryland College and Career Readiness Standards while providing coaching and feedback through ongoing classroom monitoring regardless of delivery method.

QACPS recently purchased Schoology, a K-12 learning management system that is integrated with more than two hundred instructional tools to deliver instruction for in-person or distance learning. The platform integrates with other QACPS systems including PowerSchool systems such as the student information system (SIS) and Performance Matters, and education platforms including google and many curriculum publishers. Key features include communication tools (i.e. teacher to parent, teacher to student), integration with PowerTeacher Pro gradebook, assessment tool and conferencing tools including the ability to establish student and teacher groups for enhanced learning opportunities. District curriculum supervisors have organized courses for teachers for ease of use for building virtual courses with essential curricula, instructional materials and resources, instructional strategies, assessment tools, and professional development modules.

Building teacher capacity remains a critical component of improving teaching and learning. To further support our instructional initiatives, school-based teacher specialists, reading specialists, and math specialists remain an essential support for coaching classroom teachers and will provide job-embedded professional development to enhance the teaching and learning process at the site-level. The intent is that the specialists will collaborate with principals, teacher teams, and other staff to share professional development; facilitate processes to analyze and make public student progress data; and support the planning and delivery of effective small group instruction and intervention to developing readers Pre-K-12. They will help to organize efforts in literacy and language instruction to best serve the students in need of foundational skills at their school sites.

### Grading

During the school closure period between April and June of 2020, QACPS implemented a modified grading system based on feedback from state and regional leaders as well as feedback from students and families. However, the modifications did provide some unique challenges as some teachers indicated a reduction of
engagement from students. Student and parent feedback supported the importance of teacher flexibility with deadlines in a virtual and more flexible learning environment in which students are learning and demonstrating their learning at their own pace. QACPS will continue to follow the grading policies and regulation for the 2020-2021 school year with the exception of minor revisions to the High School Grading Policy and Regulation.

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

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

Learning Packets

USB flash drives will be provided to each school to accommodate any materials that need to be provided to students instead of paper packets. However, if a limited number of learning packets are absolutely necessary they may be printed at the central office and distributed to schools.

Handling of Instructional Materials

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

Access to Technology and the Internet

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, 400 mobile WiFi “hotspot” devices were purchased and distributed to classroom teachers and then every student who requested a device. Further, an additional 500 mobile WiFi “hotspots” have been ordered and are due to arrive shortly into the 2020-2021 school year. Also, five schools have been equipped with outdoor wireless access points while the remaining nine schools are in the process of installation so all school communities will have greater internet access from each school parking lot. Finally, one-to-one mobile devices have been ordered for grades 1-2 in order to further instructional technology support for the school systems youngest learners. Current students in grades 3-12 will continue to have access to their school issued one-to-one devices to start the 2020-2021 school year.

Professional Development

Building the capacity of leaders and teachers is essential to the implementation of the Recovery and Reopening Plan. Therefore, a host of professional development opportunities will be provided and implemented during the 2020-2021 school year. Virtual webinars will be used when participants cannot
attend onsite or when there is a need by a school or the district as a whole. Below is a brief summary of some of the essential professional development learning opportunities offered.

- School health and safety protocols for reopening schools
- Schoology learning management system essential components for teachers and leaders
- Edmentum Exact Path diagnostic assessment implementation modules
- Edmentum Courseware content resources for virtual learning
- Social-Emotional learning
- The Distance Learning Playbook
- Equity
- Ongoing, job-embedded training for classroom teachers, reading specialists, EL teachers, and special educators on the delivery of digital learning
- Professional Learning Communities (PLCs) by grade and content teams meet to monitor, plan, and edit student intervention plans and to track rate of progress and/or to focus on a specific Action Step as a grade group.
- Ongoing, job-embedded professional development supported by the data driven dialogue process

Hybrid Learning Delivery Models

The choice of model used will be dependent upon a variety of factors which include the ability to transport students as well as current state and local health guidelines. QACPS will be prepared to move to an all virtual learning model based on the state and/or local decision about closures as a result of an increase in COVID-19 spread. Families will have the option to choose a virtual-only format given individual family situations and once the schedule and reopening plan is released. Every effort will be made to cluster families with students (siblings) at the elementary, middle, and high school levels so that they have a common schedule. The schedule below is a sample schedule and times and class sequence will be adjusted at the school level. Special Education and ESOL services will be scheduled throughout the day and will be a collaborative effort between the classroom teacher, special education and English language teacher.

Table 1  Elementary School Hybrid Sample Schedule (AA/BB Day)

<table>
<thead>
<tr>
<th>Time</th>
<th>Group A Monday and Tuesday (AA)</th>
<th>Wednesday</th>
<th>Group B Thursday and Friday (BB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.M.</td>
<td>Arrival/Breakfast</td>
<td>Student Asynchronous Learning and Independent Work</td>
<td>Arrival/Breakfast</td>
</tr>
<tr>
<td></td>
<td>Reading/English/ Language Arts</td>
<td>Buildings cleaned/sanitized</td>
<td>Reading/English/ Language Arts</td>
</tr>
<tr>
<td></td>
<td>Unified Arts</td>
<td>Individual and Collaborative Planning for all staff</td>
<td>Unified Arts</td>
</tr>
<tr>
<td></td>
<td>LUNCH</td>
<td></td>
<td>LUNCH</td>
</tr>
</tbody>
</table>

Hybrid/blended learning means a combination of both in-person and virtual learning.

Table 1  Elementary School Hybrid Sample Schedule (AA/BB Day)
### Table 2  Middle School Hybrid Sample Schedule (A Week/B Week)

#### Hybrid Consideration
**Middle School A Week/B Week**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.M.</td>
<td>Period 1 In Person</td>
<td>Period 2 In Person</td>
<td>Period 3 In Person</td>
<td>Period 4 In Person</td>
<td>Period 1 In Person</td>
</tr>
<tr>
<td>P.M.</td>
<td>Teachers: ➢ Office Hours ➢ Support Virtual Learning Students</td>
<td>Teachers: ➢ Office Hours ➢ Support Virtual Learning Students</td>
<td>Teachers: ➢ Office Hours ➢ Support Virtual Learning Students</td>
<td>Teachers: ➢ Office Hours ➢ Support Virtual Learning Students</td>
<td>Teachers: ➢ Office Hours ➢ Support Virtual Learning Students</td>
</tr>
</tbody>
</table>

*Note: AA/BB group rotation, no live instruction on Wednesdays*

---

### Table 3  High School Hybrid Sample Schedule (A Week/B Week)

#### Hybrid Consideration
**High School A Week/B Week**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1-Group A attends in Person, Group B at home Virtual Learning</td>
<td>Week 2-Group B attends in Person, Group A at home Virtual Learning</td>
<td>Week 1-Group A attends in Person, Group B at home Virtual Learning</td>
<td>Week 2-Group B attends in Person, Group A at home Virtual Learning</td>
<td>Week 1-Group A attends in Person, Group B at home Virtual Learning</td>
<td>Week 2-Group B attends in Person, Group A at home Virtual Learning</td>
</tr>
</tbody>
</table>
**Virtual Learning Delivery Models**

**Figure 1 QACPS Expectations for Virtual Learning**

<table>
<thead>
<tr>
<th>A.M.</th>
<th>Period 1 In Person</th>
<th>Period 2 in Person</th>
<th>Period 3 in Person</th>
<th>Period 4 in Person</th>
<th>Period 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers:</td>
<td>Teachers:</td>
<td>Teachers:</td>
<td>Teachers:</td>
<td>Teachers:</td>
</tr>
<tr>
<td>P.M.</td>
<td>➢ Office Hours</td>
<td>➢ Office Hours</td>
<td>➢ Office Hours</td>
<td>➢ Office Hours</td>
<td>➢ Office Hours</td>
</tr>
<tr>
<td></td>
<td>➢ Support</td>
<td>➢ Support</td>
<td>➢ Support</td>
<td>➢ Support</td>
<td>➢ Support</td>
</tr>
<tr>
<td></td>
<td>Virtual Learning</td>
<td>Virtual Learning</td>
<td>Virtual Learning</td>
<td>Virtual Learning</td>
<td>Virtual Learning</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>Students</td>
<td>Students</td>
<td>Students</td>
<td>Students</td>
</tr>
</tbody>
</table>

**Synchronous Learning**

Synchronous learning requires teachers and students to be online at the same time. During this time, teachers can provide direct instruction and facilitate class discussions. Teachers and students are live and interacting with each other during the entire Synchronous Learning Block (at least twice per week). Special educators join synchronous learning sessions for co-teaching. This session will be recorded so that students can access...
instruction at another time, if needed. Table 4 below outlines examples and non-examples of synchronous learning.

**Table 4** Examples and Non-Examples of Synchronous Learning

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Direct teacher instruction</td>
<td>➢ Pre-recorded video/screencastify postings</td>
</tr>
<tr>
<td>➢ Use of Schoology Conference App</td>
<td>➢ Edmentum resources</td>
</tr>
<tr>
<td>➢ Class interaction</td>
<td>➢ Student completion of independent assignments</td>
</tr>
<tr>
<td>○ Student to teacher</td>
<td>➢ Khan Academy resources</td>
</tr>
<tr>
<td>○ Student to student</td>
<td>➢ YouTube videos</td>
</tr>
<tr>
<td>➢ Teacher Modeling</td>
<td>➢ Posting a PowerPoint/Slideshow and having students review independently</td>
</tr>
<tr>
<td>➢ Live demonstrations</td>
<td></td>
</tr>
<tr>
<td>➢ Assigning practice problem and waiting for</td>
<td></td>
</tr>
<tr>
<td>students to complete before reviewing how</td>
<td></td>
</tr>
<tr>
<td>to solve</td>
<td></td>
</tr>
<tr>
<td>➢ Students sharing how to solve problems</td>
<td></td>
</tr>
</tbody>
</table>

**Asynchronous Learning**

Asynchronous learning allows students to access course material on their own schedule. Teachers will post learning materials to Schoology, which can be accessed by students at any time as long as assignments are completed by established due dates. Following a live check-in, teachers provide asynchronous learning three days per week. Asynchronous learning materials must be posted no later than 8am for each asynchronous learning day. Table 5 below provides examples and non-examples of asynchronous learning.

**Table 5** Examples and Non-Examples of Asynchronous Learning

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Pre-recorded video/screencastify postings</td>
<td>➢ Direct teacher instruction</td>
</tr>
<tr>
<td>➢ Edmentum resources</td>
<td>➢ Class interaction</td>
</tr>
<tr>
<td>➢ Student completion of independent assignments</td>
<td>○ Student to teacher</td>
</tr>
<tr>
<td>➢ Khan Academy resources</td>
<td>○ Student to student</td>
</tr>
<tr>
<td>➢ YouTube videos</td>
<td>➢ Teacher Modeling</td>
</tr>
<tr>
<td>➢ Posting a PowerPoint/Slideshow and having</td>
<td>➢ Live demonstrations</td>
</tr>
<tr>
<td>students review independently</td>
<td>➢ Assigning practice problem and waiting for students to complete before</td>
</tr>
<tr>
<td></td>
<td>reviewing how to solve</td>
</tr>
<tr>
<td></td>
<td>➢ Students sharing how to solve problems</td>
</tr>
</tbody>
</table>

**Office Hours**

Office hours are pre-scheduled time to meet with students and/or parents to address their academic needs. Teachers post and schedule a total of 3 hours and 45 minutes Monday, Tuesday, Thursday, and Friday to be available to support student needs. Teachers, including special educators, should review student data to
determine individual and/or group academic needs to provide support via small group instruction. Table 6 below provides examples and non-examples of office hours.

**Table 6 Examples and Non-Examples of Office Hours**

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ 1:1 Tutoring</td>
<td>➢ Individual planning</td>
</tr>
<tr>
<td>➢ Small group instruction based on current data (exit slips, quiz, etc.)</td>
<td>➢ Collaborative planning</td>
</tr>
<tr>
<td>➢ Group Tutoring</td>
<td>➢ Professional development</td>
</tr>
<tr>
<td>➢ Student/Parent conference</td>
<td></td>
</tr>
<tr>
<td>➢ Student/Parent contact</td>
<td></td>
</tr>
<tr>
<td>➢ Providing feedback to students</td>
<td></td>
</tr>
<tr>
<td>➢ Monitoring and responding to emails</td>
<td></td>
</tr>
<tr>
<td>➢ Maintain accurate attendance from the previous day</td>
<td></td>
</tr>
</tbody>
</table>

**Table 7 Elementary School Virtual Only Sample Schedule (Grades K-2)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:20</td>
<td>Office Hours</td>
<td>Office Hours</td>
<td>Office Hours</td>
</tr>
<tr>
<td></td>
<td>(except Wednesday)</td>
<td>(except Wednesday)</td>
<td>(except Wednesday)</td>
</tr>
<tr>
<td>8:20-8:30</td>
<td>Class Meetings (10)</td>
<td>Class Meetings (10)</td>
<td>Class Meetings (10)</td>
</tr>
<tr>
<td>8:30-9:50</td>
<td>ELA Instruction</td>
<td>ELA Instruction</td>
<td>ELA Instruction</td>
</tr>
<tr>
<td></td>
<td>8:30-8:50 - ELA class (20)</td>
<td>8:30-8:50 - ELA class (20)</td>
<td>8:30-9:00 - ELA class (30)</td>
</tr>
<tr>
<td></td>
<td>8:50-9:50 - ELA Small Group Instruction</td>
<td>8:50-9:50 - ELA Small Group Instruction</td>
<td>9:00-9:50 - ELA Small Group Instruction</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Math Instruction (20)</td>
<td>Math Instruction (20)</td>
<td>UA Instruction/Teacher Planning (25)</td>
</tr>
<tr>
<td></td>
<td>10:00-10:20 - Math class</td>
<td>10:00-10:20 - Math class</td>
<td>10:00-10:25 - UA</td>
</tr>
<tr>
<td></td>
<td>10:20-11:00 - Math Small Group Instruction</td>
<td>10:20-11:00 - Math Small Group Instruction</td>
<td>10:25-11:00 - UA Small Group Instruction</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>Science/Social Studies Instruction (20)</td>
<td>UA Instruction/Teacher Planning</td>
<td>Math Instruction (30)</td>
</tr>
<tr>
<td></td>
<td>11:00-11:20 - S/SS class</td>
<td>11:00-11:40 - UA</td>
<td>11:00-11:30 - Math class</td>
</tr>
<tr>
<td></td>
<td>11:20-12:00 - Small Group Instruction</td>
<td>11:40-12:00 - Small Group Instruction</td>
<td>11:30-12:00 - Small Group Instruction</td>
</tr>
<tr>
<td></td>
<td>Mon/Tues-Science Thurs/Fri SS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00-1:00</td>
<td>12:00-1:00 Student Lunch/Recess Teacher Lunch/Office Hours</td>
<td>12:15-1:00 Student Lunch/Recess Teacher Lunch/Office Hours</td>
<td>12:15-1:00 Student Lunch/Recess Teacher Lunch/Office Hours</td>
</tr>
</tbody>
</table>
Note: PreKindergarten teachers will incorporate interactive reading alouds, fundations lessons, math skills, and virtual play within their 60 minutes of instructional time. This can be completed in the whole group, small group, and individual instruction. The arts will be embedded in these lessons. Times and schedules may be adjusted at each elementary school.

Table 8 Elementary School Virtual Only Sample Schedule (Grades 3-5)
### Table 9 Middle School Virtual Only Sample Schedule

| 8:00-11:15 | 1:00-1:35 - UA Class  
| 1:35-2:00 - UA Support |
|----------------------------- |-----------------------------|
| **Office Hours**  (except Wednesday)  | **Office Hours**  (except Wednesday)  |
| (reteaching, student meetings, parent meeting, additional small group instruction) | (reteaching, student meetings, parent meeting, additional small group instruction) |
| 11:15-11:45 | LUNCH |
| 11:45-12:15 | 1st Period  
| Direct Instruction and Guided Practice Only |
| 12:30-1:00 | 2nd Period  
| Direct Instruction and Guided Practice Only |
| 1:15-1:45 | 3rd Period  
| Direct Instruction and Guided Practice Only |
| 2:00-2:30 | 4th Period  
| Direct Instruction and Guided Practice Only |
| 2:45-3:15 | 5th Period  
| Direct Instruction and Guided Practice Only |
| 3:15-3:30 | **Office Hours**  (except Wednesday)  |
| **Office Hours include:**  | **Office Hours include:**  |
| ● Reteaching  
| ● Student Meetings  
| ● Parent Meetings  
| ● Small Group Support  
| ● Department/Team Meetings | ● Reteaching  
| ● Student Meetings  
| ● Parent Meetings  
| ● Small Group Support  
| ● Department/Team Meetings |
**Table 10 High School Virtual Only Sample Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office Hours</strong>&lt;br&gt;8:00-10:15</td>
<td>- Office Hours&lt;br&gt;➢ Reteaching&lt;br&gt;➢ 1:1 or Group Tutoring&lt;br&gt;➢ Small Group Instruction&lt;br&gt;➢ Student/Parent Meetings&lt;br&gt;➢ Special Education/504 Case Management</td>
<td>NO OFFICE HOURS&lt;br&gt;Professional Development&lt;br&gt;Collaborative Planning&lt;br&gt;Grading</td>
<td><strong>Office Hours</strong>&lt;br&gt;➢ Reteaching&lt;br&gt;➢ 1:1 or Group Tutoring&lt;br&gt;➢ Small Group Instruction&lt;br&gt;➢ Student/Parent Meetings&lt;br&gt;➢ Special Education/504 Case Management</td>
<td><strong>Office Hours</strong>&lt;br&gt;➢ Reteaching&lt;br&gt;➢ 1:1 or Group Tutoring&lt;br&gt;➢ Small Group Instruction&lt;br&gt;➢ Student/Parent Meetings&lt;br&gt;➢ Special Education/504 Case Management</td>
<td><strong>Office Hours</strong>&lt;br&gt;➢ Reteaching&lt;br&gt;➢ 1:1 or Group Tutoring&lt;br&gt;➢ Small Group Instruction&lt;br&gt;➢ Student/Parent Meetings&lt;br&gt;➢ Special Education/504 Case Management</td>
</tr>
<tr>
<td><strong>1st Period</strong>&lt;br&gt;(Hybrid 1/2)&lt;br&gt;10:15-11:00</td>
<td>Synchronous, Teacher-led Learning&lt;br&gt;Pd 1 - 10:15-10:37&lt;br&gt;Pd 2 - 10:38-11:00</td>
<td>10:15-10:25&lt;br&gt;Review expectations, Synchronous student check-in&lt;br&gt;10:25-11:00&lt;br&gt;Asynchronous Learning&lt;br&gt;Office Hours for 1st</td>
<td>10:15-10:25&lt;br&gt;Check-in&lt;br&gt;1st Period</td>
<td>Synchronous, Teacher-led Learning&lt;br&gt;Pd 1 - 10:15-10:37&lt;br&gt;Pd 2 - 10:38-11:00</td>
<td>10:15-10:25&lt;br&gt;Review expectations, Synchronous student check-in&lt;br&gt;10:25-11:00&lt;br&gt;Asynchronous Learning&lt;br&gt;Office Hours for 1st</td>
</tr>
<tr>
<td><strong>4th Period</strong>&lt;br&gt;(Hybrid 7/8)&lt;br&gt;12:45-1:30</td>
<td>12:45-12:55&lt;br&gt;Review expectations, Synchronous student check-in&lt;br&gt;12:55-1:30&lt;br&gt;Asynchronous Learning&lt;br&gt;Office Hours for 4th</td>
<td>Synchronous, Teacher-led Learning&lt;br&gt;Pd 7 - 12:45-1:07&lt;br&gt;Pd 8 - 1:08-1:30</td>
<td>12:45-12:55&lt;br&gt;Check-in&lt;br&gt;4th Period</td>
<td>Synchronous, Teacher-led Learning&lt;br&gt;Pd 7 - 12:45-1:07&lt;br&gt;Pd 8 - 1:08-1:30</td>
<td>Synchronous, Teacher-led Learning&lt;br&gt;Pd 7 - 12:45-1:07&lt;br&gt;Pd 8 - 1:08-1:30</td>
</tr>
<tr>
<td><strong>Teacher Lunch</strong>&lt;br&gt;1:30-2:00</td>
<td>Teacher Lunch</td>
<td>NO OFFICE HOURS&lt;br&gt;Professional Development&lt;br&gt;Collaborative Planning&lt;br&gt;Grading</td>
<td>Teacher Lunch</td>
<td><strong>Office Hours</strong>&lt;br&gt;➢ Reteaching&lt;br&gt;➢ 1:1 or Group Tutoring&lt;br&gt;➢ Small Group Instruction&lt;br&gt;➢ Student/Parent Meetings&lt;br&gt;➢ Special Education/504 Case Management</td>
<td><strong>Office Hours</strong>&lt;br&gt;➢ Reteaching&lt;br&gt;➢ 1:1 or Group Tutoring&lt;br&gt;➢ Small Group Instruction&lt;br&gt;➢ Student/Parent Meetings&lt;br&gt;➢ Special Education/504 Case Management</td>
</tr>
<tr>
<td><strong>Office Hours</strong>&lt;br&gt;2:00-3:30</td>
<td>Office Hours&lt;br&gt;➢ Reteaching&lt;br&gt;➢ 1:1 or Group Tutoring&lt;br&gt;➢ Small Group Instruction&lt;br&gt;➢ Student/Parent Meetings&lt;br&gt;➢ Special Education/504 Case Management</td>
<td>NO OFFICE HOURS&lt;br&gt;Professional Development&lt;br&gt;Collaborative Planning&lt;br&gt;Grading</td>
<td>Office Hours&lt;br&gt;➢ Reteaching&lt;br&gt;➢ 1:1 or Group Tutoring&lt;br&gt;➢ Small Group Instruction&lt;br&gt;➢ Student/Parent Meetings&lt;br&gt;➢ Special Education/504 Case Management</td>
<td>Office Hours&lt;br&gt;➢ Reteaching&lt;br&gt;➢ 1:1 or Group Tutoring&lt;br&gt;➢ Small Group Instruction&lt;br&gt;➢ Student/Parent Meetings&lt;br&gt;➢ Special Education/504 Case Management</td>
<td>Office Hours&lt;br&gt;➢ Reteaching&lt;br&gt;➢ 1:1 or Group Tutoring&lt;br&gt;➢ Small Group Instruction&lt;br&gt;➢ Student/Parent Meetings&lt;br&gt;➢ Special Education/504 Case Management</td>
</tr>
</tbody>
</table>

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

The Return to School Special Education Program Framework is a work in progress and will be updated as we receive continued input from all stakeholders (staff, students, parents and community members) and Public Health. The ultimate goal is to develop and implement a sequential return to classroom-based instruction that
supports and maximizes learning and success for all students, while doing everything reasonably possible to ensure the health and safety of our students, staff and community.

An Individual Education Plans (IEP) meeting may be held to determine the most appropriate services. The district is committed to providing free and appropriate educational opportunities for students with disabilities, to the greatest extent possible in alignment with public health guidelines. Collaboration with families has always been an integral part of the special education process and continues to be essential during this time. To address the unique needs of students with disabilities, staff will continue to work with families to collaboratively identify the most essential services for each student. IEPs will be reviewed for the circumstances of the learning environment that the family selects.

Background
The onset of the COVID-19 global pandemic triggered unprecedented government mandated shelter at home orders. Effective March 16, 2020, the Maryland State Department of Education along with the Office of Governor Larry Hogan recommended the suspension of classroom instruction in an effort to mitigate the spread of the virus. Simultaneously Public Health issued a countywide stay at home order suspending all non-essential work. The uncertainty around when state and local health officials would lift shelter at home orders prompted a decision to institute continuity of learning through distance learning through the remainder of the 2019-2020 academic year.

In planning for the return of this unique population, key factors need to remain at the forefront of our focus:
- Equity
- Access
- Progress

The structure of this plan takes into consideration the need to maintain the integrity of the Individualized Education Program, Least Restrictive Environment and the legal requirements of IDEA, FERPA, and HIPAA regulations.

Guiding Principles

The Queen Anne’s County Public Schools is committed to following these guiding principles for the 2020-2021 school year:
- **Health and Safety** - The health and safety of staff and students is the single highest priority.
- **Stable Cohorts** - The core operational structure of our programs is a stable cohort of no more than 12 students plus staff. This structure helps mitigate the spread of germs, enables health providers to trace contacts in the event of an infection, and limits the need for potential closures.
- **Physical Distancing** - In many ways, the cohort serves as the physical distancing. That said, it is recommended that teachers space seating and desks at least 6 feet apart where feasible to mitigate the risk.
- **Procedures and Protocols** - Specific safety protocols including daily health screening, temperature checks, restroom use procedures, paths of travel, outdoor recreation activities, substitute procedures, will be carefully planned, implemented, monitored and updated on a regular basis.
- **Academic Success** - Classroom-based learning provides an effective learning environment for students to meet learning objectives and access instructional support from caring adults.
- **Social-Emotional Support** – Relationships and in-person connectivity are a critical component of social development for students.
- **Responsiveness** – The QACPS staff is available to interface with sites and Public Health to answer any questions or concerns that arise.
Timeline

The QACPS SPED Department will reopen its programs using a five-phase approach.

(Phase 1) March 16, 2020 – School buildings close and students engage in distance learning through Individualized Continuity of Learning Plans.

(Phase 2) July 1, 2020 – Instruction continues through virtual delivery with limited transportation and limited face-to-face assessments.

Students will return to the 2020-2021 school year through virtual learning. In the event of a spike that requires a return to a fully virtual model QACPS feels this initial start will provide essential exposure to the virtual learning platforms for all populations. Students, staff, and parents will have the opportunity to learn how to navigate the new learning management system and establish fully virtual routines that work for their family.

(Phase 3) Students with the most significant needs, as identified by individual education programs (IEPs) will return to unique cohorts of in-person instruction. Students in the regional programs with a least restrictive environment of outside general education 80% or more will be considered for first return to the building. Each student will be considered individually with those with a learning profile that requires significant hand-over-hand support, intensive communication needs, and highly modified content being considered first. Students will participate on an AA/BB schedule in order to maintain appropriate cohort size and ensure social distancing practices are possible.

(Phase 4) Students with intermediate needs, as identified by IEPs, will return to unique cohorts of in-person instruction. Return to face-to-face instruction will consider and maintain the Least Restrictive Environment as identified on a child’s IEP and students will be phased in based on individual need. Inclusion students will begin face-to-face instruction based on individualized needs as outlined by Individual Education Programs (IEPs). Students with an LRE in general education 41% or more will be considered for this phase of instruction. Each student will be considered individually. A student with a learning profile that includes support in multiple content areas with those with a learning profile that requires significant hand-over-hand support, intensive communication needs, and highly modified content being considered first. Students will participate on an AA/BB schedule in order to maintain appropriate cohort size and ensure social distancing practices are possible.

(Phase 5) Winter of 2021 – Full face-to-face return

Section 504 Staff Responsibilities

● Will work on 504 paperwork, and meet required timelines.
● Will communicate with parents regarding task options as needed.

Special Education and Related Services Staff Responsibilities

● Support general education teachers with co-teaching lesson planning as needed to implement accommodations and modifications.
● Support general education teachers with co-teaching lesson planning as needed to ensure materials are accessible.
● Design activities for students’ on their caseloads to be uploaded to Schoology such as alternate forms of instruction; virtual, phone calls, work packets, parent instruction etc. Activities will be related to IEP goals outlined in each student’s IEP.
● Will work on IEP paperwork, and meet required timelines.
Will communicate with parents regarding task options as needed.

**Paraeducator Staff Responsibilities**
- Support general education teachers with co-teaching lesson planning as needed to implement accommodations and modifications.
- Provide additional support/interventions for students in small groups to address instructional and testing accommodations, meeting IEP goals and objectives, and supplementary aids and services.

**Special Education and Section 504 Paperwork**
Timelines are still in place. Special education teachers and related service providers will continue to work on IEP/504 and evaluation paperwork within required timelines.
- Case managers will work with individual teams and parents if IEP/504 meetings are going to be held via phone or other virtual option. All participants who are required to attend an in-person meeting, must attend in the virtual format.
- All initial or reevaluations that were put on hold during the school closure during the 2019-2020 school year will be completed within 45 calendar days if face-to-face assessments are safe.
- As annual reviews occur IEP and 504 teams need to consider and draft an Individual Distance Learning Plan that will address virtual learning and a potential school closure.
- IEP and 504 plans will be written as if students will be attending school during face-to-face instruction. The Individual Distance Learning Plan will outline what a students program will look like through virtual learning and in the event of a school closure.

**Child Find and Evaluation**
QACPS SPED Department will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services. We are mindful that students have been displaced from their typical learning environment when initiating the referral process. Evaluations may be conducted remotely or in-person, while adhering to public health guidelines. Educational evaluations that were suspended during closure have resumed, with all parties adhering to safety protocols. Evaluations that were suspended are due to be completed within 45 days of school resuming.

**IEP Meetings**
QACPS SPED Department is committed to providing families the opportunity for meaningful participation in the special education process. IEP teams will partner with families to determine the most practical format to conduct meetings. Virtual meetings will be encouraged whenever possible to mitigate risk of exposure.

**COVID Compensatory Impact Services**
IEP teams will review each student with disabilities progress monitoring following the start of Phase 5 to determine eligibility for COVID Compensatory Impact Services. Parents may decline the review. Teams will develop a plan for delivery of services per the student’s IEP and review again by the end of the semester.

**Itinerant Personnel**
Personnel who travel between schools will wear a face covering where social distancing requirements cannot be achieved or maintained. They will be provided with sanitizing products and designated workspaces, in which
they will work as much as possible. Classroom visits will be limited to reduce the risk for exposure and to prevent cross-cohort contamination.

**Individual Education Program or 504 Plan Accommodations**

All students attending face-to-face or virtual instruction will be provided their specified accommodations per their IEP or 504 Plan. The IEP team will work collaboratively to determine appropriate accommodations that may vary due to virtual instruction.

**Related Services**

Students will receive their IEP related services (OT/PT/SLP) virtually whenever possible.

**Medically Vulnerable Populations**

School health staff will develop or review health plans in consultation with the family and child’s doctor for medically vulnerable students.

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

**Health Services**

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

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

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

Health Screening and Protocols

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

Staff Screening

Employees are to self-screen before coming to their work location. Employees will check-in at a designated table at the entrance to any QACPS building. The employee will follow the proper protocols and complete the necessary form while acknowledging that they can answer NO to all of the following questions and are fever free. Table 11 below illustrates symptoms of COVID-19 and the following question would be asked.

Table 11 Symptoms of COVID-19

<table>
<thead>
<tr>
<th>Fever of 100.4 or above</th>
<th>Headache</th>
<th>New or Unusual Cough</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symptom</td>
<td>Symptom</td>
<td>Symptom</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Loss of taste or smell</td>
<td>Diarrhea</td>
<td>Sore throat</td>
</tr>
<tr>
<td>Chills/ Shivering</td>
<td>Congestion, runny nose</td>
<td>Muscle/ Body Aches</td>
</tr>
<tr>
<td>Nausea or Vomiting</td>
<td>Shortness of Breath</td>
<td>Difficulty Breathing</td>
</tr>
</tbody>
</table>

- Have you or anyone in your household had any of the following symptoms?
- Have you had contact with anyone who has known or possible exposure to the COVID-19 in the last 14 days?
- Are any of the people you live with on home quarantine or isolation due to contact with someone with possible or confirmed COVID-19?
- Have you or anyone in the household recently discharged from a hospitalization due to confirmed COVID-19 or been COVID-19 tested within the last 14 days?

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

If an employee becomes sick over the course of a workday, he/she is to immediately report his/her condition to their supervisor/principal. The school nurse can be consulted if needed. The employee may be asked to leave work, contact his/her healthcare provider for follow-up, and/or obtain a COVID-19 test. Parents/Guardians will conduct self-screening of their student(s) utilizing the same criteria. If staff are experiencing any of these circumstances, they are not allowed to enter the building. Figure 2 below provides an illustration of the employee workplace process map protocols. Click on the following link to access the **Employee Workplace Process Map** which will be used to screen employees.

**Personal Protective Equipment (PPE)**

Personal Protective Equipment (PPE) is to be worn as needed to mitigate the risk to staff while performing duties. Face coverings or ear loop masks are the standard for teachers and most staff. Face shields do not take the place of a mask or face covering. Some jobs or tasks require a different level of PPE such as those performed by custodians and school nurses. Instruction in the use of required PPE will be provided by the supervisors of the staff members as required. PPE for specialized teams, programs, and classes will be provided and instruction given on their use. [Guidance for Healthcare Personnel on the Use of Personal Protective Equipment (PPE) in Schools During COVID-19](#)

**Student Screening**

Parents will be provided the same information about COVID-19 symptoms and affirm that by sending their student to school they are acknowledging that their student does not have any of the symptoms. QACPS will establish and disseminate clear “return to school” procedures, including that sick staff members or students should not return until they have met CDC’s criteria to discontinue home isolation. Additional guidance was released to local districts and will be incorporated into this document and communicated to staff, parents, and students. Figure 3 below provides a diagram of the student school process map protocols.
Face Coverings

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

Response to COVID-19 Infections

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

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

**Employee Face Coverings**

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

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

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

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

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

This healthcare protocol is effective beginning August 13, 2020 until it is rescinded.

**QACPS Face Covering Protocols - COVID-19**

**Building Access**

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

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

Hand Washing

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

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

Building Cleaning and Disinfecting

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

Custodial Cleaning

The work shifts may be adjusted to maximize the number of custodial staff during peak cleaning times. This team will perform increased, routine cleaning and disinfection. CDC’s Considerations for Schools recommends increased cleaning and disinfecting for frequently-touched surfaces. To facilitate effective disinfecting, each school will receive one (1) electrostatic backpack sprayer, and each secondary school will also receive one (1) misting (or “fogger”) machine to facilitate disinfecting in large areas, including physical education and athletic spaces.
QACPS will provide each school’s custodial team with written direction on increased, routine cleaning and disinfection. Instructions will focus on high-touch areas, such as door handles, desks, and drinking water fountains. Custodial staff will ensure adequate provision and distribution of cleaning supplies, EPA approved and Green-Seal certified disinfectants, and microfiber cloths.

**Staff Cleaning Supplies**

Each classroom will be provided an Aramsco Wiper Bucket System with Daycon Spectra 404 Neutral Disinfectant (EPA Registered). CDC’s Considerations for Schools recommends cleaning of frequently-touched surfaces, such as door handles. The custodial team will increase cleaning of frequently-touched surfaces, by providing cleaning provisions for instructional staff which allows them to access approved cleaning products quickly, if needed.

**CTE and Shared Equipment**

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

**Facility Enhancements and Modifications**

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

**Ventilation**

Maintenance staff will modify the ventilation schedules such that the occupied mode will begin two hours prior to staff arrival and continue through the end of the school day. Staff shall ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible. The HVAC systems are programmed to use the maximum amount of outside air possible to maintain the proper operation of the systems. It is anticipated that buildings this fall will only be used at ½ capacity. The HVAC systems will continue to ventilate as if they are at full capacity. Doors and windows should not be opened if doing so poses a safety or health risk (e.g. risk of falling, triggering asthma symptoms, violating safety rules and regulations) to staff and students in the facility. The filters in all HVAC systems will be upgraded to the maximum MERV rating that will allow for proper operation of the system as recommended by the American Society of Heating, Refrigerating and Air Conditioning Engineers in response to COVID-19. Any filter media that has a MERV-11 rating or lower will be changed every 6 weeks instead of the normal 12 week schedule.

**Protective Barriers**

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

Elementary school playgrounds will open for use during the school day by students. During recess, students will be able to utilize the permanent hand sanitizer stations installed near each elementary school playground. After recess, students will wash hands prior to returning to the classroom. This guidance could change throughout the school year and will be done in coordination with the Queen Anne’s County Health Department.

Lockers

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

Classroom Modifications

When returning to school under the all-virtual learning model, furniture and supplies will be returned to the proper classroom after summer cleaning is complete. Each school administrator will identify the rooms that will be used for in-person, small-group learning and will work with the Office of Supporting Services to determine the proper social distancing classroom layout in each building. Both the Maryland Recovery Plan for Education and the CDC’s Considerations for Schools recommend that students be seated at least 6 feet apart while in the classroom and face the same direction.

Staff members should use the following guidelines for classroom setup to allow for proper cleaning and sanitizing of each space:

- Classroom tools that are not currently in use should be stored inside of cabinets or closets
- Wall decorations and visual aids should be laminated and used sparingly
- Carpets, rugs, soft furniture, and other soft textiles should be removed or placed in storage
- Minimize the number of personal items brought to the school building

Hand Sanitizer

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

The QACPS Infection Control Checklist for Schools aligns the following guidance of the Maryland State Department of Education (MSDE), Maryland Department of Health (MDH) and the Centers for Disease Control and Prevention (CDC).

School Building

- Hand Sanitizer (with at least 60% alcohol)
- Hand Sanitizer Stations at main entrances and cafeterias
- Hand Soap
● Paper Towels
● Plastic Bag Liners For All Trash Cans Changed Daily
● Water Bottle Filling Stations
● Locks on Regular Water Fountains
● Electrostatic Sprayers

**Teachers and Instructional Assistants**
- Cloth Face Coverings/3 Ply Face Mask- see Face Mask Protocol - COVID-19
- Hand Sanitizer (with at least 60% alcohol)
- Aramsco Wiper Bucket System w/Daycon Spectra 404 Neutral Disinfectant (EPA Registered)
- Tissues
- Gloves- Nitrile

**Students**
- Cloth Face Coverings/3 Ply Face Mask- Age 3 years old and up
- Students are to be made aware of hand sanitizer and other mitigation strategies

**School Resource Officers (SRO)**
- Cloth Face Covering-3 Ply Face Mask
- Hand Sanitizer (with at least 60% alcohol)
- Cleaning Products (EPA registered disinfectants effective against coronavirus)

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

**Individual School Staff Delegated by Principal and Trained by the Nurse to Perform COVID-19 Tasks**
- Cloth Face Coverings
- Surgical Masks
- Gowns
- Gloves
- Face Shields
- Screening Thermometers (temporal, touchless)
- Aramsco Wiper Bucket System w/Daycon Spectra 404 Neutral Disinfectant (EPA Registered)

**Athletic Trainers**
- Cloth Face Coverings
- Hand Sanitizer (with at least 60% alcohol)
- Cleaning Products- Clear Gear (EPA registered disinfectants effective against coronavirus)
- Screening thermometers (temporal, touchless)
- Handheld Electrostatic Sprayers
Custodial Staff
- Cloth Face Coverings
- Gloves

  Cleaning of Isolation Rooms
  - Surgical Mask/KN95 Mask
  - Face Shields
  - Gowns
  - Gloves

Food Services Staff
- Cloth Face Coverings/3 Ply Face Mask
- Coverings (surgical masks if cooler in hot kitchen area)
- Gloves (Food Grade)
- Face Shields if needed

Bus Drivers
- Cloth Face Coverings/3 Ply Mask
- Hand Sanitizer (with at least 60% alcohol)
- Aramsco Wiper Bucket System w/Daycon Spectra 404 Neutral Disinfectant (EPA Registered)
- Tissues

School Staff Who May Need to Make Home Visits, or Visits to Multiple Schools
- Cloth Face Coverings/3 Ply Face Masks
- Hand Sanitizer (with at least 60% alcohol)
- Gloves
- Gowns
- Screening Tool
- Contact Log
- Screening thermometers (temporal, touchless) (Home Visit Staff)

Special Education Teams
- Cloth Face Coverings
- Gloves
- Face Shields
- Gown
- KN95 for High Risk Treatments and Care

All Other School Staff including Central Office
- Cloth Face Coverings/3 Ply Face Mask
- Hand Sanitizer (with at least 60% alcohol)
- Cleaning Products (EPA registered disinfectants effective against coronavirus)
- Tissues

Building Access and Pedestrian Flow

Pedestrian traffic-flow control measures for each school should be modified to support staff’s ability to monitor and enforce social distancing protocols. School administrators should modify internal traffic flow so students are not passing each other in opposite directions in the hallways. Different school designs and layouts preclude a systemic traffic flow standard for use in all buildings.
Student Movement

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

Student Arrival and Dismissal

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

Signage

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

Health Room Protocols

Modified health room protocols are being coordinated with the Queen Anne's County Health Department (QACHD). The school nurses will take direction from the QACHD medical officer for response protocols for COVID-19. School health staff is being provided appropriate personal protective equipment designed to mitigate the risk of infection while responding to routine and emergency care for ill and injured students and staff. Protocols for isolation areas in health rooms, when separate isolation rooms are not available, are being established that require well students needing routine care and the treatment of injuries to be attended to away from the health rooms. Protocols include minor injuries being dealt with in the classroom when possible, communication to the nurse prior to sending students to the health room and interaction with parents/guardians when students are isolated. Every effort will be made to ensure that students are provided privacy and confidentiality when being seen by the nurse.

Health Suite Air Purification

Each health room will be provided with a standalone air purification unit that employs an ultraviolet germicidal lamp and two levels of air filtration. QACPS has upgraded the air filter media in other areas of the building, where feasible, and will be scheduling the ventilation cycle to begin a full two-hours prior to daily occupancy. For COVID-19, the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) recommends such air purification devices for high-risk spaces. The Maintenance Department will purchase these devices. They will be installed and regularly serviced.
Health Suite Isolation Space

Schools will identify space in proximity to the current health room or in the health room for the isolation of individuals exhibiting symptoms of illness. Maryland’s Recovery Plan for Education requires that schools immediately separate staff and children with COVID-19 symptoms at school. In some cases, the health room recovery area may be used for isolation, and another space will be used for conventional, or “well care,” health services. Each health room is being equipped with a locked rolling medication cart. This will contain first aid supplies and medication. Students can be attended to by the nurse or Certified Medication Technician (CMT) outside of the health room away for ill students. School nurses are supplying classrooms with Band-Aids for minor injuries. The nurse will be notified by the teacher before sending any student to the health room so that they can be triaged for possible isolation.

Health Suite Protocol

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

Parent/Guardian Protocols for Picking Up Ill Students

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

Home Visits and Traveling Staff

Staff who routinely make home visits will be provided with a tote containing PPE and will follow protocol established for scheduling visits, assessing risk, and protocol for possible exposure. A contact log will be maintained for each visit. For more information, please reference the Home Visit Protocol here.

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

Food Services

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

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

Before and After School Care

Custodial Staff will provide cleaning and disinfectant products and cleaning cloths to each before and aftercare provider (AlphaBest) in a QACPS facility. AlphaBest will use QACPS disinfectants and microfiber cleaning cloths after each session with students. Disinfectants must be provided in containers properly marked (per OSHA) and AlphaBest will be responsible for storing the sanitizing chemicals securely away from children.

Classroom Supervision for Lunch

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

Community User Groups

The use of QACPS facilities remains suspended until further notice.

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

Transportation of Students

The Maryland Recovery Plan for Education and the CDC recommend that students be limited to one person per seat maximum, and that additional ventilation and the wearing of face coverings by both employees and students be used to further mitigate the spread of the virus. Therefore, buses will be limited to one student per seat and staggered every other seat, for a total of 12 students per bus. Ventilation will be increased by utilizing the roof hatches and windows. When possible, loading and unloading students in a manner that encourages social distancing (load back to front and unload front to back) will be utilized.

Transportation Face Coverings

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

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

**Sick Student Transportation**

The Maryland Recovery Plan for Education requires the establishment of procedures for safely transporting anyone who is sick to his/her home or to a healthcare facility. As it is understandably discouraged for school staff to transport symptomatic students in the staff member’s private vehicle, another means of transportation must be identified. Depending on availability, a county bus may be provided to transport a sick child home.

**Bus Cleaning**

The Maryland Recovery Plan for Education requires increased cleaning and disinfection for buses. Each driver will be provided a spray bottle filled with Daycon Spectra 404 Neutral Disinfectant (EPA approved) cleaning cloths and Aramco Wiper Bucket System. Bus drivers will clean their buses after morning and afternoon routes using the provided cleaning products. Special cleaning emphasis is placed on seats, handles/railing, and window controls. Handheld electrostatic sprayers will also be utilized.

**Special Education Transportation**

As part of a student’s IEP, transportation will be provided. Given social distancing guidelines, modified bus scheduling will be required for students to be safely transported to school. Additional recommendations include:

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

**Requirement 10:** Local school systems must develop a system for tracking attendance when students are engaged in distance learning.

QACPS addresses student attendance in the Student Attendance Policy [503](#) and the Student Attendance Regulation [503.1](#). This Policy and Regulation provides definitions related to attendance and codes used to track attendance. The regulation will be updated to address student attendance during distance/virtual learning. As
such, staff must consider changes in how attendance is recorded while alternative options for schooling are in place. The definition for a student being “present” may look quite different and this change in definition needs to be provided and communicated to students, parents and staff. The proposed updated language will include, but is not limited to: “In the event school buildings are closed and students are engaged in Distance Learning; students who are present during the school day will be coded as DL (Distance Learning).” At the secondary level, students must log into each class on a daily basis in order to be counted as present. Students who are unable to login due to connectivity issues or other restrictive barriers must communicate with their teacher or the school’s front office in order to be counted as present. At the elementary level, students/parents must log into the Learning Management System (LMS) on a daily basis in order to be counted as present. Students who are unable to login due to connectivity issues or other restrictive barriers must communicate with their teacher or the school’s front office in order to be counted as present. If a student is absent due to COVID-19 related symptoms, the absent code of COV (COVID) will be used. During a Distance Learning scenario, parents are required to document their child’s absence using the same protocol as when school buildings are open. See item 4 in the Attendance Regulation.

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

**Requirement 11:** Each local school system must develop its own plan for communication.

**QACPS Communications Plan**

The QACPS strategic Recovery and Reopening communication plan is critical to ensure the school system is reaching the targeted audiences in a timely manner to include employees, parents, students, and key stakeholders. The communication plan is focused on five key components to include: (a) audience identification, (b) communication goals and objectives, (c) key messages, (d) communication tools, and (e) monitoring feedback. As such, all communication regarding the school operations of the Queen Anne’s County Public Schools is directed from the Superintendent of Schools. Dr. Kane meets regularly with her district executive leadership team to monitor the progress of the Recovery and Reopening Plan and provides frequent updates to the community on an ongoing basis and utilizes a variety of different communication tools (i.e., website, press releases, email, facebook, and school messenger) to collect and distribute information in a timely manner. Further, she works directly with the Office of Public Information and the QACPS Communications Consultant for further dissemination of information while communicating frequently with QACPS Board of Education members.

**Requirement 12:** The COVID-19 Checklist (Appendix A) must be utilized in the development of the recovery plan.

**COVID-19 Checklist**

The checklist from the [Maryland Recovery Education Plan](#) served a critical resource to prioritize school and district needs in planning for the reopening of schools for the 2020-2021 school year. The checklist served as a
guide to organize personnel, resources, and stakeholders as well as to determine student, faculty, and community needs.

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

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

Maryland Public Secondary Schools Athletic Association (MPSSAA) released its Roadmap for Return to Interscholastic Athletics document on Monday, July 6th at noon. This document is designed to serve as a resource for local school systems and their respective Return to Play (RTP) committees.

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

QACPS COVID-19 RTP Committee is currently developing plans to assist student athletes on a virtual platform for the 1st semester of the 2020-2021 school year.

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

**Conclusion**

The Queen Anne’s County Public Schools recognizes the changing dynamics of the COVID-19 health crisis and is prepared to adapt the Recovery and Reopening Plan based upon updated information from the Queen Anne’s
County Health Department. With this in mind, we value the ongoing feedback from the community as we face a new reality in creating a reopening plan that is flexible while implementing improved procedures, strategies, and tools to keep everyone healthy and safe while providing the most robust education possible. The QACPS will continue to work with state and local leaders and monitor the current state of COVID-19 in our area and adjust our Recovery and Reopening Plan accordingly.

**Recovery and Reopening Plan Resources**

- [Maryland Strong Roadmap to Recovery](#)
- [Maryland Recovery Education Plan](#)
- [QACPS Continuity of Learning Plan (Updated 5.15.20)](#)
- [Top Performers’ Plans To Reopen Schools: Key Trends](#)
- [Return to School Roadmap](#)
- [A PLAN TO SAFELY REOPEN AMERICA’S SCHOOLS AND COMMUNITIES](#)
- [Framework for Reopening Schools](#)
- [A Blueprint for Back to School](#)
- [A New Reality: Getting Remote Learning Right](#)
- [Roadmap to Recovery: A Public Health Guide for Governors](#)
- [Schools Are Opening Worldwide, Providing a Model for the U.S.](#)
- [Reopening Schools Safely: Insights, Successes, and Lessons Learned](#)
- [Reopening Schools: What It Might Look Like](#)
- [Educational Continuity Resources (Multiple Resources)](#)
- [Arts Together: Planning Guidance for Art Educators, as a COVID-19 Response and Paths forward](#)
- [State Superintendent Issues Guidance for Safely Reopening Virginia’s Schools](#)
- [School Reopening Frequently Asked Questions](#)
- [Recover, Redesign, Restart 2020 Section Introductions](#)
- [Here is how schools in Virginia will be allowed to reopen](#)

**WATCH NOW: Here is how schools in Virginia will be allowed to reopen**

- [Virginia schools will reopen with flexible phases: Northam coronavirus update](#)
- [Virginia governor allows reopening of K-12 schools as soon as this summer](#)
- [State Rolls Out K-12 School Reopening Guidance](#)
- [How Northam plans to reopen Virginia schools in the fall](#)
- [Northam outlines what school will look like in fall](#)
- [Schools allowed to reopen soon](#)