



CARROLL COUNTY PUBLIC SCHOOLS RECOVERY PLAN

SCHOOLS AND STUDENT SUPPORT WORK GROUP



**Carroll County Public Schools Recovery Plan
Schools and Student Support Work Group**

Area:

Schedule for Reopening Schools

Considerations:

- Social distancing is a key component to limit Covid-19 transmissions. A social distance of six feet, where possible, is currently recommended by the CDC.
- Social distancing lowers the number of students allowed per classroom.
- With lower numbers of students per classroom, due to social distancing, there are not enough classrooms or teachers in the district to accommodate all students returning to school full-time simultaneously.
- Are stakeholders interested in returning students to school in person if we can only accommodate each student for part of the school week?
- Any partial re-entry plan would require a committee to overlay the school calendar with the proposed student re-entry schedule to ensure that no group of students was provided significantly less in-person instructional time, due to days in which schools are closed for holidays, etc....

Options if MD is in Phase 2 of the Governor’s Roadmap to Recovery:

1. Phase-In: Elementary Students Return First
 - a. All elementary students return to school full-time with fewer than normal students per classroom (using six-foot social distancing where possible).
 - b. All middle school and high school students remain at home and participate in full-time virtual learning.
 - c. Elementary staff and students utilize the space in middle and high schools to accommodate fewer students per classroom.
 - d. CCPS would need to hire approximately 600 temporary elementary classroom teachers.
 - e. This option is cost-prohibitive.
2. All Students Pre-K-12 Re-enter Simultaneously on a Part-Time Basis 50% at a Time
 - a. Allowing for social distancing, the student body would be divided in half and attend school on opposite days.
 - b. Each student could attend school two days a week and participate in virtual learning on the other three days.

	<ul style="list-style-type: none"> c. Students would be assigned to either an A group or a B group. Students living in the same home would be assigned the same group. d. A weekly schedule would be developed of either: AA BB or ABAB with buildings being closed on Wednesdays for cleaning and sanitizing purposes. Virtual learning would continue on Wednesdays. e. The schedule could also be organized by week, having an A week, then a B week. <p>3. All students Pre-K-12 Participate in Virtual Learning on a Full-Time Basis</p> <ul style="list-style-type: none"> a. Teachers would increase the amount of time that direct instruction would be provided to students through Google Classroom. b. Traditional grading would be utilized and HAC would be available to parents and students in grades 3-12.
<p>Options if MD is in Phase 3 of the Governor’s Roadmap to Recovery:</p>	<p>1. All Students Pre-K-12 Re-enter Simultaneously on a Full-Time Basis Traditional School Model.</p> <p>Restrictions (masks) would be utilized based upon requirements from the CDC and CCHD.</p>
<p>References:</p>	<p><i>Maryland Strong: Roadmap to Recovery</i></p> <p><i>Maryland Together: Maryland’s Recovery Plan for Education CDC Considerations for Schools</i></p>
	<p>Carroll County Public Schools Recovery Plan Operational Logistics and Safety Work Group</p>
<p>Area:</p>	<p>Staffing to Support Re-opening Options</p>

<p>Considerations:</p>	<ul style="list-style-type: none"> ▪ During any re-opening plan, students and employees could become infected with Covid-19. ▪ Ill students would need to stay home until released by a medical doctor to return to school. ▪ Ill employees would need to stay home until released by a medical doctor to return to work. ▪ Students and employees may need to quarantine due to being in close proximity to another who becomes sick with Covid-19.
<p>Recommendations:</p>	<ol style="list-style-type: none"> 1. Students who are ill or quarantined may continue to participate in virtual learning as they are able. 2. Teachers who are ill will need to stay home and a substitute will be required to teach the class. <ol style="list-style-type: none"> a. Substitutes were becoming increasingly difficult to find before the Covid-19 pandemic. b. If the principal cannot find a substitute or appropriate coverage for a classroom, and social distancing is still required, students may need to stay home and participate in virtual learning. 3. Teachers who are quarantined could continue to provide virtual instruction to students. 4. Individual schools that reach a certain level of Covid-19 cases may be required to close for a period of time based on recommendations from the CCHD. 5. CCPS may be required by the governor to close again, for a period of time, due to high levels of Covid-19 cases. In this scenario, students and employees would utilize virtual learning until schools could reopen. 6. Each school will need to designate an isolation room to hold a student who exhibits symptoms of Covid-19 while at school, and who is waiting to be picked up by a parent. The school nurse or designee will be in charge of supervision.
<p>References:</p>	<p><u>Maryland Strong: Roadmap to Recovery</u></p> <p><u>Maryland Together: Maryland's Recovery Plan for Education CDC</u></p> <p><u>Considerations for Schools</u></p>

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<p>Area:</p>	<p>Students Receiving Special Services (IEPs, 504 Plans, ESOL, Interventions)</p>
<p>Considerations:</p>	<ul style="list-style-type: none"> ▪ Whether in-person or through virtual learning, students need access to appropriate services. ▪ Some services cannot be fully experienced in a virtual learning environment. ▪ All students missed out on in-person instruction this spring, and therefore, may start the new school year with academic gaps.
<p>Recommendations:</p>	<ol style="list-style-type: none"> 1. Upon in-person re-entry to school, all students will be assessed to determine academic gaps. <ol style="list-style-type: none"> a. Content supervisors will assist teachers in providing a mini-review at the outset of each course. b. In cases where most of the class needs intervention or remediation in a priority skill or priority content, the teacher will provide it for all students. c. In cases where select students need academic interventions, the principal will ensure those interventions are designed and implemented 2. Principals will ensure that IEP and 504 meetings are scheduled to continue appropriate services and accommodations to students. 3. During times of virtual learning and in-person learning, the principal will ensure that appropriate staff are providing services to students who are entitled to those services, and that academic growth is occurring (IEPs, 504s, ESOL, Interventions)
<p>References:</p>	<p><i>Maryland Strong: Roadmap to Recovery</i> <i>Maryland Together: Maryland's Recovery Plan for Education CDC</i> <i>Considerations for Schools</i></p>



**Carroll County Public Schools Recovery Plan
Operational Logistics and Safety Work Group**

Area:

Student Mental Health

Considerations:

- Some students experienced significant mental health challenges during the Covid-19 pandemic.
- Students will need access to mental health services during reopening this fall.
- All students, but especially our young students, missed out on the natural social-emotional learning that comes with attending school in-person.
- The restrictions that come along with virtual learning create challenges to mental health support of students.

Recommendations:

- Teachers will be provided with professional learning in August to increase awareness of the social emotional impact of Covid-19, learn strategies to employ to meet the needs of students, and the heightened importance of creating a culture within the learning environment where students feel safe. This will be accomplished using both a system-wide professional learning approach and a school-based approach.
- School counselors will engage in individual student counseling and/or check-ins, small group lessons, classroom lessons, and assist with the coordination of school-wide SEL initiatives in order to support the social emotional needs of students.
- Pupil personnel workers will continue to serve as a liaison between the family and school to ensure students have access to instruction. In addition PPW's will identify challenges families are experiencing that are barriers to learning and work with CCPS and community resources to provide direct services in an effort to mitigate the impact on learning.
- School psychologists will provide individual student counseling and parent coaching to meet targeted counseling goals and reduce barriers to engagement. In addition, school psychologists will assist with the coordination of school-wide SEL initiatives in order to support the social emotional needs of students.

Teachers:

- Will be provided with Trauma Informed professional learning in August:
 - Increase awareness of the impact of Covid-19

- Strategies for self-care
- Tier I, Tier II, and Tier III interventions to meet the needs of students
- Heightened importance of creating a culture within the learning environment where students feel safe
- Both a system-wide and school-based focus

School Counselors:

- Coordinate with the administrative team and mental health colleagues to address the unique needs of their school relating to the support needed for students and staff and serve as the leader for school-based professional learning relating to the impact of Covid-19 during teacher pre-service week.
- Meet with individual students and families to support them with the return to school prior to the first day of learning.
- Assist with scheduling changes for individual students or groups of students based on the instructional delivery model being used.
- Intervene with students in need of individualized support.
- Teach small group and classroom lessons focused on the social emotional needs of students.

School Psychologists:

- Assist with the coordination of school-wide SEL initiatives in order to support the social emotional needs of students.
- Identify students with existing behavior plans, provide training and support to classroom teachers to accomplish successful implementation, and update the plan as needed.
- Special Education Support:
 - Monitor identified students for potential need of increased support
 - Provide student counseling services and parent coaching as needed
 - Complete assessments

Pupil Personnel Workers (PPW's):

- Serve as a liaison between the family and school to ensure students have access to instruction.
- Identify challenges families are experiencing that are barriers to learning and work with CCPS and community resources to provide direct services in an effort to mitigate the impact on learning.
 - Conduct home visits
 - Transport students to school when needed
 - Deliver food, clothing, school supplies, etc.



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Area:

Attendance and Grading

Considerations:

- Access to internet connectivity is inconsistent throughout Carroll County which results in challenges in accounting for daily attendance.
- Engaging in available learning opportunities is key to student success and a student’s level of engagement may be indicative of their attendance.
- When recording student attendance, considerations for equity are crucial.
- Both formative and summative assessment are essential elements of instruction which provide students and parents feedback relating to progress.
- The letter grade a student earns reflects a student’s understanding of the content of the course.

Recommendations:

Attendance

- Traditional “In-Person” instruction
 - Practices for accounting for student attendance will remain unchanged
- Virtual instruction
 - Present:
 - Student engages in synchronous virtual learning
 - Student submits assignment electronically by the assigned due date

Grading

- Traditional grading will be used in the fall, whether students are attending school in person or virtually.
- Students in grades 3-12 will receive letter grades for quarter grades and final grades.
 - Both formative and summative assessments will be assigned.
 - Content supervisors will provide grading guidelines with regard to the weight of formative and summative assignments.
 - Teachers will publish assignments and grades in Teacher Access Center (TAC).
 - Students and guardians will have access to grades in Home Access Center (HAC).
 - Teachers will accept learning packet work and digitally submitted work for credit.

	<ul style="list-style-type: none"> • Teachers are encouraged to offer second chance learning opportunities in order for the student to demonstrate mastery. • If a student is in danger of failing a course, students and parents must be informed by mid-quarter and an intervention plan must be developed. Student learning packet is returned completed
References:	<u>Maryland Together: Maryland's Recovery Plan for Education</u>

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Area:	Extra-curricular Activities

Considerations:	<ul style="list-style-type: none"> • After March 12, students missed out on athletics and extracurricular activities for the remainder of the school year. • Students benefit physically, mentally, and emotionally from having a connection to the school through extracurricular participation. • Extracurricular activities are vital components of student and community life surrounding the school. • A limited or altered athletic season is better for athletes than no athletic season.
Recommendations:	<ul style="list-style-type: none"> • Staff will develop a Return To Play (RTP) committee to make recommendations for the restart of athletics. The recommendations can also be used or modified to meet the needs of other extracurricular activities. • The RTP committee will work with the Maryland Public Secondary Schools Athletic Association (MPSSAA) to ensure that the procedures put in place for CCPS are in line with those at the state level. • The MPSSAA has relaxed multiple regulations for the year to give each Local School System flexibility to meet the needs of its population. It will be our priority to develop programs that best serve our students. • Some recommendations may include modifying the schedules to restrict competition to only schools within CCPS. Others may include modifying the length of the seasons, or even the make-up of teams. • Sport seasons may also be adjusted to find the safest times to play each sport.

	<ul style="list-style-type: none"> • The Athletic Directors will develop alternative schedules in the event they are needed. • MPSSAA playoffs may not occur. CCPS will look to alternatives to potentially accommodate the schools’ ability to participate in a postseason. • Transportation will be a factor when scheduling (numbers of students who can safely fit on a bus). • The first priority is to get athletes back on fields and working with our staff for non-sports specific conditioning workouts. (No balls, sticks, or equipment of any kind) The target date for conditioning to begin is July 13. • The next priority is to reintroduce athletes to the weight room, once inside use of facilities is approved. • The third preseason priority will be to reintroduce equipment so that athletes can participate in sports specific drills so that they are properly conditioned and prepared for try-outs in mid-August. • “Non-cut” varsity teams may be asked to limit their rosters or to create a “travel” roster so that only players who will actually play in games will travel to away contests. • Varsity teams will be given scheduling priority. Junior varsity teams may participate in as few as four contests. • J.V. contests will be scheduled on the opposite days from varsity contests to limit bus riders and interactions between the teams. • Mid-season call-ups to varsity will only occur due to a player shortage caused by an injury or illness at the varsity level. • It is also possible that the first semester could be used for practices or team activities and actual interscholastic competition could be delayed until the second semester. • Marching band may begin practicing in mid to late July. Protocols for cleaning instruments will be developed. • Other extracurricular clubs given permission to meet will need to follow any restrictions in place for safety. Spaces inside of schools will be cleaned each day after students are dismissed. This may impact the availability of spaces inside of schools in which students can meet.
<p>References:</p>	<p><i>Maryland Strong: Roadmap to Recovery</i></p> <p><i>Maryland Together: Maryland’s Recovery Plan for Education</i></p> <p><i>CDC Considerations for Schools</i></p> <p><i>Maryland Public Secondary Schools Athletic Association</i></p>