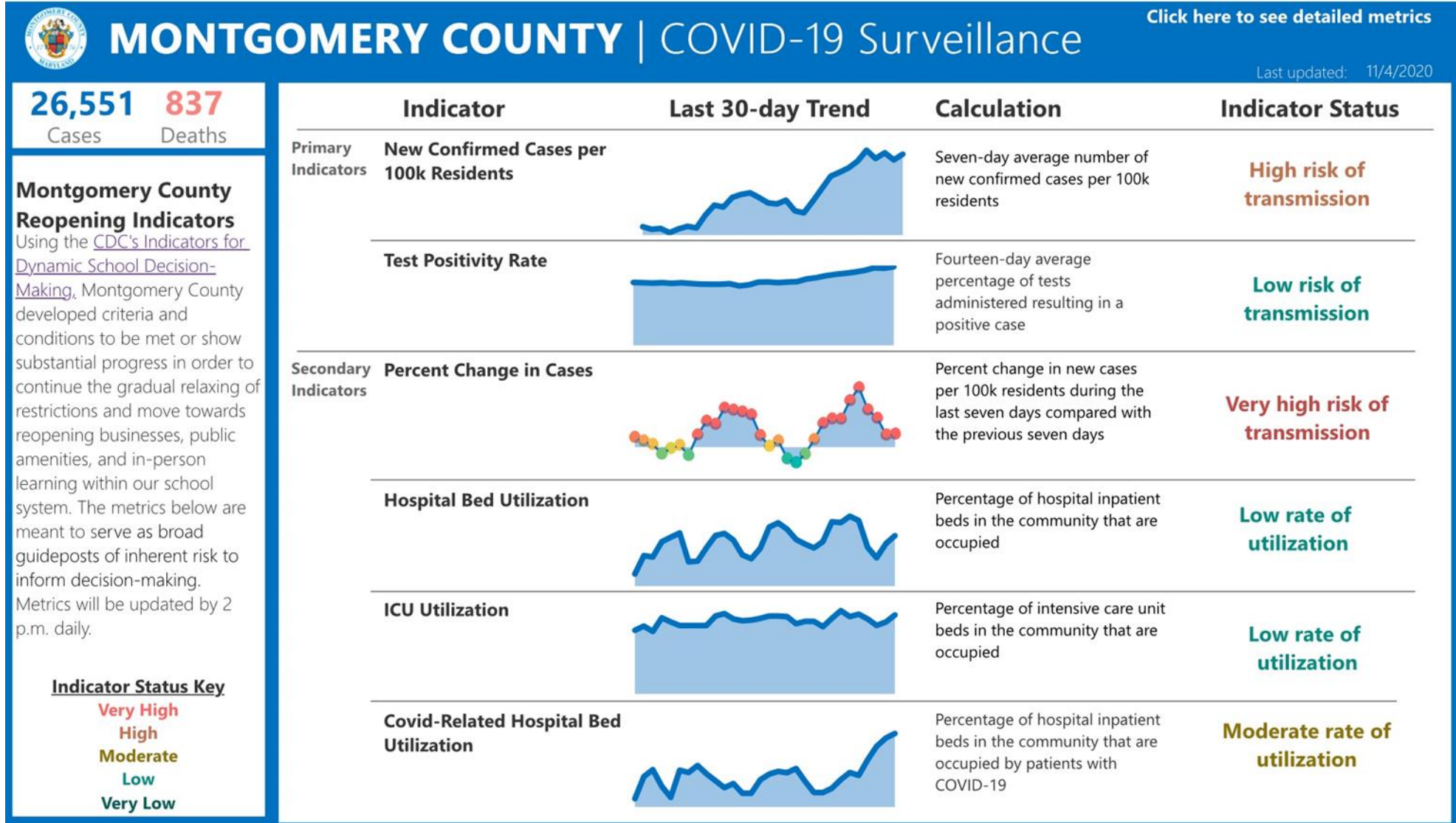


# **Opening Schools in Recovery of Education**

Montgomery County Board of Education  
November 6, 2020

Montgomery County Public Schools is committed to the **safety** of our students and staff members **and** the continued **academic progress** of our students.

# County Health Metrics



# County Health Metrics (By Zip Code)

MONTGOMERY COUNTY   COVID-19 Surveillance										
Last Updated: Wednesday, November 4, 2020										
Place Name	Zip Code	Cumulative cases	Cumulative cases per 100k residents	Number of cases in the last 14 days	Average daily cases per 100k residents (last 14 days)	Notable change in average daily cases per 100k residents*	Population	Percent Black or African American alone Population	Percent Hispanic or Latino Population	Percent Non-Hispanic Non-White Population
Ashton	20861	32	0.9K	6	25.7	↑	1,665	16%	4%	31%
Aspen Hill/Layhill	20906	2902	4.0K	247	25.1	↑	70,174	24%	33%	74%
Wheaton	20902	2203	3.9K	152	20.7	↑	52,484	17%	36%	66%
Damascus	20872	258	1.8K	35	19.3	↑	12,940	10%	12%	35%
Hillandale	20903	1421	5.3K	70	19.1	↑	26,206	28%	48%	89%
Montgomery Village/Airpark	20879	817	3.0K	73	18.7	↑	27,871	24%	29%	72%
Poolesville	20837	71	0.9K	16	18.4	↑	6,225	8%	10%	23%
Laytonsville	20882	251	1.8K	34	18.1	↑	13,450	7%	12%	29%
Montgomery Village	20886	1189	3.3K	85	17.8	↑	34,100	21%	33%	70%
Colesville	20904	1992	3.2K	122	15.3	↑	57,035	45%	15%	77%
Cloverly/Stonegate	20905	415	2.1K	38	15.0	↑	18,123	26%	13%	60%
Four Corners/White Oak	20901	1077	2.7K	75	14.8	↑	36,154	25%	22%	57%
Brookeville	20833	112	1.3K	16	14.7	↑	7,750	9%	12%	33%
Gaithersburg	20877	1563	3.9K	80	14.7	↑	38,885	18%	42%	77%
Rockville/Norbeck	20853	892	2.7K	64	14.7	↑	31,178	12%	25%	51%
North Bethesda	20852	791	1.6K	87	13.2	↑	46,904	10%	14%	48%
Clarksburg	20871	310	1.4K	36	12.9	↑	20,008	19%	11%	66%
Sandy Spring	20860	104	3.3K	5	12.7	↑	2,805	28%	13%	52%
Burtonsville	20866	394	2.4K	26	11.5	↑	16,171	48%	11%	79%
Silver Spring	20910	919	2.0K	66	11.0	↑	42,868	31%	14%	55%
Rockville/Twinbrook	20851	457	2.9K	23	10.9	↓	15,106	9%	38%	67%
Cabin John	20818	20	0.2K	3	10.6	↑	2,019	2%	3%	23%
Germantown	20876	613	2.1K	41	10.1	↑	28,919	21%	23%	71%
Derwood/Redland	20855	296	1.9K	20	10.0	↑	14,302	6%	10%	42%
Takoma Park	20912	766	2.8K	35	9.5	↑	26,239	37%	20%	64%
Kensington	20895	403	1.9K	26	9.5	↑	19,637	5%	13%	30%
Darnestown	20874	1313	2.0K	73	8.5	↓	61,045	22%	25%	64%
Chevy Chase/Somerset	20815	405	1.2K	36	8.4	↑	30,512	5%	7%	21%

# Staff Testing Positive/MCPS Dashboard

## MCPS Employee COVID-19 Case Information

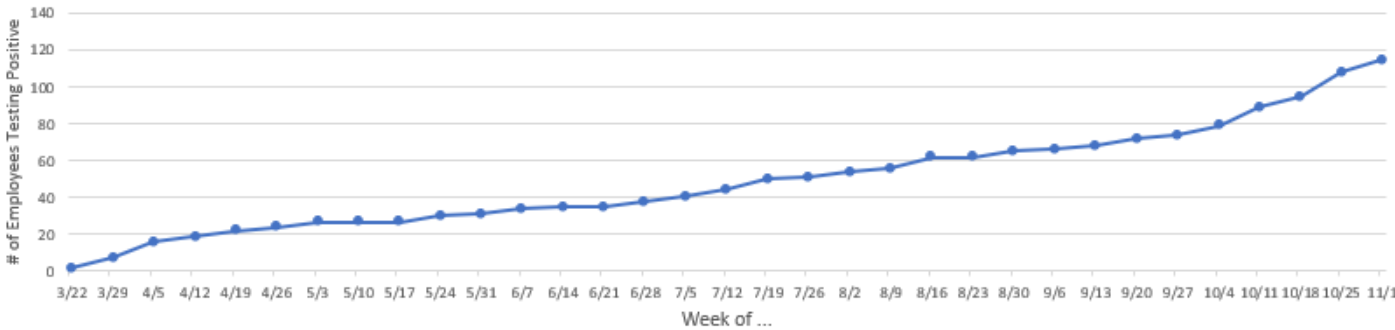
MCPS Employees who have been out of Work due to Testing Positive for COVID-19

115

MCPS Employees who are currently Quarantined

25

Cumulative Total of MCPS Employees Testing Positive for COVID-19



\*28963 Total Employees including substitutes



# Health Metric Matrix for a Safe Phased-in Return to In-Person Instruction

14-Day Raw Average of New Cases		< 52	52-105	105 -157	> 157
14-Day Average New Case Rate* (MD Calculation Model)		< 5	5-10	10-15	> 15
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14-Day Average Test Positivity Rate <5%	Student Special Populations	Expanded in- person	Limited in- person	Consider minimal in-person	Virtual
	Group 1	In-person	Consider in- person	Virtual	Virtual
	Group 2	In-person following Group 1	Virtual **	Virtual	Virtual
	Group 3	In-person following Group 2	Virtual **	Virtual	Virtual

\* Per 100,000 Residents. The models are calculated using a population estimate of 1.05 million residents in Montgomery County

\*\* If numbers are trending toward 5 then consideration for hybrid in-person can be accelerated

***Reassess if new case rate increases by 2 per 100k or if positivity rate increases by 1.5% within 2 weeks***

# Proposed Timeline for a Safe Return to In-person Instruction

**If** the health metrics are met, **then** we will begin a phased-in return to in-person instruction on:

- **Tuesday, January 12, 2021, begin special populations phase-in**
- **Monday, February 1, 2021, begin group phase-in**

# Planning for In-person Services

- Foundation for decision-making will continue to focus on consultation with local public health officials and monitoring health metrics
- Position the system to respond to changing community health conditions:
  - Core Safety Protocols
  - Positive Case Response
  - Building Preparation



# Health and Safety

## Core Protocols for Safety

- **Limited capacity** in schools and facilities
- **Health screening protocol** for those who access buildings
- **Face coverings** must be worn and provided as needed
- **Hand sanitizer** will be readily available, especially at entrances
- **Six feet physical distancing** will be implemented, and signage should be in place to reinforce this practice

# Health and Safety (continued)

## COVID 5-Pillars of Public Health Training

- **Health and Safety Module training** is being developed for all staff members
- Personal **health and safety reminders**
- Set **workplace expectations:**
  - Personal Protection Equipment (PPE)
  - Physical distancing
  - Hand washing and sanitizing
  - Personal health monitoring
  - Safe and clean building environments
- Public-facing training presentation for all employees, families, and the community. Planned release date is Wednesday, November 11, 2020.

# COVID-Focused Employee Portal

On November 11, MCPS will launch a **COVID 19 focused employee portal**. The portal will host:

- Training and safety resources
- Information on/ ability to apply for accommodations and leave aligned with state law, federal law, and CDC guidelines

# Health and Safety: PPE Distribution

**PPE supplies have been provided** for all staff members and classrooms and will be replenished on a quarterly scheduled basis and as needed.

Includes:

- **Cloth masks provided** for teachers and students
- **Supplies** of disposable masks for each school
- **Hand sanitizer** at the **entrance doors**, in **each classroom**, and other areas
- **Sanitizing wipes** available in each school
- **Gloves** available in each school
- **Face shields, goggles, gowns**, and **shoe covers** for special needs programs as necessary

# Positive COVID Case Response

## Existing Process

If there is a confirmed positive case in an MCPS facility now with staff members in the building:

- **Notify Montgomery County Department of Health and Human Services (DHHS)** for report and consultation
- Conduct **contact tracing** internally regarding MCPS staff members' interactions
- Notify other employees as needed per public health guidelines; **protect employee privacy**
- **Determine extent** of area or if facility closure is required
- **Clean and disinfect** as needed

# Positive COVID Case Response (continued)

## Training and Information

Support for employees to understand the process when an employee has symptoms or has tested positive for COVID-19.

Resource materials available November 11:

- Process maps for employees and supervisors
- Public-facing materials
- Supervisor training
- Follow-up Q&A sessions
- Template communications



# Building Preparation: School Setup

Shared with school administrators information and guidance on preparing their buildings.

- Between now and January, schools will:
  - Convene a small planning team
  - Plan the placement of signs, order signs, and arrange classrooms
- Schools were given the [COVID 5-PILLARS READINESS CHECKLIST](#) to assist; additional resource materials in development.
- Office of Teaching, Learning, and Schools and the Office of Operations identified 10 schools to set up completely as physically distanced models starting November 9. These schools will serve as regional models for other schools to visit and learn from.

# Building Preparation: Signage

- Durable physical-distancing products for inside and outside each school will be ordered through the EGPS Print Shop. An information sheet/order form for the physical-distancing floor decals has been provided to all schools.
- Allocations have been provided to all schools based on school type, square footage, and FARMS participation.



# Building Preparation: Air Quality

## Existing Conditions and Reopening Guidance

- MCPS Heating, Air Conditioning, and Ventilation (HVAC) systems have been **designed to meet the American Society of Heating, Refrigerating, Air Conditioning Engineers** (ASHRAE) standards
- **New COVID guidelines** emphasize increased air exchanges, increased outdoor ventilation, and increased filter efficiency
- ASHRAE standards state: "A **good supply of outside air** to dilute indoor contaminants is a first line of defense"
- Approach to achieve guidelines is to upgrade unit filtration; clean air handling systems; and adjust system operational controls
- Where needed, **portable air cleaners** will be placed to supplement ventilation and filtration

# Building Preparation: Air Quality (continued)

## Have completed:

- **System evaluations** of all filtration and ventilation components
- Review and **testing of various air cleaners** for both effectiveness and acoustical impacts

## Next steps:

- **Form teams** from maintenance, building services, construction, and transportation to focus on individual school buildings and school clusters
- Communication with **school building service managers** to identify supplemental cleaning requirements as well as areas of focus and processes for building work orders related to air quality
- **Initiate mitigation work** at schools identified for model school setup to minimize disruptions (start November 9)

# Building Preparation: Air Quality (continued)

## What to Expect

- Teams will schedule schools by cluster, with intended completion rate of **25 schools per week**
- The **schedule and status of individual schools** will be updated every two weeks on the MCPS Department of Facilities Management (DFM) webpage
- Individual schools should expect **central services teams** to complete cleaning and system maintenance; work can take several days to complete and will vary by school size and type of system
- The system operations will be monitored following the work, and survey forms will be sent to **principals and school administrators** to monitor system performance as well as identify any areas of building concern
- Changes in building and system operations may result in **lower than usual building temperatures going forward**

# Discussion



# What We Have Learned

Regardless of the instructional experience, the **priority must be on each students social/emotional well-being** through:

- Rebuilding relationships
- Establishing a sense of community
- Supports for experiences with systemic racism and other societal issues as they transition to in-person schooling

To support the different instructional experiences, the **staffing needs** must be considered through:

- Either current or supplemental allocations
- Support student supervision
- Facilitate participation and discussion
- Support technology use
- Team teaching (adaption or adoption as some teachers may provide in-person contact while others handle the remote instruction across the same class of students)

# What We Have Learned (continued)

Embrace the understanding of **differentiating instructional models** based on:

- Student needs
- Staffing
- Content being delivered
- Individual school communities

There is no one-size-fits-all strategy for determining the optimal model for learning in the COVID-19 crisis.

When **implementing these instructional models** within a hybrid structure, students will:

- Experience a mix of learning experiences at home and at school.

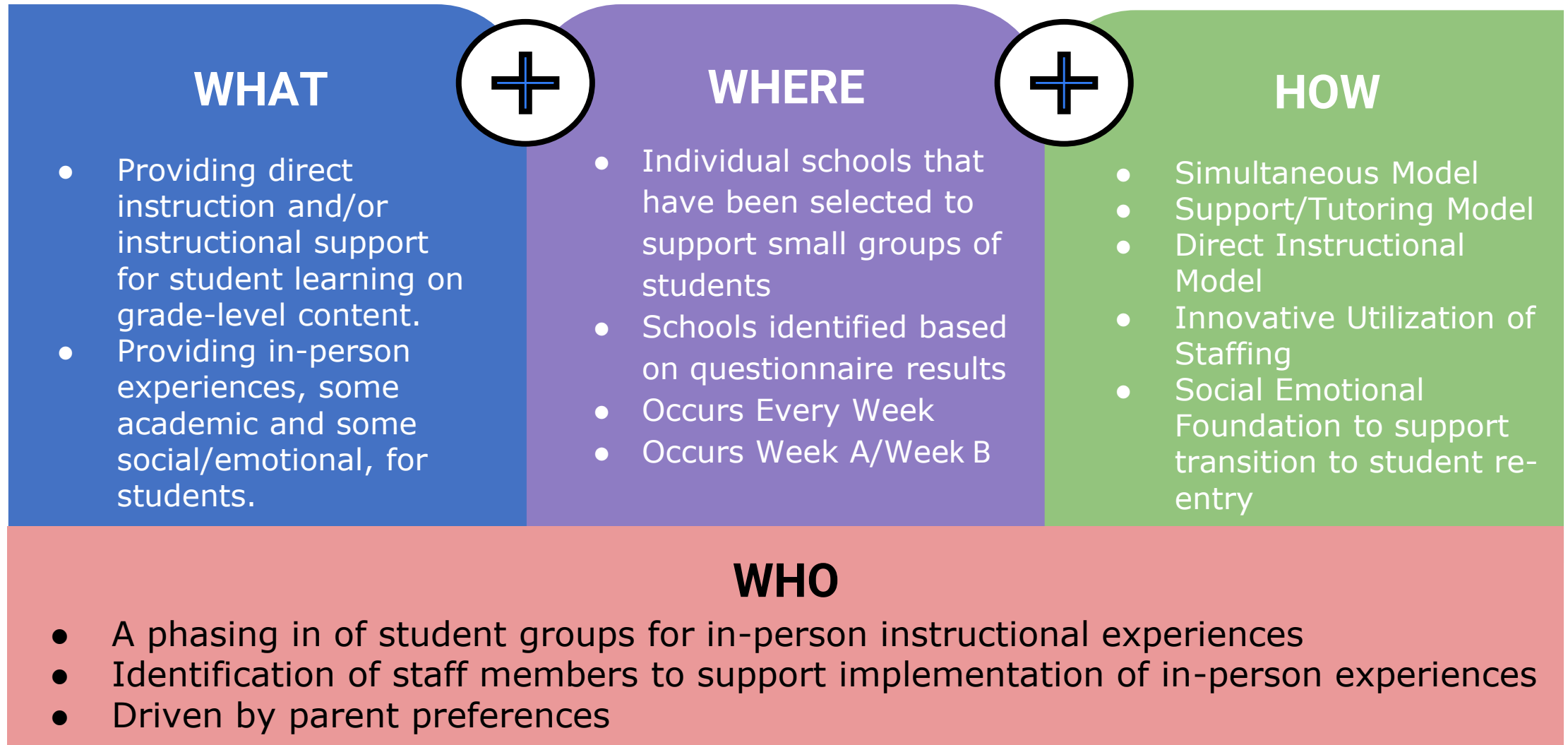
When they meet in person, a **key responsibility** of the teacher is:

- Assessing student understanding of remote content to provide further instruction or targeted support.

# What We Have Learned (continued)

- We want to prioritize models that keep students learning in their **home school**, from their **current teacher**, and/or with their **current classmates**.
- We have studied multiple options for **school usage** to control for operational challenges to ensure student and staff safety.
  - Parent preferences for in-person will drive the model(s)

# Phasing of In-Person Instructional Experiences



# Phased In-person Engagement:

December: Assessment Centers

January: Discrete Special Education Phase-in  
(special education students at all levels)  
CTE Program Students

February: Begin Semester 2 Phase-in

# Special Education Assessment Centers: **December Launch**

## Locations

- Hallie Wells Middle School
- Sligo Middle School
- Julius West Middle School

## Schedules (by appointment)

- Monday through Friday
- During the school day
- After-school options
- Weekends



# Phase-in Schedule: **Special Education**

Phase 1	Phase 2	Phase 3
K–12 Autism Program	Select Pre-K Programs	Asperger's Program
Extensions Program	Learning for Independence	Elementary Learning Centers
School Community-based	Bridge Program	Social Emotional Special Education Services
Special Schools		

# Addressing the Needs of Special Populations

- **Differentiated provision of PPE** to address the unique needs of students with disabilities
- **Provision of PPE kits** and corresponding professional development designed to provide the equipment and training needed to support the safety of staff members and students
- **Creating stable classroom cohorts** designed to limit the number of students and staff members moving between classrooms

# Special Education: Professional Development

- **Strategies for preventing challenging behaviors** for students with severe disabilities
- **De-escalation training** for students with severe disabilities
- **CPI Nonviolent Crisis Intervention**—physical intervention training
- **Classroom environment and set-up** to support learning and promote physical distancing
- Training on **personal care and hygiene support** from specialists, as appropriate

# Proposed CTE January Startup

- Construction
- Automotive
- Cosmetology
- Restaurant Management
- Student-built House Construction
- Internship Experiences Resume

# Recommended Group Phasing Sequence Semester 2

Level	Phase 1	Phase 2	Phase 3
Elementary	Kindergarten/Grade 1 Specific Special Education Programs*	Prekindergarten Grade 2 Grade 3	Grade 4 Grade 5
Middle	Grade 6 Specific Special Education Programs*	Grade 7	Grade 8
High School	Grade 9 Specific Special Education Programs* CTE Students Continued* (Grade 12 priority students)	Grade 10	Grade 11 Grade 12

# Recruitment for Support of Schools during Recovery

- December graduates
- Retirees
- Substitutes who hold a Bachelor's degree
- Marketing to prospective employees outside of Maryland to support virtual instruction
- Current paraeducators—only if impact to current program support is minimal



# Parent Preference Survey

Determine choice of parents for student to return to in-person engagement

- **Global registration** to determine locations/numbers of parents who want to remain virtual regardless of MCPS offerings
- Include questions that will give information on interest for participation in **in-person and virtual instruction.**
- Change to virtual only can be made at any time; change to in-person would need to be based on availability

# Parent Preference Survey (continued)

- Window for parent responses

**November 11–December 3**

- Parent/guardians will respond online
  - Support responses with direct mailing, telephone calls, text messages in multiple languages
- Responses from families will determine:
  - Transportation
  - School locations
  - Instructional Delivery

# Parent/Guardian Questions

We want to consider a variety of scheduling options given we do not yet know what the state of the health metrics will be for the proposed January special population and CTE phase in and second semester of the 2020-2021 school year.

Questions will address two areas of focus:

- 1) Instructional Delivery Preference
  - a) partial in-person instruction.
  - b) fully virtual learning experience.
- 2) Transportation needs for an in-person experience

# Transportation

**Initial operating assumptions** based on **one student** in every other bus seat:

- In line with CDC recommendations
- Results in physical distance of approximately six feet
- Consistent with messaging of six feet physical distance in buildings
- Limits capacity of bus to **11 students**, or just under 25% of normal practical capacity
- **Reduced capacity** could limit ability to provide transportation to all students at all levels



Vast majority of districts using **one student in each bus seat**:

- Every district in Maryland and Fairfax County using this method (or loading buses more densely)
- Potential conflicting **messaging** between physical distancing on bus and in buildings
- Limits **capacity of bus at 22 students**, just under 50% of normal practical capacity
- **Increased ability** to provide transportation to all students at all levels

# Transportation (continued)

Core safety practices will be implemented in any operational model  
Cleaning, masks, hand sanitizer—

- Each bus will be **disinfected** with a high-power sprayer following each day of use
- **High-touch areas** of the bus will be disinfected by bus staff between loads of students
- **Hand sanitizer** will be available for bus staff and students
- Bus staff and students will be required to wear **face coverings**
- Face coverings used by students with special needs will be case-by-case, in collaboration with school/program staff
- Bus staff will conduct **health self-assessment** each day before reporting to work

# School Health Availability

- **Required** to provide school health services for in-person learning
- Working with **DHHS** around staff availability, supplies and equipment, and service requirements such as isolation rooms
- **Exploring multiple models** and approaches to ensure we have required school health services in all school sites

# Determine School Locations

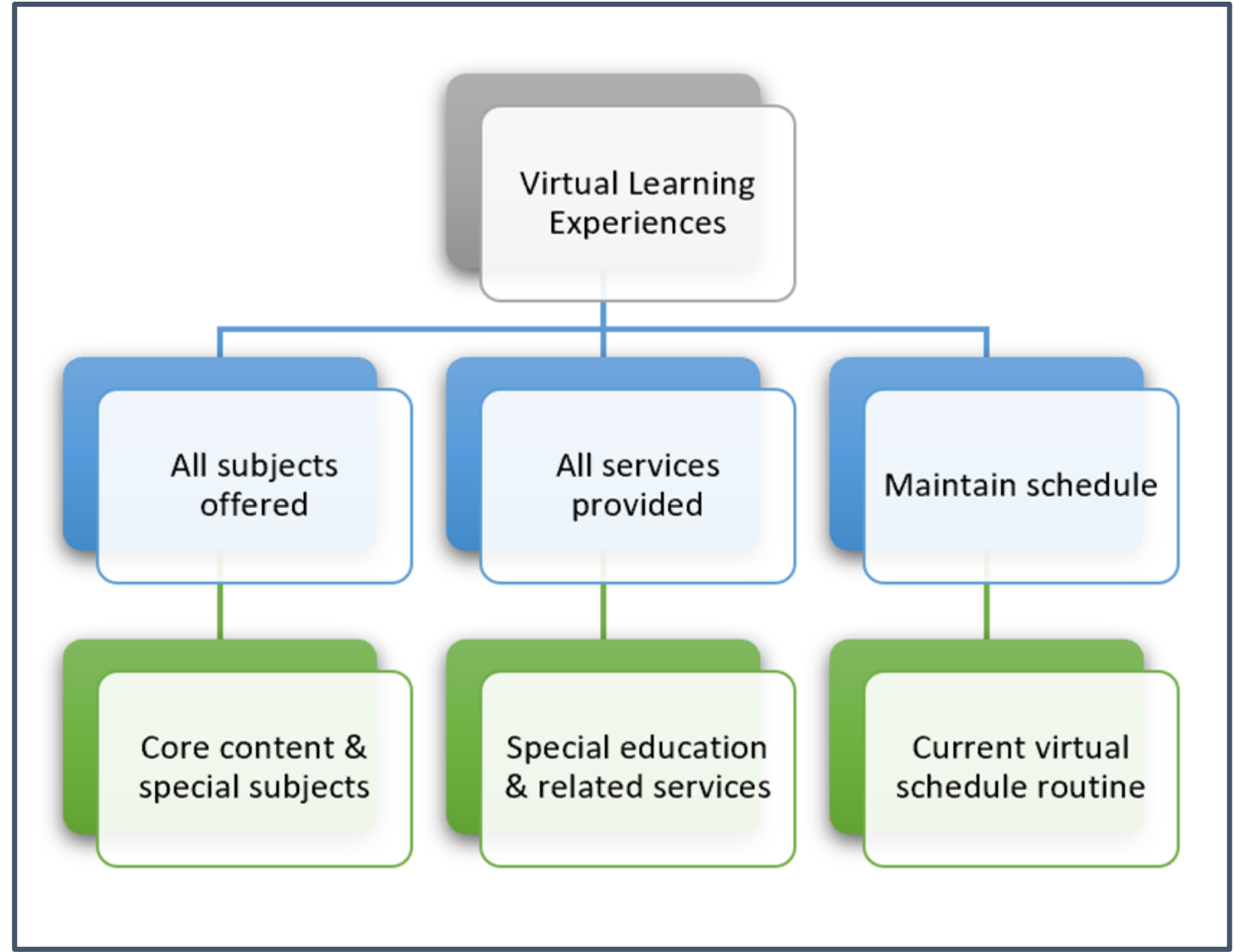
- Will be **determined by the results** of the parent preference survey
- Analyze and determine **how many school locations** we need to open to serve the students who are in an in-person model
- Examples implemented in peer districts include opening every school location, specific locations based on demand, and a regional hub model

# Discussion



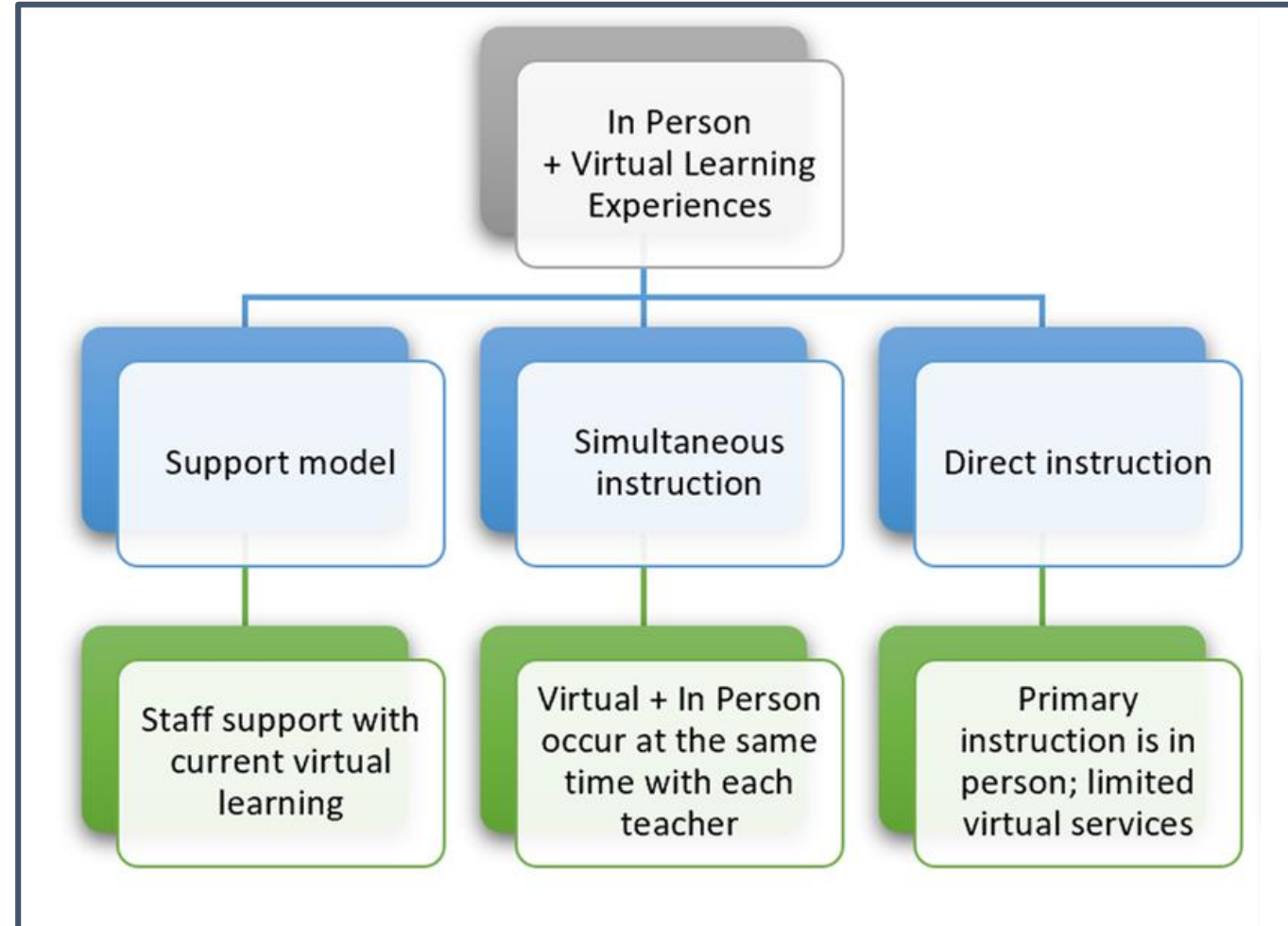
# Virtual Learning Experience

- Maintain current schedule and routine
- Prioritize maintaining teacher assignment, considering potential teacher or staffing adjustments
- Maintain athletic/club/activity affiliations



# In-Person + Virtual Learning Experience

- Supports virtual schedule experience
- Provides opportunities for real time interaction & support
- Efforts made to maintain teacher/student assignments
- Maintain athletic/club/activity affiliations



# Designing School-based Instructional Model

Support Model, Simultaneous Model, or Direct Instructional Model can be selected by individual schools based on:

- Grade Level/Student Needs
- Content Being Delivered
- Staffing Implications
- Professional Development
- Teacher Collaboration/Coteaching

# Support Model: Details

- **Staff working on-site** provide support for student engagement in remote learning
- Students **stay enrolled in their virtual** classrooms
- **On-site cohorts** of students could vary in size up to 15 students in a group
- **Some programs may be able to provide direct instruction** (*i.e., special education, self-contained programs, primary grades, etc.*)
- **Model could be run as a simultaneous** with some direct instruction and some support instruction, depending on the student needs and staff availability
- The schedule for a cohort of students **can be designed to be daily, partial weeks, or full weeks** on a rotation, depending on the student demand, student needs, and staff availability

# Small Group Support Model: **Advantages**

- Provides opportunity for **targeted instructional support** for specific student groups
- Opportunity to more fully **implement Individualized Education Programs**
- **Lessens the limitations** imposed by full virtual for students receiving specialized instruction
- Opportunity for implementation of **Related Services Supports**
- Promotes **strategic and targeted planning** and differentiation to meet the unique needs of all students

# Small Group Support Model: **Advantages** (continued)

- **Equitable** experience for all students

*Currently parents with means are using private resources to provide adult in-person support to virtual classrooms.*

- Can keep students in **cohort groups** that engage together for the in-person experience.
- Students **stay enrolled in their current remote**, virtual classrooms

- *Students have the same teachers throughout the year*
- *In case of a change in metrics or exposure, and in-person engagement needs to shut down, students can stay with their virtual instruction teachers, just on a fully remote model for the time needed.*
- *Schools do not need to change their master schedules*
- *Students who need access to Wi-Fi and adult support to complete virtual classroom instruction have that opportunity.*
- *Teachers can continue to focus on building a strong virtual delivery of instruction*

# Small Group Support Model: **Considerations**

- **Relies on the virtual classroom** delivery of instruction as the anchor activity, and this may not work for all students.
- **Students will need to remain relatively stationary** and with the same groups of students while at the school location to maintain health and safety protocols.
- **Transportation** for students that meets the health and safety guidelines will need to be considered.
- **Need to reallocate current staff or hire** additional staff to support the in-person cohorts of students.



# Support Model: Resources

- **Staff who match the instructional needs** of the students who are participating in the in-person instructional engagement. *(i.e., may be a paraprofessional, teacher, special ed teacher, ESOL teacher, etc.)*
- **School locations that match the geographic needs** for the students invited to in-person engagement.
- **Transportation** for students, consider the health and safety guidelines and limited number of students on a bus
- **Cleaning protocols** for the school locations and use of building service team members to do the regular cleaning
- **Administrative and security staff** to support the in person school locations when students and staff are on site.
- **Enhanced PPE needs** (face shields, goggles, surgical mask, gloves) for staff serving students in discrete programs



# Simultaneous Model Video

- Teacher interacts with **both** in-person and virtual students simultaneously.
- **Virtual students join a Zoom** session to view a shared desktop screen and a camera directed toward the teacher.
- **In-person students are seated** in appropriately spaced desks with their devices.



# Simultaneous Model: **Advantages**

- Allows schools to **maintain their master schedule** and teacher assignments.
- Students can **stay connected to their classroom teacher**, whether in person or remote.
- **Flexibility to assign some teachers** as fully remote teachers and others in-person for direct instruction, depending on student demand, staff availability and program. *(Ie, primary grades, self contained special education, CTE, etc.)*
- **Provides in person direct instruction** for students for whom remote learning is not meeting their instructional needs.
- Provides important in person **engagement and interaction** to support the social emotional health of students.
- Can be done **using a combination of existing technologies and low cost solutions**
- Students can be paired virtually and at home for engagement and relationship building.
- Students may **engage with fellow remote students only**, between remote and in person, or a mix.

# Simultaneous Model: Considerations

- Will **require teachers to consider the modes** for engaging students in person and virtually
- Will require intentional **planning** by teachers for the types of engagement for students who are **remote and in person.**
- Will require implementation and adjustment as we go.
- Professional development for technology and planning.

# Simultaneous Model: **Resources**

## Human Resources

- **Onsite Teacher**
- Teacher/staff **support for students on Zoom** to help manage the chat and engagement
- Teacher (virtual) supporting virtual students (**Team Teaching**)
- Teacher support based on students receiving **special services**
- **Technical Support**
  - Onsite Support - ITSS

## Equipment

- Equipment that allows the teacher to be **mobile** (ie, wireless mouse)
- **Audio/Video** equipment to capture onsite teacher
- Equipment for **students at home**
  - Reliable internet
  - Devices

# Simultaneous Model: Resources

## Training

- Technology **how tos**
- Teacher **best practices**
- Parent/Community **training**

## Troubleshooting

- Technology **reference materials** and live aid for both parents/community and staff
- **Help Desk Specialists**
  - Parent/Community line (avg 250 phone calls per day)\*
  - Staff line (avg 280 phone calls per day)\*

\*10/12/20-10/30/20

# Discussion

# Frequently Asked Health Questions

# Health Metric Matrix for a Safe Phased-in Return to In-Person Instruction

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# Positive COVID Case Response

## Future Process

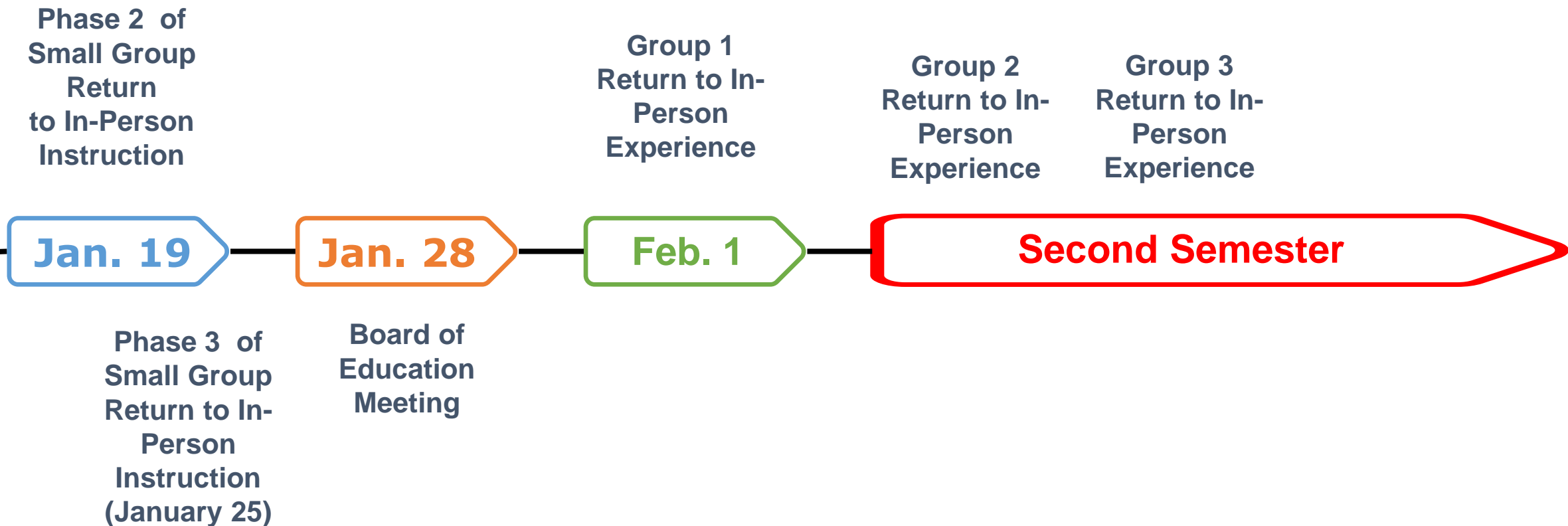
If there is a confirmed positive case in an MCPS facility when students return to in-person learning:

- **Report** case directly to DHHS Public Health
- Schools **notify Central Office** of a suspected or positive staff or student COVID case
- **DHHS will determine** extent of area or if facility closure is required
- **Clean and disinfect** as needed

# Looking Ahead



# Looking Ahead (continued)



# [www.MCPSSubmitFeedback.org](http://www.MCPSSubmitFeedback.org)

Name \*

First

Last

Email \*

You are? (Check All That Apply)\* \*

- ☐ MCPS Student
- ☐ MCPS Parent/Guardian
- ☐ MCPS Staff member
- ☐ Montgomery County, MD, Community Member

Your Question? \*

Submit

# Discussion