

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

August 25, 2020 (fourth version)

Reimagine, Reopen, Recover

MCPS Fall 2020: Recovery of Education Guide
FALL SEMESTER



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Letter from Superintendent



Dear Parents, Guardians, Students and Staff:

Montgomery County Public Schools (MCPS) is committed to providing high-quality instruction and keeping all students and staff safe. Surging COVID-19 infection rates across the nation and in our region have required school districts across the country to revise and adjust recovery plans for the start of the 2020-2021 school year. On July 20, we received additional guidance from Dr. Travis Gayles, county health officer, in which he shared that “based upon the current state of surveillance and epidemiological data, I would not recommend in-person instruction for students inside school buildings at this time. I recommend investing in a virtual instruction model until, at earliest, the completion of the first quarter in November, with consideration for virtual instruction through the first semester.” Given this guidance, we believe the safest choice for our district is to remain in a virtual-only instructional model through the first semester—January 29, 2021; or until state and local health officials determine conditions in our county allow for students to return safely after the first semester.

This was not an easy decision and I know it was very disappointing news for the many members of our community who were hoping to have in-person teaching and learning resume in the fall. We also want our students and staff to return to school buildings as quickly as possible, but only when it is safe to do so. We cannot jeopardize the health and well-being of our students, staff and community.

For our virtual learning model, our highest priority is to ensure excellence, access and equity in the learning experience for all of our students. We do know that virtual learning can present a number of academic and social/emotional challenges for many students. And while it isn't the same as being able to work together in person, I want to assure you that we have developed a robust and dynamic virtual learning model that will provide engaging and enriching instruction for all students at all grade levels.

I am pleased to share with you details on our considerations and planning for the fall. The MCPS Fall 2020: Reimagine, Reopen, Recover Guide provides an overview of the Board of Education approved virtual-only learning model for the first semester. We will continue to improve upon this plan

Letter from Superintendent (cont'd)



as we receive feedback from you—our parents, staff and students. MCPS, like other school districts across the nation, is reimagining every aspect of its work to provide all students with an education that prepares them to thrive in their futures. While this plan may never reach perfection, we can ensure that it will provide a flexible and high-quality learning experience for our students. Our recovery plan will be revised frequently as we adjust to our new learning environment.

We will reassess the impact of COVID-19 on school system operations in November 2020. At that time, we will work with state and local officials to determine whether we can transition to a blended learning model or if we must remain in virtual learning for part or all of the second semester.

We take the immense responsibility of educating and creating opportunities for every single student seriously. Thank you for your continued support and collaboration as we work together to ensure our students have a successful school year.

Sincerely,

Jack R. Smith
Superintendent of Schools



Resources and Requirements

For Recovery Plan Development



State Requirements for Opening Schools

School districts must:

- Develop and submit local education plans with a plan for communication
- Incorporate equity as a component in the local recovery plan
- Establish local education recovery stakeholder groups
- Identify learning gaps and instructional placement of students
- Follow and maintain curricular frameworks and MD College and Career Ready Standards
- Adhere to components of IDEA, Section 504 of the Rehabilitation Act and ADA
- Adopt and follow health procedures outlined for all students by MSDE, MDH and CDC
- Ensure safe transportation for all students
- Develop system for tracking attendance

Resources

- [Maryland Together: Maryland's Recovery Plan for Education](#)
- 2020 Summer Programs Surveys for Staff and Families
- Fall 2020 Recovery Surveys for Staff and Families
- Community and staff feedback submitted via www.mcpssubmitfeedback.org
- Benchmarking with large school districts across the state and country

Our Guiding Principles



Ensure the safety and wellness of students and staff



Provide a robust and dynamic virtual learning experience for the first semester



Equity: Ensuring all means all



Optimize use of resources



Community and stakeholder engagement in plan development

Our Plan for Virtual-Only Instruction

Summary



Virtual Learning

MCPS will remain in a virtual-only instructional model through the first semester—January 29, 2021; or until state and local health officials determine conditions in our county allow for students to return safely after the first semester. We have built on what we learned during the spring and will provide a robust and dynamic virtual learning experience for our students.



Robust Live Instruction and Engagement

All students will have live, teacher-led instruction and a full day of instructional experiences.



Student, Staff and Family Support

We will provide timely, relevant and differentiated supports and resources for students, staff and families.



Flexibility for Students and Families

Lessons will be recorded for students that cannot access the lesson at the scheduled time.

What to Expect: Elementary School

Learning Experiences

Learning experiences for elementary students will include time in small groups, independent work and teacher-led activities. Students will have live, teacher-led instruction and a full-day of learning activities and supports. Students will also engage in non-screen related instructional activities (i.e. reading assignments and workbook problems).

Sample Virtual-Only Prekindergarten Schedule

*Please note that this is just a sample schedule. Schools may adjust these schedules to meet the scheduling needs of the school and the developmental needs of its students.

*Note: This is a full-day Prekindergarten schedule

Time	Typical Day
8:30 - 8:50	Teacher Planning
8:50 - 9:00	Teacher Preparation
8:45 - 9:00	Student Preparation (Organize materials for the day, log into Canvas, Zoom)
9:00-9:15	SEL/Morning Meeting
9:15 - 9:45	ELA Block: Whole Group
9:45-10:00	Bathroom Break & Snack
10:00 - 10:30	ELA Block: Small Group
10:30 - 10:45	Movement Break (Independent)
10:45 - 11:15	Science/Social Studies/Specials
11:15 - 11:30	Bathroom Break
11:30 - 12:00	SEL/Morning Wrap-up
12:00-1:15	Lunch and Wellness Break
1:15 - 1:30	Teacher-Led Movement
1:30 - 2:00	Eureka Math Block: Whole group
2:00 - 2:15	Bathroom Break
2:15 - 2:30	Teacher-Led Movement
2:30 - 3:00	Eureka Math Block: Small Groups
3:00 - 3:15	Closing Circle
3:15 - 4:00	Teacher Planning

Sample Virtual-Only Half Day Prekindergarten Schedule

Time	Typical Day
8:30 - 8:50	Teacher Planning
8:50 - 9:00	Teacher Preparation
8:45 - 9:00	Student Preparation (Organize materials for the day, log into Canvas, Zoom)
9:00 - 9:10	SEL & Morning Meeting
9:10 - 9:25	ELA Block: Whole Group
9:25 - 9:35	Bathroom Break
9:35 - 9:45	Snack/Social Interaction
9:45 - 10:00	ELA Block: Small Group
10:00 - 10:25	Science/Social Studies/Specials
10:25 - 10:40	Eureka Math Block: Whole Group
10:40 - 10:50	Movement Break (Independent)
10:50 - 11:05	Eureka Math Block: Small groups
11:05-11:15	SEL/Morning Wrap-up
11:15 - 1:00	Lunch & Teacher Planning
12:45-1:00	Student Preparation (Organize materials for the day, log into Canvas, Zoom)
1:00 - 1:10	SEL & Morning Meeting
1:10 - 1:25	ELA Block: Whole Group
1:25 - 1:35	Bathroom Break
1:35 - 1:45	Snack/Social Interaction
1:45 - 2:00	ELA Block: Small Group
2:00 - 2:25	Science/Social Studies/Specials
2:25 - 2:40	Eureka Math Block: Whole Group
2:40 - 2:50	Movement Break (Independent)
2:50 - 3:05	Eureka Math Block: Small groups
3:05 - 3:15	SEL/Morning Wrap-up
3:15 - 4:00	Teacher Planning

What to Expect: Elementary School (cont'd)



Elementary Virtual-Only Instructional Week At-A-Glance

*Please note that the following are just sample schedules. Schools may adjust the order of classes and other components to meet the needs of that school community.

On average, elementary students can expect schedules that incorporate the following:

- Daily class meetings/social-emotional learning (15-30 min daily)
- Math (75-90 min daily)
- Literacy (90 min daily)
- Related and special services—English for Speakers of Other Languages (ESOL) and special education
- Interventions/individual support
- Social studies (30-45 min, once a week)/science (30-45 min, once a week)
- Art, music, P.E. (20-45 min each, weekly)

This schedule breakdown aligns with what a student would experience in school.



Targeted Support and Independent Work

The non-scheduled class time on Wednesdays is intentional time that prioritizes students and staff. It encourages connection and support outside of the daily class instructional blocks.

At **all levels**, we intend for non-scheduled class time to focus on two features that are essential to the student experience and learning:

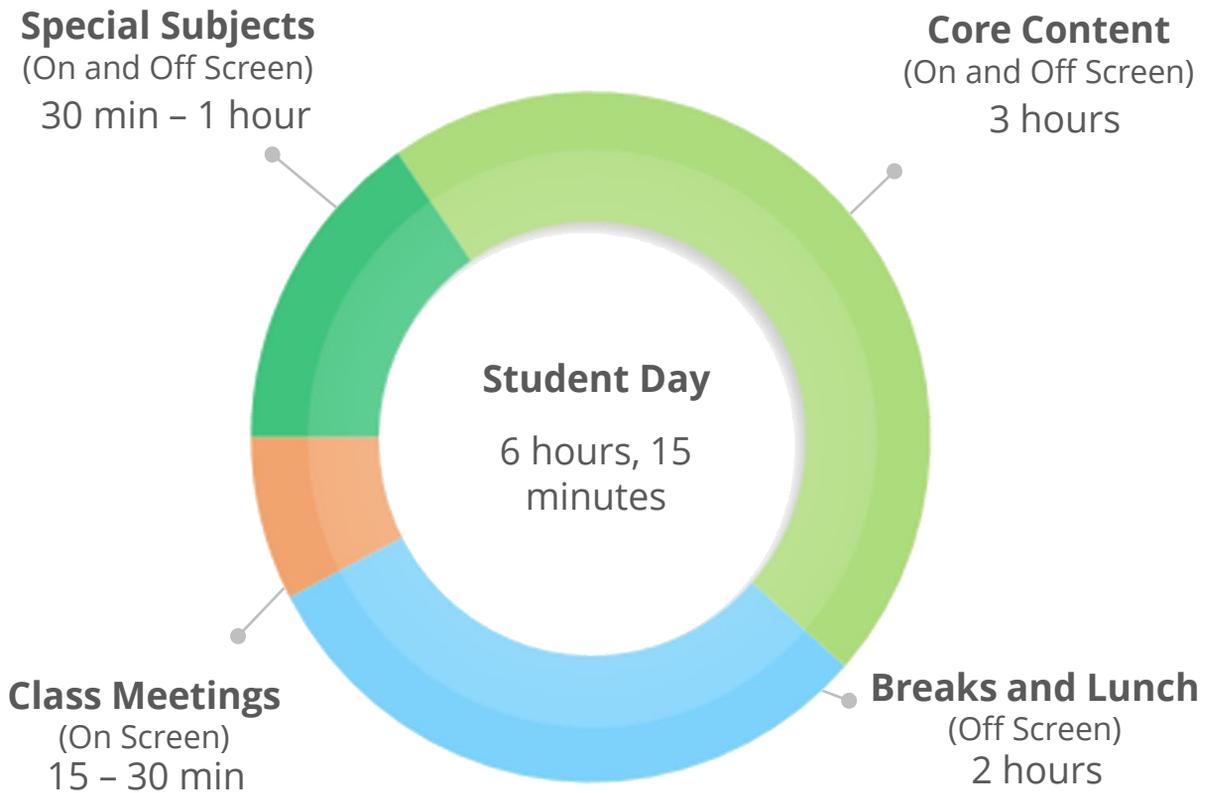
1. Time to engage in directed, self-paced/independent work that supports content mastery.
2. Time to receive individualized student support, including working with staff members who serve students with disabilities and related service providers.

At the elementary level there is additional intention for this time including:

- Time for specials

At all levels, during non-scheduled class time, staff will be engaged in activities that directly connect to the provision of high quality planning, instruction and assessment. This includes individual and collaborative planning, examining student work, grading or professional development.

Typical Elementary Day at a Glance: Use of Time



Sample Elementary Virtual Only Schedule (K-5)

A.M. Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:50	Teacher Planning				
8:50 - 9:00	Teacher Prep				
8:45 - 9:00	Student Preparation (Organize materials for the day, log into Canvas, Zoom)				
9:00 - 9:15	Morning Meeting	Morning Meeting/ SEL Lesson	Morning Meeting	Morning Meeting	Morning Meeting
9:15 - 9:30	English Language Arts	English Language Arts	English Language Arts <i>* Fixed time in all schools</i>	English Language Arts	English Language Arts
9:30 - 9:45					
9:45 - 10:00					
10:00 - 10:15					
10:15 - 10:30			Break		
10:30 - 10:45	Break	Break	Math <i>* Fixed time in all schools</i>	Break	Break
10:45 - 11:00					
11:00 - 11:15	Specials	English Language Arts	Specials	Specials	Specials
11:15 - 11:30					
11:30 - 11:45	Lunch Break (Includes 30 minute teacher lunch + 60 minutes of planning)				
11:45 - 12:00					
12:00 - 12:15					
12:15 - 12:30					
12:30 - 12:45					
12:45 - 1:00					

Sample Elementary Virtual Only Schedule (K-5) Cont'd

P.M. Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday		
1:00 - 1:15	Math	Math	Student Support, Planning, & Professional Learning Leadership Teams should identify how to utilize this time for the priorities of planning time, professional learning time, & student supports. Special education services may be provided on Wednesdays	Math	Math		
1:15 - 1:30							
1:30 - 1:45							
1:45 - 2:00							
2:00 - 2:15							
2:15 - 2:30	Break	Science/ Social Studies	Special education services may be provided on Wednesdays	Science/ Social Studies	Break		
2:30 - 2:45	Break				Break		
2:45 - 3:00	Student Support & Interventions, Planning time**				Science/ Social Studies	Science/ Social Studies	Student Support & Interventions, Planning time**
3:00 - 3:15							
3:15 - 4:00	Teacher Planning						

- Student Support Block -- This time may not involve all students that are in a classroom. Students not scheduled for support will have this as self-paced or independent time or off-screen breaks. Teachers should look at their students and identify with colleagues who may need support. This includes smaller learning or intervention groups to provide help, follow up for clarification, reteach, or check ins. Not all students may need to be scheduled or served during this block nor is there an expectation that the small group time be used for working with guided reading groups.
- Wednesday afternoons are scheduled by the ILT's at each building. Time should be used in a Wednesday afternoon to include planning time, professional learning time, and student supports. This may include scheduling staff meetings and leadership team meetings, as they primarily focus on professional learning topics.
- ESOL instruction should be taught collaboratively during literacy and math block.
- Special education services will be provided throughout the educational day and throughout the school week during the staff's duty day.
- This is a snapshot view of one (1) grade level at an elementary school. Each grade level may have a different order of content, but all content will be reflected for all grades.

** Student Support and Interventions, Planning Time - Can be used for reteaching, small group, teacher "office hours" to provide direct support to families (conferences, consult), related services, IEP meetings, assessments and planning.

Sample Instructional Experience: Elementary Math

Time	Format	Component	Purpose	Student Experience
9:15-9:25 10 minutes	<ul style="list-style-type: none"> 10 min: Whole Class 	Fluency	Practice and Automaticity	<ul style="list-style-type: none"> Students actively participate in counting and other fluency activities as led by the teacher.
9:25-9:35 10 minutes	<ul style="list-style-type: none"> 10 min: Whole Class with Breakout Rooms 	Application Problem	Reasoning through problems using a systematic approach	<ul style="list-style-type: none"> Students are given a problem to solve (can be done independently, guided practice, interactive questioning). Students engaged in sharing out in breakout rooms
9:35-10:15 30 minutes	<ul style="list-style-type: none"> 30 min: Whole Class with Breakout Rooms 10 min: Off Screen 	Concept Development	New Content Being Studied	<ul style="list-style-type: none"> Teachers provide instruction on new mathematical content. Teachers could consider breakout rooms for collaborative, differentiated problem solving. Primary opportunity for co-teaching. Teachers purposefully select Problem Set questions to assign students to complete based on new learning provided. Teachers can put a timer on the screen for students to work and remain available for student questions.
10:15-10:30 15 minutes	<ul style="list-style-type: none"> 10 min: Whole Class 5 min: Off Screen 	Student Debrief	Gauge and Deepen Student Understanding	<ul style="list-style-type: none"> Whole group discussion and students share their thinking. Students complete an exit ticket at the end of or after the live learning and submit to the teacher.

- During this 75 minute instructional block, there is 60 minutes screen time and 14 minutes non-screen time.

What to Expect: Middle School



Subject Areas

All students will remain enrolled in their core academic classes, required courses, electives, support classes and special programs, according to the school-developed master schedule. Like a traditional schedule, students will be assigned to their subject area teachers by class period. This includes courses required for graduation, electives, honors and advanced courses, and special programs.



Live Instructional Schedule

The live instructional schedule will include full class periods, with teachers fully engaged with their students for the duration of the lesson.



Sample Middle School Virtual Only Schedule

Time	Day 1	Day 2	Day 3	Day 4	Day 5	
8:15 - 9:00	Teacher Planning					
8:45 - 9:00	Student Preparation (Organize materials for the day, log into Canvas, Zoom)					
9:00-10:00	Period 1	Period 5/2	Professional Learning	Period 1	Period 5/2	
10:00-10:15	Break					
10:15-11:15	Period 2/3	Period 6/4	Virtual Check-In		Period 2/3	Period 6/4
			Period 1	10:05 – 10:25		
			Period 2	10:30 – 10:50		
			Period 3	10:55 – 11:15		
11:15-12:30	Lunch and Wellness Break					
12:30-1:30	Period 3/5	Period 7/6	Virtual Check-In		Period 3/5	Period 7/6
			Period 4	12:30 -12:50		
			Period 5	12:55 - 1:15		
1:30-1:40	Break		Period 6	1:20 - 1:40	Break	
1:40 - 2:40	Period 4/7	Period 8 (Student Advisory)	Period 7	1:45 - 2:05	Period 4/7	Period 8 (Student Advisory)
			Period 8	2:10 - 2:30		
2:40 - 2:45	Break					
2:45 - 3:15	Focused Student Intervention	Teacher Collaborative Planning	Case Mgmt/ Collaborative Problem Solving/ Dept Meeting	Focused Student Intervention	Teacher Collaborative Planning	
3:15 - 3:30	Student Closure (Organize assignments and plan for self-paced work)					

Sample Middle School Virtual Only Schedule Cont'd

Note:

- Focused Student Intervention: All teachers actively engage groups of students for enrichment or support. Collaboration between classroom teacher and ESOL/Special Ed support providers needed.
- Student Advisory: Students are scheduled into an advisory/homeroom for school culture/climate/social emotional engagement.
- Schools will choose ODD/EVEN or Sequential to coordinate shared staffing and high school courses.
- Special education services will be provided throughout the educational day and throughout the school week during the staff's duty day.
- Wednesday: Students work on self-paced work for the week from all of their classes. Also, in the afternoons, they can access the teachers for check-ins during the periods listed. Attendance to these periods is optional and may be required if a student is requested to attend by the teacher. Schools have flexibility in determining the structure for the Wednesday virtual check-in time (the schedule represents a sample approach).

What to Expect: High School



Subject Areas

All students will remain enrolled in their core academic classes, required courses, electives, support classes and special programs, according to the school-developed master schedule. Like a traditional schedule, students will be assigned to their subject area teachers by class period. This includes courses required for graduation, electives, Honors and advanced courses, and special programs such as career and technology education.



Career Readiness Programs of Study

MCPS is working closely with the Maryland State Department of Education to ensure students are able to meet all requirements in a virtual-only model. These include programs housed at Thomas Edison High School of Technology and Seneca Valley High School. All students, whether they are at the very beginning of a program or continuing on in a program they had already started, will engage in rigorous and meaningful career-related instruction and have the opportunity to complete their career program. Students will have relevant, real-world experiences through web conferences, virtual simulations, project based learning, capstone projects and more. Students will be provided with the required software and technology for learning. Staff will continue to work on the development of modifications for some of the more equipment intensive programs, such as Automotive, Construction, Cosmetology, and Restaurant Management.



Live Instructional Schedule

The live instructional schedule will include full class periods, with teachers fully engaged with their students for the duration of the lesson.



Class Periods and Additional Support

Generally, students will have four full class periods per day and will also be provided time for additional live academic and/or social-emotional support. Each class will meet at least two times each week.

What to Expect: High School (cont'd)



Targeted Support and Independent Work

The non-scheduled class time on Wednesdays is intentional time that prioritizes students and staff. It encourages connection and support outside of the daily class instructional blocks. Feedback from our students emphasized the need to provide schedules that were balanced and allowed time for work to be completed outside of class. In addition, students indicated a desire for increased dedicated time with teachers to review, reteach and deepen learning.

At **all levels**, we intend for non-scheduled class time to focus on two features that are essential to the student experience and learning:

1. Time to engage in directed, self-paced/independent work that supports content mastery.
2. Time to receive individualized student support, including working with staff members who serve students with disabilities and related service providers.

At the secondary level there are additional intentions for this time including:

- Time to check in with teachers by period and receive support on current course content.
- Time to engage in school sponsored and partnership programs.

At all levels, during non-scheduled class time, staff will be engaged in activities that directly connect to the provision of high quality planning, instruction and assessment. This includes individual and collaborative planning, examining student work, grading or professional development.



Sample High School Virtual Only Schedule

Time	Day 1	Day 2	Day 3	Day 4	Day 5	
8:15 - 9:00	Teacher Planning					
8:45 - 9:00	Student Preparation (Organize materials for the day, log into Canvas, Zoom)					
9:00-10:00	Period 1	Period 5	Professional Learning	Period 1	Period 5	
10:00-10:15	Break					
10:15-11:15	Period 2	Period 6	Virtual Check-In		Period 2	Period 6
			Period 1	10:05 – 10:25		
			Period 2	10:30 – 10:50		
			Period 3	10:55 – 11:15		
11:15-12:30	Lunch and Wellness Break					
12:30-1:30	Period 3	Period 7	Virtual Check-In		Period 3	Period 7
			Period 4	12:30-12:50		
			Period 5	12:55 - 1:15		
1:30-1:40	Break		Period 6	1:20 - 1:40	Break	
1:40 - 2:40	Period 4	Period 8 (Student Advisory)	Period 7	1:45 - 2:05	Period 4	Period 8 (Student Advisory)
			Period 8	2:10 - 2:30		
2:40 - 2:45	Break					
2:45 - 3:15	Focused Student Intervention	Teacher Collaborative Planning	Case Mgmt/ Collaborative Problem Solving/ Dept Meeting	Focused Student Intervention	Teacher Collaborative Planning	
3:15 - 3:30	Student Closure (Organize assignments and plan for self-paced work)					

Sample High School Virtual Only Schedule Cont'd

Note:

- Focused Student Intervention: All teachers actively engage groups of students for enrichment or support. Collaboration between classroom teacher and ESOL/Special Ed support providers needed.
- Student Advisory: Students are scheduled into an advisory/homeroom for school culture/climate/social emotional engagement.
- Special education services will be provided throughout the educational day and throughout the school week during the staff's duty day.
- Wednesday: Students work on self-paced work for the week from all of their classes. Also, in the afternoons, they can access the teachers for check-ins during the periods listed. Attendance to these periods is optional and may be required if a student is requested to attend by the teacher. Schools have flexibility in determining the structure for the Wednesday virtual check-in time (the schedule represents a sample approach).

Sample Instructional Experience: Secondary English

Time	Format	Component	Purpose	Student Experience
9:00-9:05 5 minutes	5 min: Whole class	Building Community Establishing Routines	Building Relationships	<ul style="list-style-type: none"> Teacher will welcome students to the class. Teachers will take time to be explicit about the mechanics of the lesson, as well as norms such as muting and using the chat.
9:05-9:10 5 minutes	5 min: Whole class	Framing the Lesson	Communicating the Objectives and Itinerary	<ul style="list-style-type: none"> Review of the language and thinking skill objectives
9:10-9:30 20 minutes	20 min: Whole class	Direct Instruction	Modeling and Checking for Understanding	<ul style="list-style-type: none"> Whole class discussion/processing. This might include higher-order questions, and modeling thinking aloud and use of chat to respond to students and deepen engagement.
9:30-9:55 20 minutes	10 min: Breakout rooms 10 min: Off screen	Student Practice	Small Group and Independent Work	<ul style="list-style-type: none"> Include opportunities for virtual collaboration Independent work time is focused on activity related to the content.
9:55-10:00 5 minutes	5 min: Off screen	Closure	Check for understanding Review expectations for self-paced learning & prepare for the next class	<ul style="list-style-type: none"> Students given the opportunity to show their learning Teachers assess content knowledge and student receive immediate feedback should be provided

- During this 60 minute instructional block, there is 45 minutes of on-screen time and 15 minutes non-screen time

Schedule for Alternate Learning Outcome Classes (All Virtual 4.5 Days)

Kindergarten–12 Autism Classic, Extensions, School Community-based, Elementary
Learning for Independence, Special Schools

Beginning September 2020

Suggested Schedule for Virtual Start to School Year

A.M. Schedule

Time	Monday & Friday	Wednesday	Tuesday & Thursday
45 min	Morning Meeting (Live): <ul style="list-style-type: none"> Set schedule for the day *Social-Emotional Learning Movement Break Morning Work (independent work, checklist for the day, go noodle, work in Google, etc.) 	Morning Meeting (Live): <ul style="list-style-type: none"> Set schedule for the day *Social-Emotional Learning Movement Break Morning Work (independent work, checklist for day, go noodle, work in Google, etc.) 	Small-group Instruction (Live): Set schedule for the day* Teacher or Para led Instructional option: <ul style="list-style-type: none"> Social Studies Science Adaptive P.E. <i>Be Well 365</i> Activities of Daily Living Health Transition Activities Address IEP goals
15 Minute Break			
90 min	English Language Arts (Live/Pre-recorded): <ul style="list-style-type: none"> 20-30-minute introductory lesson to preview the content for the day 1 hour: rotation of break out rooms for teacher and paraeducators to work on specific skills with small groups or one-to-one. <i>Office hour activities</i> Special Education services addressed throughout the day Discrete skills Fine motor/gross motor needs Follow up to ELA lesson social skills Other individualized needs 	Real World / Community Connections (Live/Pre-recorded): <ul style="list-style-type: none"> 20-30 minute introductory lesson to preview the content for the day 1 hour: rotation of break out rooms for teacher and paraeducators to work on specific skills with small groups or one-to-one. ELA or mathematics connections to real world applications 	Mathematics lesson (Live/Pre-recorded): <ul style="list-style-type: none"> 20-30-minute introductory lesson to preview the content for the day 1 hour: rotation of break out rooms for teacher and paraeducators to work on specific skills with small groups or one-to-one. <i>Office hour activities</i> Special Education services addressed throughout the day Discrete skills Fine motor/gross motor needs Follow up to mathematics lesson social skills Other individualized needs.
75 min	Lunch/Break		

Specials and Related Services will be scheduled based on master schedule/student availability.

Schedule for Alternate Learning Outcome Classes (All Virtual 4.5 Days) Cont'd

P.M. Schedule

Time	Monday & Friday	Wednesday	Tuesday & Thursday
75 min	Mathematics lesson (Live/Prerecorded): <ul style="list-style-type: none"> 15–20-minute introductory lesson to preview the content for the day 1 hour: rotation of break out rooms for teacher and paraeducators to work on specific skills with small groups or one-to-one. Office hour activities Special Education services addressed throughout the day Discrete skills Fine motor/gross motor needs Follow up to ELA or mathematics lesson Social skills Other individualized needs. 	Asynchronous learning to reinforce student learning Flexible scheduling for staff to address: <ul style="list-style-type: none"> Case management IEP paperwork (student data review) IEP Meetings Crossteam planning Progress Monitoring review Parent communication and support 	ELA/reading lesson (Live/Prerecorded): <ul style="list-style-type: none"> 15–20-minute introductory lesson to preview the content for the day 1 hour: rotation of break out rooms for teacher and paraeducators to work on specific skills with small groups or one-to-one. Office hour activities Discrete skills Fine motor/gross motor needs Follow up to ELA or mathematics lesson Social skills Other individualized needs
15 Minute Break			
45 min	Small-group Instruction (Live): Select from: <ul style="list-style-type: none"> Social Studies Science Adaptive P.E. Be Well 365 Activities of Daily Living Health Transition Activities Address IEP goals (teacher or paraeducator led) 	Asynchronous learning to reinforce student learning Flexible scheduling for staff continued	Afternoon Meeting (Live): <ul style="list-style-type: none"> Social-Emotional Learning Movement Break Afternoon Work (independent work, go noodle, work in Google, etc.)

What to Expect: Special Education



Virtual Learning

Montgomery County Public Schools (MCPS) students with Individualized Education Plans will continue to receive special education and related services during the MCPS Recovery Plan. The Office of Special Education (OSE) has developed processes to meet the special education mandates of federal and state law and regulations.

The virtual learning for students receiving special education services may include:

- All students receiving core instruction that addresses the standards at the grade level in which they are enrolled.
- During core instruction (ELA and mathematics,) special educators and/or paraeducators may work with students from multiple classrooms in the same grade in a breakout group during small group instructional periods. This allows special educators and paraeducators to support students' IEP goals in these areas, while ensuring that all students receive core instruction with their general education peers.
- Receiving interventions in a small group or individual setting.
- Providing related services (e.g., speech, occupational and physical therapy) through individual or small group televisits, or as plug-in services in classes. School schedules will need to accommodate the scheduling of related services throughout the instructional day.
- For students working towards Alternate Learning Outcomes (ALO), providing alternating morning and afternoon instructional opportunities in both ELA and mathematics, which are designed to address feedback from teachers and parents/guardians regarding the need for flexibility to address student and family schedules.



Individual Distance Learning Plan (IDLP)

While students receive their instruction in a distance learning format, students will continue to have their services documented in an Individual Distance Learning Plan (IDLP). The IDLP will align with each student's IEP and describe the delivery of special education services in the distance format. Special education teachers/case managers will update the IDLP in collaboration with parents/guardians.

What to Expect: Special Education (cont'd)



Related Services

Speech/language therapy, occupational therapy and physical therapy delivered using a variety of methodologies. As agreed upon in the IDLP, services will be provided through direct televisits and may include both individual and small-group sessions. Services may also be delivered in a plug-in model, with a related service provider joining student's virtual class to deliver direct services.



Child Find

Screening and evaluations for students aged three to five will be conducted virtually. Screening and assessment measures include an extensive parent interview, a review of the preschool teacher questionnaire and other documents when available. Standardized measures, including parent rating scales, are administered virtually when possible, given the parameters of each assessment and the individualized needs of the student. Direct observations of the student in their home environment are conducted when feasible.

Evaluations conducted by occupational therapists, physical therapists, speech/language pathologists and other related service providers are conducted virtually. Evaluations may include parent interviews, student observations in their home environment and standardized measures as appropriate.



Montgomery County Infants and Toddlers Program (MCITP) Early Intervention Services

Children with disabilities and their families enrolled in MCITP participate in family coaching services based on the Individualized Family Services Plan (IFSP) outcomes as modified and agreed upon by each family and staff member. Services provided are documented in Family Visit Notes in the Maryland Online IFSP.

In addition to individual family coaching, services may include:

- Virtual group parent training
- Assessment of children referred for eligibility for the program and services
- Virtual small group sessions, facilitated by an Infants and Toddlers Program provider, with children and families to facilitate direct interaction with peers
- Support to families through the transition from MCITP at age three to special education pre-K programs and services

What to Expect: Special Education (cont'd)



Assistive Technology

Montgomery County Public Schools is extending access to existing assistive technology tools and offering new technology options for students with more significant disabilities for distance learning. Additional assistive technology online tools and equipment will allow teachers to engage and support more students with disabilities and allow home access for more of these supports. All enhancements to assistive technology tools and resources will be distributed prior to the start of the 2020-2021 school year.

Professional development and parent training sessions will be available on multiple topics related to the use of assistive technology tools and devices for students with high and low incidence disabilities, including accessible digital instructional materials. This will build on prior required accessibility training for all teachers completed in March. The district's assistive technology teams have extensive experience in remote professional learning and technical assistance over the past ten years and will lead these efforts.

For questions related to technology access, parents/guardians and staff may contact:

- High Incidence Accessibility Team (HIAT)—supporting students with high incidence disabilities, contact Ms. Linda B. Wilson at Linda_B_Wilson@mcpsmd.org
- Interdisciplinary Augmentative Communication and Technology Team (InterACT)—supporting students with severe communication disabilities, contact Ms. Marilyn Jacobs at Marilyn_K_Jacobs@mcpsmd.org

Parents/guardians of students currently using assistive technology will have the opportunity to receive devices and equipment required for distance learning at a centrally-located distribution site by appointment, prior to the start of the 2020-2021 school year. Distribution sites will be expanded to coincide with districtwide distribution of materials and equipment.

What to Expect: ESOL Services

English for Speakers of Other Languages (ESOL) teachers and supporting staff will continue to provide language support services to English Language Learners (ELL) on a regularly scheduled basis.

Elementary

Students will receive English Language Development (ELD) instruction through a co-taught literacy or math block. Small group instruction using the designated ELD resources may also be appropriate and should not interrupt scheduled literacy or math instruction. Number of daily minutes for students receiving these services depends on the number of students at each grade level during each



blended learning grouping. Students attending Two-Way Immersion (TWI) schools would receive English (ELD) or Spanish Language Development instruction through a co-taught literacy or math block. Small group instruction may also be appropriate and should not interrupt the scheduled literacy or math instruction. Number of daily minutes for students receiving these services depends on the number of students at each grade level during each blended learning grouping.

Secondary



Students will receive virtual English Language Development (ELD) instruction during their English Language Arts (ELA) course or via an ESOL course. Additional language supports will be embedded within each class experience by their content teacher. Each ESOL student will continue to receive supports aligned to their proficiency level.

Supports for Staff



Well-Being

MCPS is committed to the physical, social and psychological well-being of its more than 24,000 employees. Professional development will be provided to staff on a wide range of topics, including establishing a culturally responsive environment for all students, technology, setting online learning expectations and social-emotional learning. To navigate working remotely and coping with the impacts of the COVID-19 pandemic, it's especially important that we care for our mental, emotional and physical health. The district launched the [Be Well 365 Staff Page](#) to provide ongoing support and resources for your work, home and personal concerns.



Professional Development

Professional development will be provided to staff on a wide range of topics including, but not limited to, establishing a culturally responsive environment for all students, technology, setting online learning expectations and social-emotional learning. A [professional development webpage](#) for staff and families will be updated throughout the year with resources and course offerings.



Technology

MCPS will provide staff with the devices and tools needed to deliver instruction. This includes Chromebooks, wireless hotspots (based on approved need), and document cameras. Staff in need of technology can pick up devices Monday-Friday 9 a.m. - 12 p.m. at 45 W. Gude Drive in Rockville.



Supports for Families

Students

MCPS will address the physical, social and psychological needs of students, families and staff through central office- and school-based programs and initiatives. The *Be Well 365* 90-Day Recovery plan provides steps for schools to take to address community concerns around school safety, social-emotional learning and interventions, staff members supports, and family and community supports to ensure that staff and students can return to a psychologically-safe learning environment. Social-emotional learning (SEL) lessons will be conducted as both stand-alone and integrated throughout Kindergarten through Grade 12 lessons.



- SEL lessons will focus on cultivating healing, empathy, resiliency, and managing stressors and anxieties to support the learning process for students.
- Live Kindergarten–Grade 12 SEL lessons will be developed, focusing on the Collaborative for Academic and Social-Emotional Learning (usually referred to as CASEL) five core competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision making.
- Schools have the option to integrate mindfulness activities at the start or end of their schedule to support student stress management and support student focus during their day. Examples of mindfulness activities are available online on the [Be Well 365](#) webpage.
- As school schedules are developed and finalized, the goal is to have 30–60 minutes dedicated to SELs each day, at all levels. This can include a morning mindfulness activity, either stand-alone and/or integrated Kindergarten–Grade 12 SEL lessons, and an afternoon check-in.
- MCPS is developing a process for recording lessons that families can access at a later time. Precautions will be taken to ensure confidentiality and privacy.

Students will also have access to [workshops, virtual chats and other activities](#) that address their concerns and questions on topics, including wellness, self-management, and race and equity.

Parents/Families



MCPS is committed to equipping parents/guardians with the resources, tools and information they need to help their child(ren) succeed during this period of virtual-only learning. Parents will have access to a [wide variety of trainings, workshops and recorded video sessions on a number of topics](#), including social-emotional wellness, distance learning strategies and supports, maintaining positive parent-child relationships, and navigating the technology.

Grading, Attendance and Engagement



Grading

MCPS will use a more standardized and traditional grading system for the fall semester. While we anticipate that we will have to revise our grading system in certain areas, we want to ensure that we have a framework in place that reflects our students' work, their learning and their progress.



Reporting Attendance

Students are expected to attend all classes in which they are enrolled. The Maryland State Department of Education has issued an expectation to school districts that daily attendance will be recorded.

A student will be marked present for a class in one of three ways:

- Student attends a live virtual learning class via Zoom
- Student completes an Attendance Check-in on myMCPS Classroom during a live or recorded class
- Student engages in an online discussion thread on myMCPS Classroom during a live or recorded class

All attendance will be recorded in the new student information system and will be visible to parents through the parent portal. In addition, ConnectEd calls and other parent outreach will occur regularly to inform parents if their child has not attended.

Parents/guardians must submit a note, phone call, or email to the attendance secretary if a student will be absent for a full or partial school day. All absences for which no documentation is received will be listed as unexcused.



Engagement

In order to monitor student engagement, MCPS has created a comprehensive student engagement monitoring program that includes multiple data sources and mobilizes staff and resources across the district in order to meet individual student and family needs. This fall, we will continue to analyze and track individual student engagement at the school and central office level, create outreach and case management action plans to address student needs, and analyze the quality of student engagement.

Extra-Curricular Activities and Athletics

MCPS Athletics, Fine Arts, Student Leadership and Extracurricular Activities will conduct engaging virtual programs for students throughout the first semester. During the second semester, pending approval and additional guidance from state and county health officials, our hope is to be able to offer **in-person** activities and programs for Athletics, Fine Arts, Student Leadership and Extracurricular Activities. All students are academically eligible to participate in athletics and extracurricular activities for the first semester during the 2020-2021 school year.

The Student Leadership and Extracurricular Activities Unit is working on a new webpage that will outline independent activities, as well as school-based and local school partnership programs. This will include student-to-student content, a leadership development series and additional means for students to build their personal and professional skills.

Athletics

The first semester of athletic operations will be virtual and will feature three sport seasons, which will be conducted within the confines of the first semester.

With the approval of the Maryland Public Secondary Schools Athletic Association (MPSSAA), highlights of the proposed plan include:

First Semester

■ Three seasons will occur during the first semester. Each season will be 5 weeks long as follows:

- Fall: September 14-October 16
- Winter: October 26-December 4
- Spring: December 14-January 22

■ During the first semester, all sports will operate within the confines of their respective seasons, based on the traditional model of operations. **Please note** that cheerleading will only occur in the fall season, while poms will only occur in the winter season.

■ The virtual athletic program will not include tryouts and will be open to all students.

■ Each season will consist of:

- Systemwide engagement opportunities, including speakers, character education and other resources as appropriate
- Schoolwide engagement, per the athletics specialist or athletic coordinator
- Sport-specific countywide engagement
- Team-specific engagement

Extra-Curricular Activities and Athletics (cont'd)

First Semester (cont'd)

Curriculum and programming will include activities that reflect the R.A.I.S.E. core values of MCPS Athletics, including the following:

- Respect & Sportsmanship—team building, potential engagement with other schools
- Academic Excellence—academic support and college recruiting support
- Integrity & Character—character education, including speakers and programs
- Spirited & Safe Competition—skills and sport instruction, along with COVID-19 safety education in preparation for in-person activities
- Equity & Access—efforts supporting equity and social justice initiatives

All students participating in the fall, winter, and spring virtual seasons, must complete the online registration process. Registration is done electronically through the school's specific athletics registration link posted on the school's website. Students and parents/guardians who have difficulty with registration should contact the athletics specialist or athletic coordinator at the local school. The registration process will require parent permission and allow for the submission of a pre-participation physical.

Students must have a valid physical on file with the school for to participate in high school virtual athletics. Given the unprecedented circumstances, for students who are unable to secure an updated physical, MCPS will extend the expiration date of an existing physical by one calendar year. To the extent a student does not have a physical on file with the school, the student will need to obtain one. For middle school athletics, parents/legal guardians will authorize and consent to their child's participation in interscholastic athletics and sports and assume the risk of any injuries that may occur while participating in virtual athletic activities. Due to the strenuous nature of selected activities, each student is encouraged to consult their physician concerning fitness to participate in the program.

Students will need to complete a parent permission form to participate. If students want to participate in any physical conditioning/skills-based activities they must have a valid physical on file.

Extra-Curricular Activities and Athletics (cont'd)

- Outside of the confines of the formal season, coaches will also be able to engage with students, consistent with the out-of-season guidelines for virtual engagement. Similar to the summer, this engagement would be team-based and not administered centrally.
- The virtual delivery and seasonal structure will also apply to the middle school athletics program. Appropriate modifications to middle school sports will be made during the planning process, as needed. There will be three, 3-4 week seasons for middle school (fall, winter and spring). The fall season begins on Sept. 21.

Second Semester

If current state and local health guidelines and metrics allow, the second semester of program operations would be in-person. Seasons and calendars will be reimagined to operate as many sports as possible, consistent with the designated seasons established by the MPSSAA. In the event state level competition is not feasible due to current health metrics, MCPS will implement a local reimagined program that maximizes participation opportunities, consistent with state and county health metrics and school system operations. The reimagination of seasons would apply to both the high school and middle school athletics programs, with appropriate modifications made to middle school sports. More information will be forthcoming from the MPSSAA and during the fall, when more updated health metrics will be available.

Technology

MCPS is committed to providing all students with the technology and support they need to fully engage in virtual-only learning.



Elementary

All elementary students will get a new touchscreen Chromebook. Students who have an older MCPS Chromebook will be able to swap it for the new model prior to the start of the new school year.

Secondary

All secondary students will be provided with a Chromebook device. Devices will be distributed at the end of August.



Wireless Hotspot Devices

MCPS will provide wireless hotspot devices for students who do not have internet access at home.



myMCPS Classroom

MCPS will utilize one Learning Management System—myMCPS Classroom—for the school year.



Operational Updates

MCPS will implement all required public health and safety measures, including face coverings and physical distancing, as we conduct operational activities in the first semester.



Meal Service

MCPS will provide breakfast and lunch meals to students at more than 70 sites. The curbside meal service will be provided Monday, Tuesday, Wednesday and Friday. More information can be found on the [MCPS Meal Service website](#).



Materials

MCPS will make materials available for pickup or delivery to families, such as workbooks and other instructional supplies.



Facilities

We will look for opportunities to accelerate work that can only be accomplished when students are not in buildings. This will include additional preventive maintenance required for infrastructure and systems, addressing backlog of needed repairs and key improvement projects.



Child Care

MCPS has been working with the Montgomery County Department of Health and Human Services and Community Use of Public Facilities (CUPF) on school-aged child care providers seeking to operate in MCPS buildings this fall. Approved providers must maintain small group and operational distance between groups, as well as follow the state and county licensing and public health requirements. Some of these programs will begin operations in mid-September.

Communications and Community Engagement

Digital

- Reimagine, Reopen, Recover Website
- Multimedia Social Media
- Explainer Videos
- Virtual Town Halls (Community, Staff and Student Versions)
- Multimedia Content Banks/Online

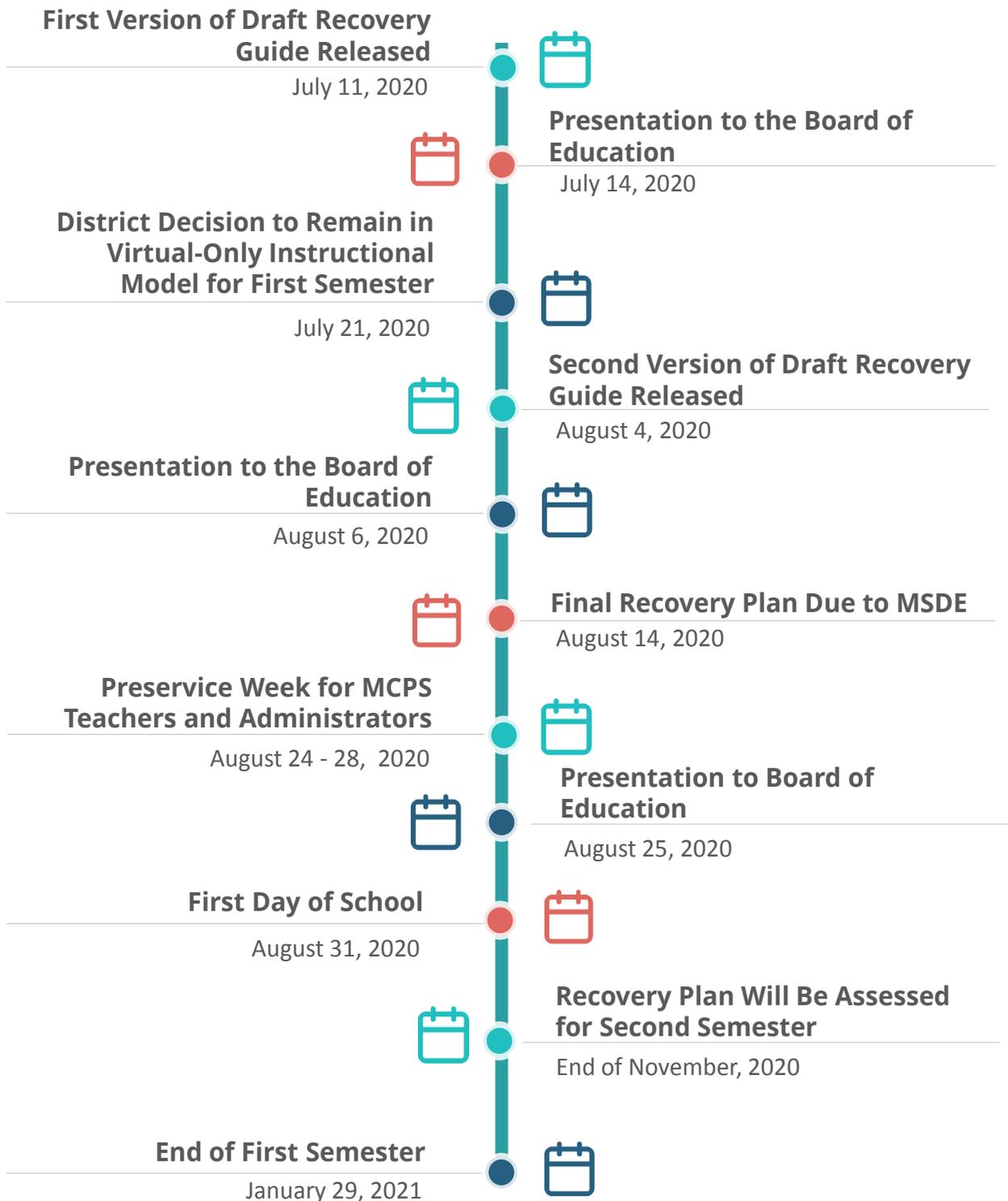
Community

- Community Partnerships
- Stakeholder Feedback
- Feedback Dropbox
- Ask MCPS
- Parent Check Lists for School Year
- “Five Things to Know” series

Traditional

- Media Engagement
- Community Messages
- Alert MCPS/MCPS Alerta
- Frequently Asked Questions

Recovery Plan Timeline



Feedback and Frequently Asked Questions



Feedback

Your comments and feedback are important and continue to help inform our planning. Go to www.mcpssubmitfeedback.org to provide feedback.



Frequently Asked Questions

FAQs about our fall recovery plan are posted on the [MCPS Fall Recovery website](#).



APPENDIX: MCPS Fall 2020 Recovery of Education Plan

Reimagine, Reopen, Recover



Equity Plan

MCPS' commitment to providing an equitable education for all is illustrated throughout the draft Recovery Plan. Specific references can be found on the following pages:

- [Letter from Superintendent](#) (pgs. 3-4)
- [Guiding Principles](#) (pg. 6)
- Appendix: [College and Career Readiness Standards Alignment](#)
- Appendix: [MCPS Athletics Reimagined](#)



Recovery Plan Stakeholder Group

MCPS established a recovery of education stakeholder group that is reflective of our diverse schools and community. Our stakeholder group provided insight and invaluable feedback on all components of our plan.

- [Stakeholder Group](#)



Assessing Learning

MCPS has created instructional and assessment plans that will help us determine where students are instructionally, identify gaps in learning and prepare a path for instructional success and recovery.

- [Our Plan for Virtual-Only Instruction](#) (pgs. 7-31)
- Appendix: [Assessing Learning](#)



College and Career Readiness Standards Alignment

School systems must ensure that Maryland College and Career Ready Standards are taught in all content areas.

Appendix: [College and Career Readiness Standards Alignment](#)

APPENDIX: MCPS Fall 2020 Recovery of Education Plan (cont'd)



Special Education Services

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).

- [What to Expect: Special Education](#) (pg. 25)
- Appendix: [Special Education Recovery Plan](#)



COVID-19 Case Response

School systems must follow procedures that are developed by MSDE in collaboration with the Maryland Department of Health and guidance from the Centers for Disease Control for an individual who tests positive for COVID-19.

- Appendix: [Response to Confirmed COVID-19 Case](#)



Safety Measures

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.

- Appendix: [Safety Protocols](#)



Transportation

School systems must follow protocols for the safe transportation of students to and from schools.

- Appendix: [MCPS Transportation](#)

APPENDIX: MCPS Fall 2020 Recovery of Education Plan (cont'd)



Attendance and Engagement

MCPS is developing a system for tracking attendance when students are engaged in distance learning.

- [Grading, Attendance and Engagement](#) (pg. 31)



Communications

MCPS has developed a thorough communications plan that engages students, staff, families and a wide variety of community stakeholders.

- [Communications plan](#) (pgs. 37)
- Appendix: [Communication Plan](#)



COVID-19 Checklist

The COVID-19 Checklist must be utilized in the development of the recovery plan.

- Checklist utilized in all facets of MCPS recovery planning including finance, human resources, curriculum and instruction, communications and operations.
- Appendix: [COVID-19 Checklist](#)



Interscholastic Athletics and Activities

MCPS has developed a plan to address the reimagining of athletic seasons.

- [Extra-Curricular Activities and Athletics](#) (pgs. 32-34)
- Appendix: [MCPS Athletics Reimagined](#)