

Maryland's Largest School District

**MONTGOMERY COUNTY PUBLIC SCHOOLS**

*Expanding Opportunity and Unleashing Potential*

August 14, 2020 (third version)

# Reimagine, Reopen, Recover

## MCPS Fall 2020: Draft Recovery of Education Guide



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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 updated considerations and planning for the fall. The MCPS Fall 2020: Reimagine, Reopen, Recover Guide provides an overview of our 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. We will continue to work with the community to address concerns and questions over the coming weeks as we quickly approach the first day of school. MCPS, like other school districts across the nation, is reimagining every aspect of its work. Given this ongoing work, it is important to note that 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 our blended learning model or if we must remain in virtual learning for part or all of the second semester. This revised recovery guide includes guidelines and considerations for the transition to a blended model if we are able to proceed in this manner.

MCPS remains committed to a path that returns our students to in-person instruction as soon as it is safe to do so.

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 build a comprehensive plan that meets the community's needs and ensures that all means all in MCPS.

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](http://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 (synchronous) 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

MCPS is developing a process for recording lessons that families can access at a later 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
9:00 - 9:15	Social-Emotional Learning & Morning Meeting
9:15 - 9:45	English Language Arts Block: Whole Group
9:45 - 10:00	Bathroom Break & Snack
10:00 - 10:30	English Language Arts Block: Small Group
10:30 - 10:45	Movement Break (Independent)
10:45 - 11:15	Science/Social Studies/Special
11:15 - 11:30	Bathroom Break
11:30 - 12:00	Social-Emotional Learning/Morning Wrap-Up
12:00-1:15	Lunch and Wellness Break
1:15 - 1:30	Teacher-Led Movement
1:30 - 2:00	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

# Sample Virtual-Only Half Day Prekindergarten Schedule

Time	Typical Day
9:00 - 9:15	Social-Emotional Learning & Morning Meeting
9:15 - 9:25	English Language Arts Block: Whole Group
9:25 - 9:40	Bathroom Break
9:40 - 9:55	Snack/Social Interaction
9:55 - 10:20	English Language Arts Block: Small Group
10:20 - 10:35	Science/Social Studies/Specials
10:35 - 10:45	Math Block: Whole Group
10:45 - 11:00	Movement Break (Independent)
11:00 - 11:15	Eureka Math Block: Small groups
11:15 - 11:30	Social-Emotional Learning /Morning Wrap-up

# 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/science (30-45 min, 2 times weekly)
- 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:

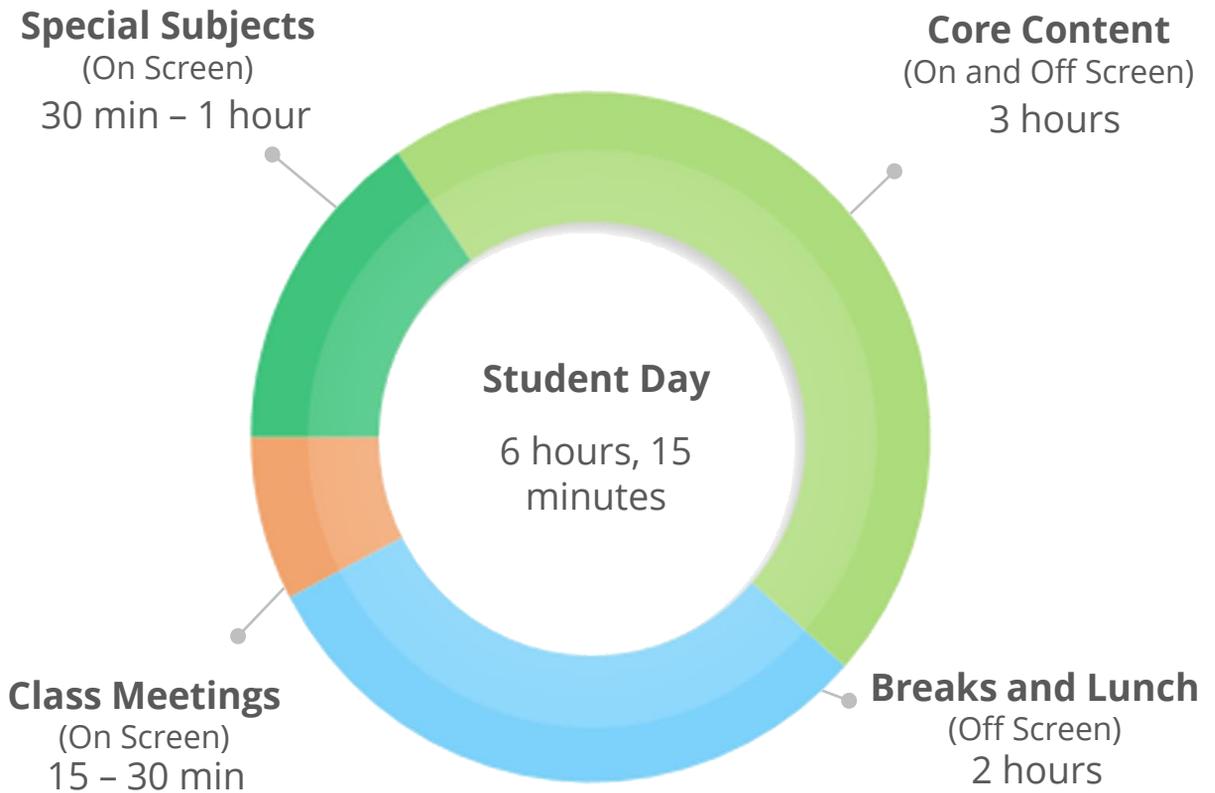
1. Time to engage in directed, self-paced/independent work that supports content mastery.
2. Time to receive individualized student support, including working with staff members who serve students with disabilities and related service providers.

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)

	Monday	Tuesday	Wednesday	Thursday	Friday	
9:00 - 9:15	Morning Meeting	Morning Meeting/ SEL Lesson	Morning Meeting/ SEL Lesson	Morning Meeting	Morning Meeting	
9:15 - 9:30	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts	
9:30 - 9:45						
9:45 - 10:00						
10:00 - 10:15						
10:15 - 10:30						
10:30 - 10:45			Break			
10:45 - 11:00	Break	Break	Math	Break	Break	
11:00 - 11:15	Specials	English Language Arts		Specials	Specials	
11:15 - 11:30						
11:30 - 11:45						
11:45 - 12:00	Lunch and Wellness Break	Lunch and Wellness Break	Lunch and Wellness Break	Lunch and Wellness Break	Lunch and Wellness Break	
12:00 - 12:15						
12:15 - 12:30						
12:30 - 12:45						
12:45 - 1:00						
1:00 - 1:15	Math	Math	<ul style="list-style-type: none"> <li>• Student Self-Paced Learning and Independent Work</li> <li>• Individual and Collaborative Planning</li> <li>• Grading</li> <li>• Professional Development</li> <li>• Individual Student Support</li> <li>• Special Education Case Management</li> </ul>	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	Small Groups/ Interventions/ Support	Break	Break	
2:30 - 2:45	Small Groups/ Interventions/ Support			Break	Science/ Social Studies	Small Groups/ Interventions/ Support
2:45 - 3:00						
3:00 - 3:15						

- This is a snapshot view of one (1) grade level at an elementary school. Each grade level will have a different order of content, but all content will be reflected for all grades.
- Special education services will be provided throughout the educational day.

# Sample Instructional Experience: Elementary Math

Time	Format	Component	Purpose	Student Experience
9:15-9:25 10 min	<ul style="list-style-type: none"> <li>10 min: Whole Class</li> </ul>	Fluency	Practice and Automaticity	<ul style="list-style-type: none"> <li>Students listen and look at slides, raise hand or call on to share.</li> </ul>
9:25-9:50 25 min	<ul style="list-style-type: none"> <li>15 min: Off Screen</li> <li>10 min: Breakout Rooms</li> </ul>	Application Problem	Apply Skills and Modeling in New Ways	<ul style="list-style-type: none"> <li>Students are given problems to solve (can be done independently, guided practice, interactive questioning).</li> <li>Students engaged in sharing out in breakout rooms.</li> </ul>
9:50-10:20 30 min	<ul style="list-style-type: none"> <li>10 min: Whole Class</li> <li>10 min: Off Screen</li> <li>10 min: Breakout Rooms</li> </ul>	Concept Development	New Content Being Studied	<ul style="list-style-type: none"> <li>Primary opportunity for co-teaching. Teachers purposefully select questions to assign students to complete based on the problems that were modeled during Concept Development.</li> <li>Teachers can put a timer on the screen for students to work and remain available for student questions.</li> <li>Teachers could consider breakout rooms for collaborative, differentiated problem solving.</li> </ul>
10:20-10:30 10 min	<ul style="list-style-type: none"> <li>5 min: Whole Class</li> <li>5 min: Off Screen</li> </ul>	Student Debrief	Gauge and Deepen Student Understanding	<ul style="list-style-type: none"> <li>Whole group discussion and students share their thinking.</li> <li>Students complete an exit ticket at the end of or after the live learning and submit to the teacher.</li> </ul>

- During this 75-minute instructional block, there is 45 minutes of screen time and 30 minutes of 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.



# 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.



## Middle and High School Virtual Only Sample Schedule

Time	Day 1	Day 2	Day 3	Day 4	Day 5																
9:00 - 10:00	Period 1	Period 2	<ul style="list-style-type: none"> <li>Student Self-Paced and Independent Work</li> <li>Individual and Collaborative Planning</li> <li>Grading</li> <li>Professional Development</li> <li>Individual Student Support</li> <li>Special Education Case Management</li> </ul>	Period 1	Period 2																
10:00 - 10:15	Break	Break		Break	Break																
10:15 - 11:15	Period 3	Period 4		Period 3	Period 4																
11:15 - 12:15	Lunch and Wellness Break																				
12:15 - 1:15	Period 5	Period 6	<table border="1"> <tr> <td>Period 1</td> <td>12:20 – 12:40</td> </tr> <tr> <td>Period 2</td> <td>12:50 – 1:10</td> </tr> <tr> <td>Period 3</td> <td>1:20 – 1:40</td> </tr> <tr> <td>Period 4</td> <td>1:50 – 2:10</td> </tr> <tr> <td>Period 5</td> <td>2:20 – 2:40</td> </tr> <tr> <td>Period 6</td> <td>2:50 – 3:10</td> </tr> <tr> <td>Period 7</td> <td>3:20 – 3:40</td> </tr> <tr> <td>Period 8</td> <td>3:50 – 4:10</td> </tr> </table>	Period 1	12:20 – 12:40	Period 2	12:50 – 1:10	Period 3	1:20 – 1:40	Period 4	1:50 – 2:10	Period 5	2:20 – 2:40	Period 6	2:50 – 3:10	Period 7	3:20 – 3:40	Period 8	3:50 – 4:10	Period 5	Period 6
Period 1	12:20 – 12:40																				
Period 2	12:50 – 1:10																				
Period 3	1:20 – 1:40																				
Period 4	1:50 – 2:10																				
Period 5	2:20 – 2:40																				
Period 6	2:50 – 3:10																				
Period 7	3:20 – 3:40																				
Period 8	3:50 – 4:10																				
1:15 - 1:30	Break	Break	Break	Break																	
1:30 - 2:30	Period 7	Period 8	Period 7	Period 8																	
2:30 - 3:15	Dedicated Student Support		Dedicated Student Support	Dedicated Student Support																	

- Wednesday student day begins at 10:00 a.m. and ends at 4:10 p.m. to allow time for all periods to have check-in times during the afternoon.
- Schools must all use the same schedule and cannot make a local change to a sequential (1-4 and 5-8) schedule in order to have consistency systemwide.
- For schools that had a period 5 that was lunch, the school has the option of using that block also as a student support period.
- For schools that have 8 full instructional periods, the student support period can occur in the 2:30-3:15 block.
- For schools that do not regularly have 8 periods, that block could be used for additional support or team collaboration.

# Sample Instructional Experience: Secondary English

Time	Format	Component	Purpose	Student Experience
9:00-9:05 5 min	5 min: Whole Class	<ul style="list-style-type: none"> <li>• Building Community</li> <li>• Establishing Routines</li> </ul>	Building Relationships	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
9:05-9:10 5 min	5 min: Whole Class	Framing the Lesson	Communicating the Objectives and Itinerary	<ul style="list-style-type: none"> <li>• Review of the language and thinking skill objectives.</li> </ul>
9:10-9:30 20 min	20 min: Whole Class	Direct Instruction	Modeling and Checking for Understanding	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
9:30-9:55 20 min	10 min: Breakout Rooms  10 min: Off Screen	Student Practice	Small Group and Independent Work	<ul style="list-style-type: none"> <li>• Include opportunities for virtual collaboration.</li> <li>• Independent work time is focused on activity related to the content.</li> </ul>
9:55-10:00 5 min	5 min: Off Screen	Closure	<ul style="list-style-type: none"> <li>• Check for Understanding</li> <li>• Review Expectations for Self-Paced/ Independent Learning &amp; Prepare for the Next Class</li> </ul>	<ul style="list-style-type: none"> <li>• Students given the opportunity to share their learning.</li> <li>• Teachers assess content knowledge and immediate feedback should be provided to students.</li> </ul>

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

# Sample Alternate Learning Outcome (ALO) Virtual-Only Instructional Week At-A-Glance

## A.M. Schedule

Time	Monday & Friday	Wednesday	Tuesday & Thursday
	*Teachers provide parents with a written schedule with visual prompts to address the needs of students struggling to access live instructional sessions		
45 min	<b>Morning Meeting (Live):</b> <ul style="list-style-type: none"> <li>Set schedule for the day *Social-Emotional Learning</li> <li>Movement Break</li> <li>Morning Work (<i>independent work, checklist for the day, go noodle, work in Google, etc.</i>)</li> </ul>	<b>Morning Meeting (Live):</b> <ul style="list-style-type: none"> <li>Set schedule for the day *Social-Emotional Learning</li> <li>Movement Break</li> <li>Morning Work (<i>independent work, checklist for the day, go noodle, work in Google, etc.</i>)</li> </ul>	<b>Small-Group Instruction (Live):</b> <ul style="list-style-type: none"> <li>Set schedule for the day*</li> </ul> <b>Teacher- or Para-led Instructional Option:</b> <ul style="list-style-type: none"> <li>Social Studies</li> <li>Science</li> <li>Be Well 365</li> <li>Activities of Daily Living</li> <li>Health</li> <li>Transition Activities</li> <li>Address IEP Goals</li> </ul>
15 Minute Break			
90 min	<b>English Language Arts (Live/Prerecorded):</b> <ul style="list-style-type: none"> <li>20-30-minute introductory lesson to preview the content for the day</li> <li>60 minute rotation of breakout rooms for teacher and paraeducators to work on specific skills with small groups or one-to-one</li> <li>Office hour activities</li> <li>IEP skills</li> <li>Discrete skills</li> <li>Fine motor/gross motor needs</li> <li>Follow-up to ELA lesson</li> <li>Social skills</li> <li>Other individualized needs</li> </ul>	<b>Real World/Community Connections (Live/Prerecorded):</b> <ul style="list-style-type: none"> <li>20-30 minute introductory lesson to preview the content for the day</li> <li>60 minute rotation of breakout rooms for teacher and paraeducators to work on specific skills with small groups or one-to-one</li> <li>ELA or mathematics connections to real world applications</li> </ul>	<b>Mathematics Lesson (Live/Prerecorded):</b> <ul style="list-style-type: none"> <li>20-30-minute introductory lesson to preview the content for the day</li> <li>60 minute rotation of breakout rooms for teacher and paraeducators to work on specific skills with small groups or one-to-one</li> <li>Office hour activities</li> <li>IEP skills</li> <li>Discrete skills</li> <li>Fine motor/gross motor needs</li> <li>Follow-up to mathematics lesson</li> <li>Social skills</li> <li>Other individualized needs</li> </ul>
75 min	Lunch/Break		

This schedule reflects general times but can be adjusted to meet the needs of the schools and staff.

# Sample Alternate Learning Outcome (ALO) Virtual-Only Instructional Week At-A-Glance (cont'd)

## P.M. Schedule

Time	Monday & Friday	Wednesday	Tuesday & Thursday
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\*Teachers provide parents with a written schedule with visual prompts to address the needs of students struggling to access live instructional sessions

<b>75 min</b>	<b>Mathematics Lesson (Live/Prerecorded):</b> <ul style="list-style-type: none"> <li>15–20-minute introductory lesson to preview the content for the day</li> <li>60 minute rotation of breakout rooms for teacher and paraeducators to work on specific skills with small groups or one-to-one</li> <li>Office hour activities</li> <li>IEP skills</li> <li>Discrete skills</li> <li>Fine motor/gross motor needs</li> <li>Follow up to ELA or mathematics lesson</li> <li>Social skills</li> <li>Other individualized needs</li> </ul>	<b>Asynchronous Learning to Reinforce Student Learning</b>  <b>Flexible scheduling for staff to address:</b> <ul style="list-style-type: none"> <li>Case management</li> <li>IEP paperwork (student data review)</li> <li>IEP meetings</li> <li>Crossteam planning</li> <li>Progress Monitoring review</li> <li>Parent communication and support</li> </ul>	<b>ELA/Reading Lesson (Live/Prerecorded):</b> <ul style="list-style-type: none"> <li>15–20-minute introductory lesson to preview the content for the day</li> <li>60 minute rotation of breakout rooms for teacher and paraeducators to work on specific skills with small groups or one-to-one</li> <li>Office hour activities</li> <li>IEP skills</li> <li>Discrete skills</li> <li>Fine motor/gross motor needs</li> <li>Follow up to ELA or mathematics lesson</li> <li>Social skills</li> <li>Other individualized needs</li> </ul>
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15 Minute Break

<b>45 min</b>	<b>Small-group Instruction (Live):</b> Select one: <ul style="list-style-type: none"> <li>Wellness 365</li> <li>Social Studies</li> <li>Science</li> <li>Activities of Daily Living</li> <li>Health</li> <li>Community-based Instruction</li> <li>Vocational</li> <li>Individualized IEP goals (teacher or paraeducator led)</li> </ul>	<b>Asynchronous Learning to Reinforce Student Learning</b>  <b>Flexible scheduling for staff continued</b>	<b>Afternoon Meeting (Live):</b> Social-Emotional Learning <ul style="list-style-type: none"> <li>Movement Break</li> <li>Afternoon Work (independent work, go noodle, work in Google, etc.)</li> </ul>
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This schedule reflects general times but can be adjusted to meet the needs of the schools and staff.

# What to Expect: Special Education



## Virtual Learning

Montgomery County Public Schools (MCPS) students with disabilities 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](mailto: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](mailto: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.



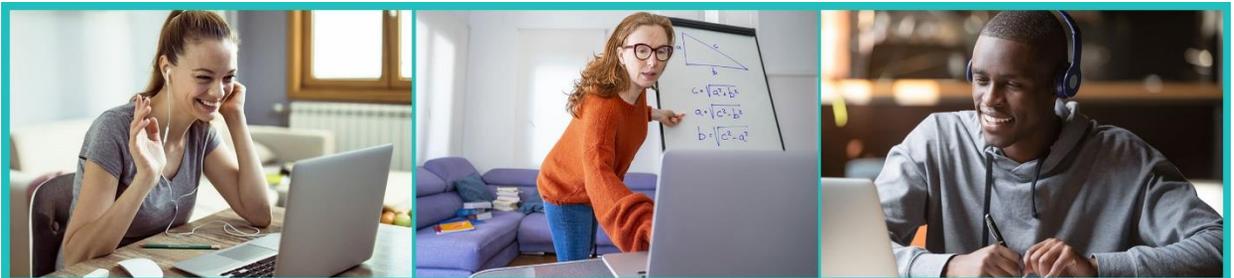
## Professional Development

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.



## 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 designed and implemented 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 agile outreach and case management action plans to address student needs, and analyze the quality of student engagement in addition to quantifying student engagement.

# Extra-Curricular Activities and Athletics

MCPS Athletics, Fine Arts, Student Leadership and Extracurricular Activities 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 would outline independent activities, as well as school-based and local school system 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.

Pending 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

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.

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.

## 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 reimaged 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 reimaged 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 serve meals to all students through pickup at their home school or other area distributions. More information will be provided on how parents can sign up for meal service participation.



## 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

We are seeking clarity and guidance from the state and from the county health officer to understand what level of in-person activities can be supported in school facilities. Decisions about whether and how to open some spaces in schools to provide supervision for school aged children will only be made in consultation with the state and the county and in alignment with the public health and safety guidelines.

# Considerations for Recovery of Education in the Second Semester

## Students Return

When state and local health officials determine conditions in our county allow for students to return safely after the first semester, we will begin to implement a phased blended model in the second semester (beginning February 1, 2021). Students will return to schools on a rotational schedule for in-person learning, with reduced class sizes and reduced numbers of students in the buildings. Due to limited capacity, transportation resources will be prioritized to elementary and middle school students. Students will return to classrooms by grade level, last name/address, and cluster in phases over the first months of the second semester. These recommendations will continue to be revised and refined throughout the first semester.

## Implementation Schedule

- Phases will last 2-4 weeks depending on school level and grade/age.
- Phases may be adjusted based on changing public health conditions and implementation experience.
- Details and dates will follow.

## Sequencing

Students in specific special education programs and students new to a school level (Prekindergarten, Kindergarten, and 6<sup>th</sup> and 9<sup>th</sup> grades) are among the first returning to school.

### Elementary School

Phase 1	Prekindergarten, Kindergarten and students in specific Special Education Programs
Phase 2	Grade 1 and Grade 2
Phase 3	Grade 3 through Grade 5

### Middle School

Phase 1	Grade 6 and students in specific Special Education Programs
Phase 2	Grade 7
Phase 3	Grade 8

### High School

Phase 1	Grade 9 and students in specific Special Education Programs
Phase 2	Grade 10
Phase 3	Grade 11 and Grade 12

# Blended Virtual Learning

- As the fall semester progresses, MCPS will continue to work on models of blended virtual instruction in preparation for student return in the second semester. Our goal is to provide high-quality instruction and learning experiences for all MCPS students, whether in-person or virtually.
- We are working diligently on plans for the second semester, focused on bringing back as many students as possible for in-person instruction on a consistent and rotating basis.



## Current Recommendations

### Blended Virtual Learning

- Subject to change and based on public health conditions and operational experiences as the schedule is implemented.
- Families will have the option to choose a virtual-only format once the final schedule and reopening plan is released.
- Sample schedules represent the starting point for our work to ensure that a high-quality instructional program will be provided when we are cleared to resume in-person instruction.

Rotating A/B schedule by grade level; student last name/home address; and school cluster for elementary and middle.

Monday & Tuesday	Wednesday	Thursday & Friday
Group A in School	All Students Home With Virtual Learning	Group B in School
Group B at Home with Virtual Learning	Staff Professional Development	Group A at Home with Virtual Learning

- \* MCPS will be prepared to move all students to virtual-only instruction based on a State and/or local decision about closures as a result of an increase in COVID-19 spread.

# Sample Blended Virtual Elementary School Schedule

(blended virtual learning means a combination of both in-person and virtual learning)

	Group A Monday and Tuesday	Wednesday	Group B Thursday and Friday
A.M.	Arrival/Breakfast	<ul style="list-style-type: none"> <li>Student Asynchronous Learning and Independent Work*</li> <li>Individual and Collaborative Planning for Staff</li> <li>Grading</li> <li>Professional Development</li> <li>Individualized Student Support</li> </ul>	Arrival/Breakfast
	English Language Arts		English Language Arts
	Art/Music/P.E.		Art/Music/P.E.
	Lunch		Lunch
	Recess— Establish schedule throughout the day for classes of 15 to go outside for recess		Recess—Establish schedule throughout the day for classes of 15 to go outside for recess
	Restrictive access to specific areas	<ul style="list-style-type: none"> <li>* Note: A/B group rotation, no live instruction on Wednesdays</li> </ul>	Restrictive access to specific areas
	Rotational Teacher Planning		Rotational Teacher Planning
P.M.	Mathematics		Mathematics
	Science/Social Studies		Science/Social Studies
	Intervention Supports		Intervention Supports
	Social-Emotional Well-being	Social-Emotional Well-being	
	Community Circles	Community Circles	
	Targeted Skill Recovery	Targeted Skill Recovery	
	Dismissal	Dismissal	
	<b>Group B at home – virtual learning</b>		<b>Group A at home – virtual learning</b>

\* ESOL services will be scheduled throughout the day

\* Special Education Services will be scheduled throughout the day

\* Sample schedule—the length, start time and end time of periods are subject to change

## Sample Blended Virtual Middle School Schedule

	Monday (Group A)	Tuesday (Group A)	Wednesday	Thursday (Group B)	Friday (Group B)
A.M.	<b>Period 1</b> (85 min)		Student Asynchronous Learning and Independent Work  Individual and Collaborative Planning  Grading  Professional Development	<b>Period 1</b> (85 min)	
A.M.	<b>Period 2</b> (85 min)			<b>Period 2</b> (85 min)	
A.M.	<b>Period 3</b> (120 min, including 35- min lunch in this room)			<b>Period 3</b> (120 min, including 35-min lunch in this room)	
P.M.	<b>Period 4</b> (85 min)			<b>Period 4</b> (85 min)	
A.M.		<b>Period 6</b> (85 min)	Individualized Student Support		<b>Period 6</b> (85 min)
A.M.		<b>Period 7</b> (85 min)			<b>Period 7</b> (85 min)
P.M.		<b>Period 8</b> (120 min, including 35- min lunch in this room)			<b>Period 8</b> (120 min, including 35- min lunch in this room)
P.M.		<b>Support/ Homeroom</b> (85 min)			<b>Support/ Homeroom</b> (85 min)

- \* ESOL services will be scheduled throughout the day
- \* Special Education Services will be scheduled throughout the day
- \* Sample schedule—the length, start time and end time of periods are subject to change
- \* Note: A/B group rotation, no live instruction on Wednesdays
- \* Note: A/B groupings are for elementary and middle only

## Sample Blended Virtual High School Schedule

Week 1	Group A	Group B	Group C
Mon.	Periods 1 - 4 in person	Periods 6 - 8 at home	Periods 1 - 4 at home
Tues.	Periods 6 - 8 at home	Periods 1 - 4 in person	Periods 6 - 8 at home
Wed.	<b>Student/Teacher Work and Check-In Day</b> <ul style="list-style-type: none"> <li>• Student Asynchronous Learning and Independent Work</li> <li>• Individual and Collaborative Planning for Staff</li> <li>• Grading</li> <li>• Professional Development</li> <li>• Individualized Student Support</li> </ul>		
Thurs.	Periods 1 - 4 at home	Periods 6 - 8 at home	Periods 1 - 4 in person
Fri.	Periods 6 - 8 in person <i>plus homeroom support period</i>	Periods 1 - 4 at home	Periods 6 - 8 at home
Week 2	Group A	Group B	Group C
Mon.	Periods 1 - 4 at home	Periods 6 - 8 in person <i>plus homeroom support period</i>	Periods 1 - 4 at home
Tues.	Periods 6 - 8 at home	Periods 1 - 4 at home	Periods 6 - 8 in person <i>plus homeroom support period</i>
Wed.	<b>Student/Teacher Work and Check-In Day</b> <ul style="list-style-type: none"> <li>• Student Asynchronous Learning and Independent Work</li> <li>• Individual and Collaborative Planning for Staff</li> <li>• Grading</li> <li>• Professional Development</li> <li>• Individualized Student Support</li> </ul>		
Thurs.	Periods 1 - 4 in person	Periods 6 - 8 at home	Periods 1 - 4 at home
Fri.	Periods 6-8 at home	Periods 1-4 in person	Periods 6-8 at home

- \* ESOL services will be scheduled throughout the day
- \* Special Education Services will be scheduled throughout the day
- \* Sample schedule – the length, start time and end time of periods are subject to change

## Sample Blended Virtual High School Schedule (cont'd)

Week 3	Group A	Group B	Group C
Mon.	Periods 1 - 4 at home	Periods 6 - 8 at home	Periods 1 - 4 in person
Tues.	Periods 6 - 8 in person <i>plus homeroom support period</i>	Periods 1 - 4 at home	Periods 6 - 8 at home
Wed.	<b>Student/Teacher Work and Check-In Day</b> <ul style="list-style-type: none"> <li>• Student Asynchronous Learning and Independent Work</li> <li>• Individual and Collaborative Planning for Staff</li> <li>• Grading</li> <li>• Professional Development</li> <li>• Individualized Student Support</li> </ul>		
Thurs.	Periods 1 - 4 at home	Periods 6 - 8 in person <i>plus homeroom support period</i>	Periods 1 - 4 at home
Fri.	Periods 6 - 8 at home	Periods 1 - 4 at home	Periods 6 - 8 in person <i>plus homeroom support period</i>

- \* ESOL services will be scheduled throughout the day
- \* Special Education Services will be scheduled throughout the day
- \* Sample schedule – the length, start time and end time of periods are subject to change

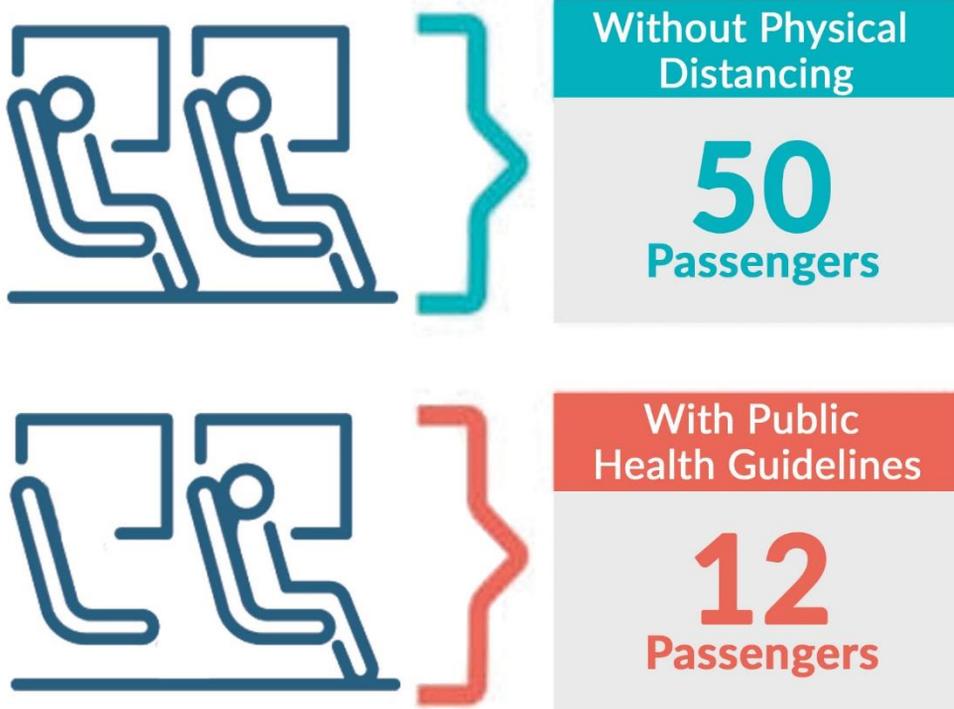
# Operational Considerations



## Transporting Students To and From School Safely

- MCPS will limit capacity to 12 passengers on an MCPS general education bus, in accordance with current public health guidelines.
- In light of capacity limitations, families will need to opt in to request school bus transportation. While we will make every effort to transport students who need school bus transportation to school, the transportation capacity is very limited due to public health guidelines. Available school bus capacity will be prioritized for elementary and middle school students.
- The Department of Transportation will hold training sessions for staff to review COVID-19 protocols, including bus cleaning.

### Bus Seating Capacity



# Robust Health and Safety Considerations

MCPS will implement the following health and safety practices across all schools and offices:



## Health Questionnaire

Health questionnaire for staff and students



## Face Coverings

Face coverings will be required and provided as needed to staff and students.



## Limited Access

Access to schools will be limited to students and staff as much as possible.



## Hand Sanitizer

Hand sanitizer will be provided, with hand sanitizing stations at building entrances, and in classrooms and shared spaces.



## Physical Distancing

There will be increased spacing in the building and in classrooms with fewer students in spaces. Classroom layouts and arrival and dismissal processes will be modified to maintain physical distancing.



## Training

Students and staff will receive training on COVID-19 prevention practices, including physical distancing and face covering use. Signage and ongoing communication will supplement and reinforce training.



## Hand-Washing

Hand-washing will be encouraged throughout the day and required before and after meals.



## No Supply Sharing

MCPS will increase ordering of all school supplies to eliminate sharing, particularly at the elementary level.



## Ongoing Support

School administrators will be provided ongoing support to ensure effective systemwide implementation of health and safety practices.



## MCPS Issued Devices

MCPS will continue to provide Chromebooks and other devices to students as needs are identified.



## Storage Space

Increased ordering of containers to provide storage space for students in classrooms.



## Cleaning

Frequent cleaning of all MCPS schools, facilities and buses.

## Food Services



### Encourage Bringing Lunch

Students will be encouraged to bring their own meals as feasible, or they will be served individually plated meals in classrooms instead of in a communal dining hall or cafeteria.



### Enforce Hand-Washing

We will enforce strict hand-washing with soap and water after meals.



### Disinfect Surfaces

We will disinfect surfaces regularly.



### No Sharing Food

We will continue to practice the “do not share” food policy among students.



### Review Food Allergy Plans

Before school resumes, teachers and school leaders will review food allergy and 504 plans for all children with food allergies.

# 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

[MORE](#)

## Community

- Community Partnerships
- Stakeholder Feedback
- Feedback Dropbox
- Ask MCPS
- Parent Check Lists for School Year
- “Five Things to Know” series throughout summer
- Virtual Online Back-to-School Fair

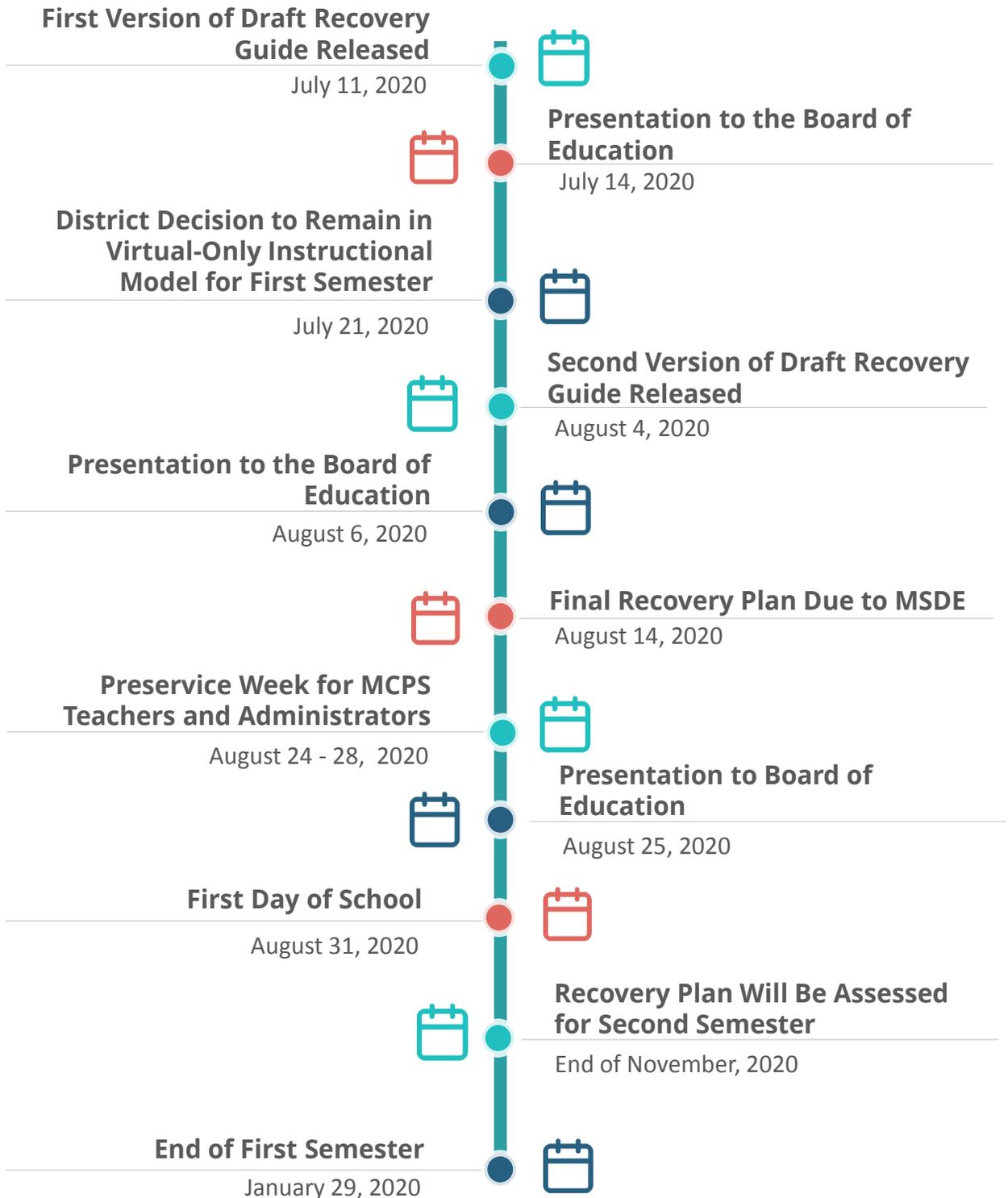
[MORE](#)

## Traditional

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

[MORE](#)

# Recovery Plan Timeline



# Frequently Asked Questions

## What resources, external or otherwise, are available for parents and guardians as they support their children in virtual learning?

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, navigating the technology and much more.

## Will you continue to provide free food for any MCPS student who presents with a need?

MCPS will serve meals to all students through pickup at their home school or other area distributions. More information will be provided on how parents can sign up for meal service participation.

## How can students obtain access to the technology and internet service required to attend virtual classes?

MCPS is committed to providing all students with the technology and support they need to fully engage in virtual-only learning. 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. All secondary students will be provided with a Chromebook device. Devices will be distributed at the end of August.

MCPS will provide wireless hotspot devices (based on approved need) for students who do not have internet access at home.

## What platforms will students and teachers use?

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

**\* An extensive FAQs about our fall recovery plan will be posted on the MCPS website in the coming weeks.**

# Submit Feedback



## Feedback

Your comments and feedback are important and continue to help inform our planning.

Go to [www.mcpsssubmitfeedback.org](http://www.mcpsssubmitfeedback.org) to provide feedback.



# 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. 7-24)
- [Considerations for Recovery of Education in the Second Semester](#) (pgs. 32-37)
- 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. 21)
- 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.

- [Considerations for Recovery of Education in the Second Semester: Safety Measures](#) (pg. 39-40)
- Appendix: [Safety Protocols](#)



### Transportation

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

- [Operational Considerations: Transporting Students To and From School Safely](#) (pg. 38)
- 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. 27)



### Communications

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

- [Communications plan](#) (pgs. 31-44)
- 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. 28-29)
- Appendix: [MCPS Athletics Reimagined](#)