

**Caroline County Public Schools - 2020 Recovery Plan
Special Programs**

VISION (What We Want To Be): We envision that every student will be prepared, empowered and inspired to thrive in an ever-changing and diverse world.

GOAL: CCPS students will engage in quality standard based curriculum, instruction and assessment in a safe and healthy environment.

[Summary Statements](#)

[Assessment Guidelines Protocol](#)

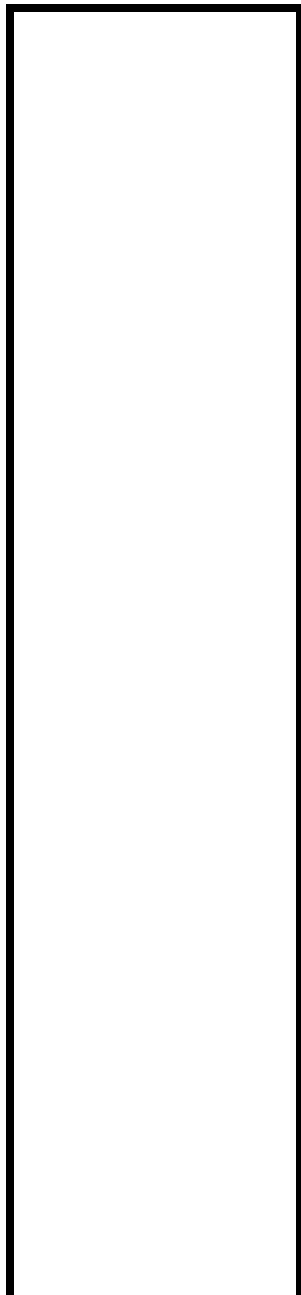
[Summer Learning Guidelines Protocol](#)

Options	Structure/Forum	Students	COVID Spread	
Option A	Virtual	None	Substantial	
Option B	Blended	A day/B day	Minimal/Moderate	
Option C	Normal w/ Modifications	All students w/ provisions for special populations	Low/No spread	
Option D	Normal Pre Covid 19	All students	Vaccine available or other remedies	

Option A- Virtual Learning

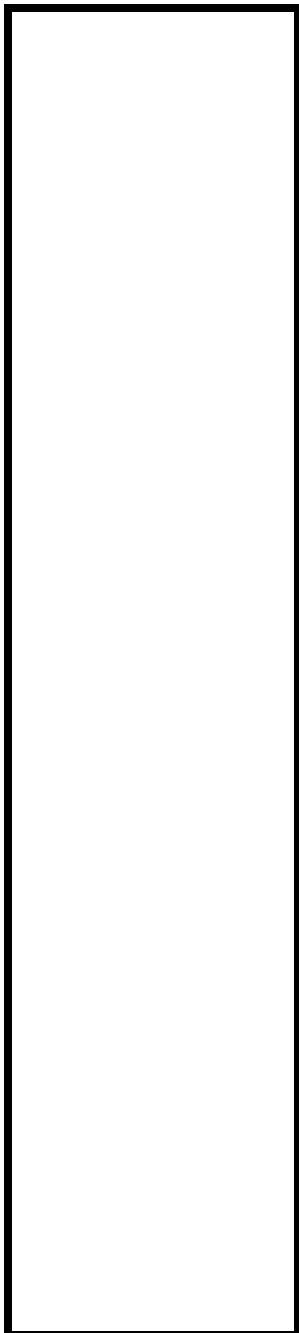
Objectives	Area	Action Steps	Responsible Party(s)	Timeline	Resources Needed /Created	Indicators of Success	Date of Completion
Develop and Implement a comprehensive Service delivery plan for standard based curriculum, instruction and assessment	Special Education B-3	INFANTS & TODDLERS Establish a Communication Protocol with parents for preferred method of contact for virtual service delivery.	Service Coordinators Coordinator of I & T Early Childhood Teacher Specialist	Sept 2020	Review of Communication Protocol at Sept Team Meeting	Documented in online Contact Log	Sept 2020
		Conduct virtual assessments and accept Diagnosed Conditions to determine eligibility for the Caroline County Infants and Toddlers Program..	Service Coordinators Service Providers Early Childhood Coach Coordinator of I and T Early Childhood Teacher Specialist	Ongoing as children are referred or need reevaluations	Review of eligibility guidelines with virtual assessments and accepted diagnosed conditions at September Team Meeting	Discussion with Service Coordinators and review of the new referrals/ reevaluations at Monthly Team Meetings	On-going

	<p>Conduct Individualized Family Service Plan (IFSP) meetings on all participating infants and toddlers to determine if they have had any negative impact on their progress due to COVID-19 Pandemic and if it is determined the child did have such impact, the IFSP will be revised to address the identified concern.</p>	<p>Service Coordinators Service Providers</p>	<p>September - October 2020</p>	<p>Review of IFSP</p>	<p>Reviewed at Monthly Team Meeting</p>	<p>Oct 2020</p>
	<p>Schedule Transition Planning Meetings and Part C to B IEP Meetings virtually with school based staff.</p>	<p>Service Coordinators Early Childhood Teacher Specialist</p>	<p>Ongoing as required</p>	<p>Review of all meetings held at Monthly Team Meetings</p>	<p>Documented on Team Meeting Chart</p>	<p>On-going</p>
	<p>Develop Related Service Provider Expectations in the Virtual Delivery Model.</p>	<p>Coordinator of Early Childhood Early Childhood Teacher Specialist</p>	<p>August - Sept 2020</p>	<p>Guidance document</p>	<p>Compuclaim Service Logs</p>	<p>June 2021</p>



REGIONAL PRE-K 3 Create google classrooms for regional Pre-K 3 classrooms.	Preschool Special Education Teachers Early Childhood Teacher Specialist	September 2020	Professional Development provided in June 2020 and September 2020	Successful use of the Google Classroom throughout the school year	June 2020 - June 2021
Revise the Frog Street Three Curriculum Scope and Sequence and Lesson Plans to address the virtual instruction.	Coordinator of Early Childhood Early Childhood Teacher Specialist Pre-K Teachers	Ongoing	A Scope and Sequence document to guide instruction.	Observation and Teacher Report	On - going
Develop a technology distribution plan. All students will receive an Ipad with a protective case.	Coordinator of Early Childhood Early Childhood Teacher Specialist School Principal Technology Department	August - Sept	Maintain an inventory list and copies of technology distribution agreements	All students receive I pads prior to virtual instruction	Sept 2020

Develop a schedule for virtual instruction and a plan for students who will not participate virtually.	Coordinator of Early Childhood Early Childhood Teacher Specialist Preschool Special Education Teachers	August 2020	Schedule Learning Packets Recorded Teacher Lessons	Student participation	June 2021
Establish a Communication Protocol with parents for preferred method of contact.	Preschool Special Education Teachers	Sept 2020	Review of Communication Protocol at Sept Team Meeting	Documented in online MOIEP Contact Log for SWD	Sept 2020
Develop a plan for virtual implementation of the ELA - given to all students. Through a grant, JHU CTE will be consulting with CCPS on this topic.	Coordinator of Early Childhood Early Childhood Teacher Specialist JHU CTE	August 2020	Professional Development	Successful data collection on student progress	On-going
Schedule IEP meetings with parents of SWD to review impact of COVID-19 School Closure for students who received services in 2019-2020.	Preschool Special Education Teachers	September - October 2020	Review of MOIEP Contact Log and Meetings	100% of meetings held and documented	Oct 2020



	Early Childhood Teacher Specialist				
Develop Related Service Provider Expectations in the Virtual Delivery Model.	Coordinator of Early Childhood Early Childhood Teacher Specialist	August - Sept 2020	Guidance document	Compuclaim Service Logs	June 2021
Establish with parents of SWDs regular virtual sessions to address IEP services & determine access to technology and connectivity. An alternate plan will be created for those families not participating in virtual instruction.	Preschool Special Education teachers	September 2020	Google Calendar Learning Packet	Technology	Sept 2020
Create tutorials for families (navigate virtual platforms) (multiple languages)	Early Childhood Coordinator and Teacher Specialist in conjunction with Special Education Leadership Team and EL Team	September 2020	Tutorials	Virtual instruction sessions successful	Sept 2020

	Special Education 3-21	Review June 2020 iReady Growth Monitoring and 2020 BOY iReady Diagnostic Data	SPED Staff; SPED Leadership team	June 22	Access to iReady	Data Report	
		Review ESY Data	SPED leadership team	August 2020	Datasheet	Student data sheets	August 2020
		Review iXL summer data	SPED leadership team	August 2020	Datasheet	Student data sheets	August 2020
		Establish plan for iXL continuation through the 20-21 school year based on data	SPED leadership team	August 2020	Datasheet	Student data sheets, Invoice & 20-21 planning	September 2020
		Schedule IEP meetings to review impact of COVID 19 school closure	Special Education Case Managers	August-November 2020	Time; specialist support; monitoring/create report for meetings held	All meetings held; monitoring form is completed	November 2020
		Continue utilizing the COVID19 website to store documentation	SPED leadership team	On-going	Website	Resources are uploaded timely fashion and accessible to SPED staff	On-going
		Develop documentation forms/logs for: <ul style="list-style-type: none"> - Parent Contacts - SDI Delivery 	SPED Leadership Team and SPED Case Managers	August 2020	Parent Contacts SDI Delivery Accommodations	Completed documentation forms	August 2020

		<ul style="list-style-type: none"> - Accommodations - Monitoring Instructional Assistants 			Monitoring Instructional Assistants		
		Provide teacher expectations in the co-teaching environment	SPED Leadership Team	July 2020	Best Practice Document; Time; Collaborative Calendar	Expectation Document & emails of dissemination	August 2020
		Establish consistent, weekly co-planning time to develop lessons and discuss students needs	General and Special Education Teachers	July 2020	Best Practice Document; Time; Collaborative Calendar; Website	Calendars	August 2020
		Review district data to determine students access and technology capabilities	SPED Leadership Team	August 2020	Survey data; Case Manager/IDLP Documentation Form	Survey; Case Manager Parent Contacts	August 2020
		Create tutorials for families (navigate virtual platforms) in multiple languages.	SPED Leadership Team	August 2020	Website Screencastify	Completed and uploaded SPED to website	August 2020st
		Develop Related Service Provider Expectations in the Virtual Delivery Model	SPED Leadership Team	July 2020	Best Practice Document; Time; Collaborative Calendar; Website	Completed and uploaded to SPED website	August 2020

Provide teacher expectations in the Intensive Support environment	SPED Leadership Team	July 2020	Best Practice Document; Time; Collaborative Calendar; Website	Completed and uploaded SPED to website	August 2020
Identify learning materials and resources to support students	SPED Leadership Team and Case Managers	July 2020	Potential Resources	Established county approved list	August 2020
Determine Platforms for Virtual Service Delivery (technology for students with communication needs in addition to instruction)	SPED Leadership Team	August 2020	Devices; AI communication survey	Completed survey; devices allocated; AI communication survey results	August 2020
Develop Resources to support parents with significant cognitive disabilities for	SPED Leadership Team	August 2020	Time; Caseload lists; Parent information; CCPS Website	Uploads to CCPS website Parent Contacts	August 2020
Collaborate with Non-Public for continued instruction plan	Valerie Ebling	On-going	Time; Organizational Chart	On-going communication; Outline of Plan	On-going

Ongoing Professional Development for Teachers based on leveled technology needs and specific programs/curriculum	SPED Leadership Team	On-going	Time Specialists (SPED, building, Content) Website	Sign-in sheets/Virtual Attendance; Formative Assessments of Staff	On-going
Develop Expectations for Instructional Assistants and Support Staff to be supervised by certified teacher	SPED Leadership Team	July 2020	Best Practice Document; Time; Collaborative Calendar; Website	Completion of Expectations	August 2020
Disseminate information to families: <ul style="list-style-type: none"> - Provide SECAC meetings virtually - Use SMORE to email parents - Post updates on CCPS website 	SPED Leadership Team	On-going	Website SECAC Flyers Parent email list	Documents are uploaded to website & information disseminated by Lisa Carroll	On-going
Establish a Communication Protocol with parents for preferred method of contact.	Special Education Teachers	Sept 2020	Review of Communication Protocol at Sept Team Meeting	Documented in online MOIEP Contact Log for SWD	Sept 2020
Provide General Education Teachers with a copy of students IEP snapshots	SPED Case Managers	August & On-going as IEP's are amended/Annals	Time; MD Online Report	Snapshots are disseminated via email	August & On-going

		Provide General Education Teachers with access to accommodation and supplementary aid logs	SPED Case Managers	August & On-going as IEP's are amended/Annals	Time; IEP snapshot; Google forms	Snapshots & Accommodation logs are disseminated via email	August & On-going
EL		Review district data to determine students access and technology capabilities	Christal Harkowa & Pat Lesnoff	Review spring data; Survey data from Fall	Use info from EL teacher contact logs (Spring 2020) and data from new surveys, etc.	Documented in contact logs, surveys, etc.	August/Sept. 2020
		Create tutorials for families (navigate virtual platforms) (multiple languages)	All EL Staff Members	August	List of platforms being used; List of home languages	Tutorials are created and shared with families	Sept. 2020
		Assess gaps in learning and determine if adjustments are needed to address individual students' needs (small groups or individualized support to review materials, skills, etc.)	Christal Harkowa, Pat Lesnoff, EL teachers, and General Ed teachers	August-Sept.	Determine which assessments should be used; Use data to help develop an instructional support plan	Completion of assmts. & instr. support plan	Sept. 2020
		Develop guidance for EL teachers and EL assistants to provide additional instructional support to students	Christal Harkowa and Pat Lesnoff	July-September	Develop instructional support plan	Completion of Plan	Sept. 2020

Add Bilingual Resources to google classroom	All EL Staff Members	Review resources in July & August Add to Google Classroom: On-going	Create a list of bilingual resources that can be shared	Spreadsheet with approved resources	Sept. 2020
Provide each general education teacher with a copy of the EL plan	EL Teachers	August	EL Accom. Forms	EL Accom. Completed; Approved by Christal	Sept. 2020
Provide expectations for Co teaching in the Virtual Classroom	Christal Harkowa	Develop: July ? Share: August	Create Co teaching Expectations	Completion of expectations	August/ Sept. 2020
Provide expectations for EL Assistants who will be working with EL students and EL teachers	Christal Harkowa	Develop: July ? Share: August	Create Expectations for EL Assistants and EL Teachers	Completion of expectations	August/ Sept. 2020
Provide communication protocols (Teacher to Teacher, Teacher to Parent)	Christal Harkowa, Pat Lesnoff and EL Teachers	Develop: July & August Share: August	Develop Communication Protocols	Completion of protocols	August/ Sept. 2020
Create a EFL google classroom	EL Teachers	August	Develop Expectations for EFL Google Classroom	Google Classroom is created & shared	On-going

	Establish consistent co planning time to develop lessons	EL Teachers and General Ed Teachers	August	Develop a calendar/log for co planning info	Completion of calendar/log	On-going
	Provide professional development opportunities for EL teachers and EL Assistants	Christal Harkowa and Pat Lesnoff	Develop: June - August Implement: On-going	Create a PD Plan and Calendar	Completion of PD Plan & Calendar and Participation in PD	On-going
	WIDA Screener/K-WAPT will be determined upon returning to school	Guidance from WIDA and MSDE	TBD	Provide updates as information is shared by MSDE	Completion of testing/ screener	TBD in the Fall
	Communicate information with families	Christal Harkowa, Pat Lesnoff, EL Teachers and General Ed Teachers	On-going	Use a variety of methods to communicate with families -email, phone, flyers, county and school websites, etc.	Document methods used to communicate in contact logs, etc.	On-going
G & T	Review district data to determine students access and technology capabilities	Christal Harkowa	Review spring data; Survey data from Fall	Review info from teacher contact logs (Spring 2020) and data from new surveys, etc.	Documented in contact logs, surveys, etc	August/ Sept. 2020

		Create tutorials for families (navigate virtual platforms; multiple languages)	All GT Staff Members	August	List of platforms being used; List of languages needed	Tutorials are created and shared with families	August/ Sept. 2020
		Provide professional development opportunities for GT teachers	Christal Harkowa	Develop: June - August Implement: On-going	Create a PD Plan and Calendar	Completion of PD Plan & Calendar	On-going
		Provide communication protocols (Teacher to Teacher, Teacher to Parent)	Christal Harkowa and GT Teachers	Develop: July & August Share: August	Develop Communication Protocols	Completion of protocols	August/ Sept. 2020
		Create a GT google classroom	GT Teachers	August	Develop Expectations for GT Google Classroom	Google Classroom is created & shared	On-going
		Communicate information with families	Christal Harkowa and GT Teachers	On-going	Use a variety of methods to communicate with families -email, phone, flyers, county and school websites, etc.	Document methods used to communicate in contact logs, etc.	On-going

504	Review district data to determine students access and technology capabilities	Christal Harkowa & 504 Chairs	Review spring data; Survey data from Fall	Review info from teacher contact logs (Spring 2020) and data from new surveys, etc.	Documented in contact logs, surveys, etc.	August/ Sept. 2020
	Create tutorials for families (navigate virtual platforms for 504 meetings)	504 Chairs	July-August	List of platforms being used; List of languages needed	Tutorials are created & shared with families	August/ Sept. 2020
	Provide professional development opportunities for 504 Chairs	Christal Harkowa	Develop: June - July Implement: On-going	Create a PD Plan and Calendar	Completion of PD Plan & Calendar	On-going
	Provide each general education teacher with a copy of the 504 plan	504 Chairs	August	Print copies of 504 Accom. Plans	Document 504 Plans have been received	August 2020
	Provide communication protocols (Teacher to Teacher, Teacher to Parent)	Christal Harkowa & 504 Chairs	Develop: July & August Share: August	Develop Communication Protocols	Completion of protocols	August/ Sept. 2020

		Review protocol and expectations for 504 Annual Meetings held virtually	Christal Harkowa	June & July: Review protocol and expectations from Spring 202; revise as needed	Revise 504 Protocol and Expectations for Meetings	Revision & Completion of Expectations	August 2020
		Create and maintain parent contact and 504 accommodation logs	504 Chairs; Teachers	July: Review expectations for parent contact and accommodation logs	Revise expectations for parent contact and accommodation logs	Revision & completion of contact and accomm. logs	On-going
		Communicate information with families	Christal Harkowa, 504 Chairs, Teachers	On-going	Use a variety of methods to communicate with families -email, phone, flyers, county and school websites, etc.	Document methods used to communicate in contact logs	On-going
	Pre-K	Pre-Kindergarten					

	Program	Create google classrooms for Pre-K.	Pre-Kindergarten Teachers Early Childhood Teacher Specialist Coordinator of Early Childhood	September 2020	Professional Development provided in June 2020 and September 2020	Successful use of the Google Classroom throughout the school year	June 2020 - June 2021
		Develop a technology distribution plan. All students will receive an Ipad with a protective case.	Coordinator of Early Childhood Early Childhood Teacher Specialist School Principal Technology Department	August - Sept	Maintain an inventory list and copies of technology distribution agreements	All students receive I pads prior to virtual instruction	June 2021
		Revise the Frog Street Pre-K Curriculum Scope and Sequence and Lesson Plans to address the virtual instruction.	Coordinator of Early Childhood Early Childhood Teacher Specialist Pre-K Teachers	Ongoing	A Scope and Sequence document to guide instruction.	Observation and Teacher Report	On-going

		Develop a schedule for virtual instruction and a plan for students will not participate virtually.	Coordinator of Early Childhood Early Childhood Teacher Specialist Preschool Special Education Teachers	August 2020	Schedule Learning Packets Recorded Teacher Lessons	Student participation	August 2020
		Establish a Communication Protocol with parents on how to engage with virtual instruction.	Pre-Kindergarten Teachers	Sept 2020	Review of Communication Protocol at August Professional Development		Sept 2020
		Develop a plan for virtual implementation of the ELA - given to all students. A grant will support the consultation from JHU CTE on how to administer the ELA virtually.	Coordinator of Early Childhood Early Childhood Teacher Specialist JHU CTE	August 2020	Professional Development	Successful data collection on student progress	On-going
		Schedule IEP meetings with parents of SWD to review impact of COVID-19 School Closure.	Preschool Special Education Teachers	September - October 2020	Review of MOIEP Contact Log and Meetings	100% of meetings held and documented	Oct 2020

			General Education Pre-Kindergarten Teachers				
			Early Childhood Teacher Specialist				
		Establish with parents of SWD regular virtual sessions to address IEP services & determine access to technology and connectivity. For students not accessing virtual instruction an alternate plan will be designed.	Preschool Special Education teachers	September 2020	Google Calendar Alternate Learning Plan	Technology	Sept 2020
	Create tutorials for families (navigate virtual platforms) (multiple languages)	Early Childhood Coordinator and Teacher Specialist in conjunction with Special Education Leadership Team and EL Team	September 2020	Tutorials	Virtual instruction sessions successful	Sept 2020	
	Reading Interventions	TBD					

Option B- Blended Learning

Objectives	Area	Action Steps	Responsible Party(s)	Timeline	Resources Needed/Created	Indicators of Success	Date of Completion
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Establish non-instructional (operations) protocols	Special Transportation	Review data to determine which students require specialized transportation (*Students w/ current transportation needs and/or new needs)	Leadership Team	July date ?	Generate report from Maryland Online; review transportation forms if needed (i.e., SPED Transportation binder in office)	Data Report	July/August?
		Review & determine individual student unique needs (i.e., behavior; medical; mobility; etc.) *Collaborate w/ transportation dep't & Jen Yost regarding safety for fragile students	Leadership team	July/August date ?	Chart indicating the students' specific needs	Data Chart	July/August?
		Review/revise transportation form if needed	Valerie Ebling	August; ongoing	If revisions are needed collaborate with Lisa Carroll and present to Twigg for feedback/approval	Current Copy or Final revised copy of approved transportation form if applicable	August; ongoing

		Develop guidance for SPED case managers (e.g., procedures & timelines for transportation) in accordance to MSDE/LSS guidelines	Leadership Team	July date ?	Leadership team	Completed guidance document	July/August?
		Develop Driver & Assistant Training/PD	Valerie Ebling in collaboration with lead psychologist, coordinator of health services (JY), and transportation admin team	Develop: August date Deliver: September	Time & access for collaboration; Transportation tab under SPED Website(?)	PD implemented; sign-in sheet	TBD

Develop and implement a comprehensive service delivery plan for standard based curriculum, instruction and assessment	Special Education B-3	INFANTS & TODDLERS Establish a Communication Protocol with parents for preferred method of contact. For families with children participating in Early Childhood Settings following CDC guidelines, sessions can be held in person. For families receiving services at home, the sessions will continue to be virtual.	Service Coordinators Coordinator of I and T Early Childhood Teacher Specialist	Sept 2020	Review of Communication Protocol at Sept Team Meeting	Documented in online Contact Log	Sept 2020
		Conduct virtual assessments and accept diagnosed conditions for eligibility for infants and toddlers who are served in their homes. For infants and toddlers being served in early childhood settings that are following CDC guidelines, they can be assessed in person following the CCPS Stage 2 In Person Student Assessment Guidelines document.	Service Coordinators Early Childhood Teacher Specialist Early Childhood Coach Coordinator of I and T	On-going as children are referred or need reevaluations	Review of eligibility guidelines with virtual assessments and accepted diagnosed conditions. Review of the CCPS Stage 2 in Person Student Assessment Guidelines document at the Sept Team Meeting	Discussions with Service Coordinators and review of the new referrals and reevaluations at Monthly Team Meetings	On-going

	<p>Schedule Transition Planning Meetings and Part c to B IEP Meetings virtually with schools for those families requiring a virtual meeting and for those who prefer a virtual meeting. All other meetings will be held in person.</p>	<p>Service Coordinators Early Childhood Teacher Specialist</p>	<p>Ongoing as required</p>	<p>Review of all meetings held at Monthly Team Meetings</p>	<p>Documented on Team Meeting Chart</p>	<p>Ongoing</p>
	<p>Conduct Individualized Family Service Plan (IFSP) meetings on all participating infants and toddlers to determine if they have had any negative impact on their progress due to COVID-19 Pandemic and if it is determined the child did have such impact, the IFSP will be revised to address the identified concern.</p>	<p>Service Coordinators Service Providers</p>	<p>Sept - Oct 2020</p>	<p>Review of IFSP</p>	<p>Reviewed at Monthly Team Meeting</p>	<p>Oct 2020</p>

	<p>Determine Early Childhood settings that are appropriate for in person sessions.</p>	<p>Coordinator of I and T Early Childhood Teacher Specialist</p>	<p>August - Sept</p>	<p>Copies of the reviewed settings plans to follow CDC guidelines. Development of a chart of "safe" work spaces for staff. Review safety practices with staff.</p>	<p>Discussions with team at Sept 2020 meeting</p>	<p>Ongoing</p>
	<p>REGIONAL PRE-K 3 Revise the Frog Street 3 Curriculum Scope and Sequence to address the blended instruction.</p>	<p>Coordinator of Early Childhood Early Childhood Teacher Specialist Regional Pre-K 3 Teachers</p>	<p>Ongoing</p>	<p>A Scope and Sequence document to guide instruction.</p>	<p>Fidelity to the Scope and Sequence document as determined by observations and discussions at team meetings.</p>	<p>Ongoing</p>

<p>Develop an instructional plan /schedule for synchronous instruction for students when not receiving in person instruction.</p>	<p>Coordinator of Early Childhood Early Childhood Teacher Specialist</p>	<p>August - ongoing</p>	<p>Document explaining how to provide synchronous teaching across a blended</p>	<p>Document developed supports effective instruction.</p>	<p>June 2021</p>
<p>Develop a technology distribution plan. All students will receive an Ipad with a protective case.</p>	<p>Coordinator of Early Childhood Early Childhood Teacher Specialist School Principal Technology Department</p>	<p>August - Sept</p>	<p>Maintain an inventory list and copies of technology distribution agreements</p>	<p>All students receive Ipad prior to virtual instruction</p>	<p>Sept 2020</p>
<p>Develop a protocol for clearing classroom centers and arranging centers to meet CDC standards. Plan to include clearing of playground and playground materials.</p>	<p>Coordinator of Early Childhood Early Childhood Teacher Specialist Facilities Department Health Services</p>	<p>July - August</p>	<p>Protocol for cleaning</p>	<p>Cleaning Schedule</p>	<p>August</p>

	<p>Develop a plan for implementation of the ELA - given to all students. A grant will support the consultation from JHU CTE on how to administer the ELA virtually.</p>	<p>Coordinator of Early Childhood Early Childhood Teacher Specialist JHU CTE</p>	<p>August 2020</p>	<p>Professional Development</p>	<p>Successful data collection on student progress</p>	<p>On-going</p>
	<p>Schedule IEP meetings with parents of SWD to review impact of COVID-19 School Closure.</p>	<p>Preschool Special Education Teachers General Education Pre-Kindergarten Teachers Early Childhood Teacher Specialist</p>	<p>September - October 2020</p>	<p>Review of MOIEP Contact Log and Meetings</p>	<p>100% of meetings held and documented</p>	<p>Oct 2020</p>

	Create tutorials for families (navigate virtual platforms) (multiple languages)	Early Childhood Coordinator and Teacher Specialist in conjunction with Special Education Leadership Team and EL Team	September 2020	Tutorials	Virtual instruction sessions successful	Sept 2020
Special Education 3-21	Review June 2020 iReady Growth Monitoring and 2020 BOY iReady Diagnostic Data	SPED Staff; SPED Leadership team	June 22	Access to iReady	Data Report	SPED Staff; SPED Leadership team
	Review ESY Data	SPED leadership team	August 2020	Datasheet	Student data sheets	August 2020
	Review iXL summer data	SPED leadership team	August 2020	Datasheet	Student data sheets	August 2020
	Establish plan for iXL continuation through the 20-21 school year based on data	SPED leadership team	August 2020	Datasheet	Student data sheets, Invoice & 20-21 planning	September 2020
	Schedule IEP meetings to review impact of COVID 19 school closure	Special Education Case Managers	August-November 2020	Time; specialist support; monitoring/create report for meetings held	All meetings held; monitoring form is completed	November 2020

	Continue utilizing the COVID19 website to store documentation	SPED leadership team	On-going	Website	Resources are uploaded timely fashion and accessible to SPED staff	on-going
	Develop documentation forms/logs for: <ul style="list-style-type: none"> - Parent Contacts - SDI Delivery - Accommodations - Monitoring Instructional Assistants 	SPED Leadership Team and SPED Case Managers	August 2020	Parent Contacts SDI Delivery Accommodations Monitoring Instructional Assistants	Completed prior to September	August 2020
	Provide teacher expectations in the co-teaching environment (including small group)	SPED Leadership Team	July 2020	Best Practice Document; Time; Collaborative Calendar	Completed document	August 2020
	Establish consistent, weekly co-planning time to develop lessons and discuss students needs	General and Special Education Teachers	July 2020	Best Practice Document; Time; Collaborative Calendar; Website	Completed	August 2020

Review district data to determine students access and technology capabilities	SPED Leadership Team	August 2020	Survey data; Case Manager/IDLP Documentation Form	Survey; Case Manager Parent Contacts	August 2020
Create tutorials for families (navigate virtual platforms) (multiple languages)	SPED Leadership Team	August 2020	Website Screencastify	Completed and uploaded SPED to website	August 2020st
Develop Related Service Provider Expectations in the Virtual Delivery Model	SPED Leadership Team	July 2020	Best Practice Document; Time; Collaborative Calendar; Website	Completed and uploaded SPED to website	August 2020
Provide teacher expectations in the Intensive Support environment	SPED Leadership Team	July 2020	Best Practice Document; Time; Collaborative Calendar; Website	Completed and uploaded SPED to website	August 2020
Identify learning materials and resources to support students	SPED Leadership Team and Case Managers	July 2020	Potential Resources	Established county approved list	August 2020

Determine Platforms for Virtual Service Delivery (technology for students with communication needs in addition to instruction)	SPED Leadership Team	August 2020	Devices; AI communication survey	Completed survey; devices allocated; AI communication survey results	August 2020
Develop Resources to support parents with significant cognitive disabilities for	SPED Leadership Team	August 2020	Time; Caseload lists; Parent information; CCPS Website	Uploads to CCPS website Parent Contacts	August 2020
Collaborate with Non-Public for continued instruction plan	Valerie Ebling	On-going	Time; Organizational Chart	On-going communication; Outline of Plan	On-going
Ongoing Professional Development for Teachers based on leveled technology needs and specific programs/curriculum	SPED Leadership Team	On-going	Time Specialists (SPED, building, Content) Website	Sign-in sheets/Virtual Attendance; Formative Assessments of Staff	On-going
Develop Expectations for Instructional Assistants and Support Staff to be supervised by certified teacher	SPED Leadership Team	July 2020	Best Practice Document; Time; Collaborative Calendar; Website	Completion of Expectations	August 2020

Disseminate information to families: <ul style="list-style-type: none"> - Provide SECAC meetings virtually - Use SMORE to email parents - Post updates on CCPS website 	SPED Leadership Team	On-going	Website SECAC Flyers Parent email list	Documents are uploaded to website & information disseminated by Lisa Carroll	On-going
Establish a Communication Protocol with parents for preferred method of contact.	Special Education Teachers	Sept 2020	Review of Communication Protocol at Sept Team Meeting	Documented in online MOIEP Contact Log for SWD	Sept 2020
Provide General Education Teachers with a copy of students IEP snapshots	SPED Case Managers	August & On-going as IEP's are amended/Annuals	Time; MD Online Report	Snapshots are disseminated via email	August & On-going
Provide General Education Teachers with access to accommodation and supplementary aid logs	SPED Case Managers	August & On-going as IEP's are amended/Annuals	Time; IEP snapshot; Google forms	Snapshots & Accommodation logs are disseminated via email	August & On-going

	EL	Review district data to determine students access and technology capabilities	Christal Harkowa & Pat Lesnoff	Review spring data; Survey data from Fall	Use info from EL teacher contact logs (Spring 2020) and data from new surveys, etc.	Document ed in contact logs, surveys, etc.	August/ Sept. 2020
		Create tutorials for families (navigate virtual platforms) (multiple languages)	All EL Staff Members	August	List of platforms being used; List of home languages	Tutorials are created and shared with families	Sept. 2020
		Assess gaps in learning and determine if any adjustments are needed to address individual students' needs (small groups or individualized support to review materials/skills, etc.)	Christal Harkowa, Pat Lesnoff, EL teachers and General Ed teachers	August-September	Determine which assessments should be used; Use data to help develop an instructional support plan	Completion of assmts. & instr. support plan	Sept. 2020
		Develop guidance for EL teachers and EL Assistants to provide additional instructional support to students	Christal Harkowa and Pat Lesnoff	July-Sept.	Develop instructional support plan	Completion of the Plan	Sept. 2020

		Add Bilingual Resources to google classroom	All EL Staff Members	Review resources in July & August Add to Google Classroom: On-going	Create a list of bilingual resources that can be shared	spreadsheet with approved resources	Sept. 2020
		Provide each general education teacher with a copy of the EL plan	EL Teacher	August	EL Accom. Forms	EL Accom. Completed; Approved by Crystal	Sept. 2020
		Provide expectations for Co teaching in the Virtual Classroom and a Blended Classroom environment	Crystal Harkowa	Develop: July ? Share: August	Create Co teaching Expectations	Completion of expectations	August/ Sept. 2020
		Provide expectations for EL Assistants who will be working with EL students and EL teachers	Crystal Harkowa	Develop: July ? Share: August	Create Expectations for EL Assistants and EL Teachers	Completion of expectations	August/ Sept. 2020
		Provide communication protocols (Teacher to Teacher, Teacher to Parent)	Crystal Harkowa, Pat Lesnoff and EL Teachers	Develop: July & August Share: August	Develop Communication Protocols	Completion of protocols	August/ Sept. 2020

	Create a EFL google classroom	EL Teachers	August	Develop Expectations for EFL Google Classroom	Google Classroom is created & shared	On-going
	Establish consistent co planning time to develop lessons	EL Teachers and General Ed Teachers	August	Develop a calendar/log for co planning info	Completion of calendar/log	On-going
	Provide professional development opportunities for EL teachers and EL Assistants	Christal Harkowa and Pat Lesnoff	Develop: June - August Implementation: On-going	Create a PD Plan and Calendar	Completion of PD Plan & Calendar	On-going
	WIDA Screener/K-WAPT will be determined upon returning to school	Guidance from WIDA and MSDE	TBD	Provide updates as information is shared by MSDE	Completion of testing/ screener	TBD in the fall
	Communicate information with families	Christal Harkowa, Pat Lesnoff, EL teachers and General Ed teachers	On-going	Use a variety of methods to communicate with families -email, phone, flyers, county and school websites, etc.	Document In contact logs, surveys, etc.	On-going

	G&T	Review district data to determine students access and technology capabilities	Christal Harkowa	Review spring data; Survey data from Fall	Review info from GT teacher contact logs (Spring 2020) and data from new surveys, etc.	Document ed in contact logs, surveys, etc.	August/ Sept. 2020
	Create tutorials for families (navigate virtual platforms; multiple languages)	All GT Staff Members	August	List of platforms being used; List of languages needed	Tutorials are created and shared with families	August/ Sept. 2020	
	Provide professional development opportunities for GT teachers	Christal Harkowa	Develop: June - August Implement: On-going	Create a PD Plan and Calendar	Completion of PD Plan & Calendar	On-going	
	Provide communication protocols (Teacher to Teacher, Teacher to Parent)	Christal Harkowa and GT Teachers	Develop: July & August Share: August	Develop Communication Protocols	Completion of protocols	On-going	
	Create a GT google classroom	GT Teachers	August	Develop Expectations for GT Google Classroom	Google Classroom is created & shared	On-going	

		Communicate information with families	Christal Harkowa and GT Teachers	On-going	Use a variety of methods to communicate with families -email, phone, flyers, county and school websites, etc.	Document methods used to communicate in contact logs, etc.	On-going
	504	Review district data to determine students access and technology capabilities	Christal Harkowa & 504 Chairs	Review spring data; Survey data from Fall	Review info from teacher contact logs (Spring 2020) and data from new surveys, etc.	Document ed in contact logs, surveys, etc.	August/ Sept. 2020
		Create tutorials for families (navigate virtual platforms for 504 meetings)	504 Chairs	July-August	List of platforms being used; List of languages needed	Tutorials are created & shared with families	August/ Sept. 2020
		Provide professional development opportunities for 504 Chairs	Christal Harkowa	Develop: June - July Implement: On-going	Create a PD Plan and Calendar	Completion of PD Plan & Calendar	On-going

		Provide each general education teacher with a copy of the 504 plan	504 Chairs	August	Print copies of 504 Accom. Plans	Document 504 Plans have been received	August 2020
		Provide communication protocols (Teacher to Teacher, Teacher to Parent)	Christal Harkowa & 504 Chairs	Develop: July & August Share: August	Develop Communication Protocols	Completion of protocols	August/Sept. 2020
		Review protocol and expectations for 504 Annual Meetings held virtually	Christal Harkowa	June & July: Review protocol and expectations from Spring 202; revise as needed	Revise 504 Protocol and Expectations for Meetings	Revision & completion of expectations	August 2020
		Create and maintain parent contact and 504 accommodation logs	504 Chairs; Teachers	July: Review expectations for parent contact and accommodation logs	Revise expectations for parent contact and accommodation logs	Revision & completion of contact & accomm. logs	On-going

		Communicate information with families	Christal Harkowa, 504 Chairs and teachers	On-going	Use a variety of methods to communicate with families -email, phone, flyers, county and school websites, etc.	Document methods used to communicate in contact logs	On-going
	Pre-Kindergarten	PRE-KINDERGARTEN Revise the Frog Street Pre-K Curriculum Scope and Sequence and Lesson Plans to address the blended instruction.	Coordinator of Early Childhood Early Childhood Teacher Specialist Pre-K Teachers	Ongoing	A Scope and Sequence document to guide instruction.	Observation and Teacher Report	Ongoing
		Develop an instructional plan /schedule for synchronous instruction for students when not receiving in person instruction.	Coordinator of Early Childhood Early Childhood Teacher Specialist	August - ongoing	Document explaining how to provide synchronous teaching across a blended	Document developed supports effective instruction.	June 2021
		Develop a technology distribution plan. All students will receive an Ipad with a protective case.	Coordinator of Early Childhood	August - Sept	Maintain an inventory list and copies of technology distribution agreements	All students receive Ipad prior to virtual instruction	Sept 2020

	<p>Early Childhood Teacher Specialist</p> <p>School Principal</p> <p>Technology Department</p>					
	<p>Develop a protocol for clearing classroom centers and arranging centers to meet CDC standards. Plan to include clearing of playground and playground materials.</p>	<p>Coordinator of Early Childhood</p> <p>Early Childhood Teacher Specialist</p> <p>Facilities Department</p> <p>Health Services</p>	<p>July - August</p>	<p>Protocol for cleaning</p>	<p>Cleaning Schedule</p>	<p>August</p>
	<p>Develop a plan for implementation of the ELA - given to all students. A grant will support the consultation from JHU CTE on how to administer the ELA virtually.</p>	<p>Coordinator of Early Childhood</p> <p>Early Childhood Teacher Specialist</p> <p>JHU CTE</p>	<p>August 2020</p>	<p>Professional Development</p>	<p>Successful data collection on student progress</p>	<p>On-going</p>

		Schedule IEP meetings with parents of SWD to review impact of COVID-19 School Closure.	Preschool Special Education Teachers General Education Pre-Kindergarten Teachers Early Childhood Teacher Specialist	September - October 2020	Review of MOIEP Contact Log and Meetings	100% of meetings held and documented	Oct 2020
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Option C - Normal w/Modifications							
Objectives	Area	Action Steps	Responsible Party(s)	Timeline	Resources Needed/Created	Indicators of Success	Date of Completion

Establish non-instructional (operations) protocols	Special Transportation	Review data to determine which students require specialized transportation (*Students w/ current transportation needs and/or new needs)	Leadership Team	July date ?	Generate report from Maryland Online; review transportation forms if needed (i.e., SPED Transportation binder in office)	Data Report	July/August?
		Review & determine individual student unique needs (i.e., behavior; medical; mobility; etc.) *Collaborate w/ transportation dep't & Jen Yost regarding safety for fragile students	Leadership team	July/August date ?	Chart indicating the students' specific needs	Data Chart	July/August?
		Review/revise transportation form if needed	Valerie Ebling	July date	If revisions are needed collaborate with Lisa Carroll and present to Twigg for feedback/approval	Current Copy or Final revised copy of approved transportation form if applicable	

		Develop guidance for SPED case managers (e.g., procedures & timelines for transportation) in accordance to MSDE/LSS guidelines	Leadership Team	July date ?	Leadership team	Completed guidance document	July/August?
		Develop Driver & Assistant Training/PD	Valerie Ebling in collaboration with lead psychologist, coordinator of health services (JY), and transportation admin team	Develop: July date Deliver: August	Time & access for collaboration; Transportation tab under SPED Website(?)	PD implemented; sign-in sheet	August 2020
	Food Service						
Develop and implement a	Special Education B-K	INFANTS & TODDLERS	Service Coordinators	August - September 2020	Online IFSP System	100% of Meetings held	Sept 2020

comprehensive service delivery plan for standard based curriculum, instruction and assessment		Conduct IFSP meetings to determine if infants and toddlers with IFSPs have had any negative impact from the virtual/blended service delivery					
		Develop a protocol for home visits that is aligned to best practices recommended by the CDC. The document will be for staff and parents. This guidance document will help to create "safe environments" for service providers and families.	Coordinator of I & T	August 2020	Guidance Document for Staff and Families	Document is shared with staff at Sept 2020 Team Meeting Document shared with each parent of an eligible child	Sept 2020
		REGIONAL PRE-K 3 Schedule IEP meetings with parents of SWD to review impact of COVID-19 School Closure.	Preschool Special Education Teachers	September - October 2020	Review of MOIEP Contact Log and Meetings	100% of meetings held and documented	Oct 2020

			General Education Pre-Kindergarten Teachers Early Childhood Teacher Specialist				
		Develop a protocol for clearing classroom centers and arranging centers to meet CDC standards. Plan to include clearing of playground and playground materials.	Coordinator of Early Childhood Early Childhood Teacher Specialist Facilities Department Health Services	July - August	Protocol for cleaning	Cleaning Schedule	August
		Formative assessment will be used to determine student performance on the Maryland Early Learning Standards.	Pre-Kindergarten Teachers Special Education Teachers	Quarterly throughout the year	ELA Data	Quarterly Report Card	June 2021

	Special Education 3-21	Develop & deliver guidance/PD (i.e., SST; understanding disabling conditions; lack of instruction)	SPED Lead team, School Psychs	August - October 2020	Professional Development/Tutorials time		October 2020
		Develop & Deliver guidance for scheduling IEP Meetings (i.e., new needs; recovery; etc.)	SPED Lead Team	July 2020	Best Practices Document	Training for all case managers ?	August 2020
		Review June 2020 iReady Growth Monitoring and 2020 BOY iReady Diagnostic Data	SPED Staff; SPED Leadership team	June 22	Access to iReady	Data Report	SPED Staff; SPED Leadership team
		Review ESY Data	SPED leadership team	August 2020	Datasheet	Student data sheets	August 2020
		Review iXL summer data	SPED leadership team	August 2020	Datasheet	Student data sheets	August 2020
		Establish plan for iXL continuation through the 20-21 school year based on data	SPED leadership team	August 2020	Datasheet	Student data sheets, Invoice & 20-21 planning	September 2020

Schedule IEP meetings to review impact of COVID 19 school closure (virtual/blended)	Special Education Case Managers	August- November 2020	Time; specialist support; monitoring/create report for meetings held	All meetings held; monitoring form is completed	November 2020
Develop Resources to support parents with significant cognitive disabilities	SPED Leadership Team	August 2020	Time; Caseload lists; Parent information; CCPS Website	Uploads to CCPS website Parent Contacts	August 2020
Ongoing Professional Development for Teachers based on leveled technology needs and specific programs/curriculum	SPED Leadership Team	On-going	Time Specialists (SPED, building, Content) Website	Sign-in sheets/Virtual Attendance; Formative Assessments of Staff	On-going
Provide General Education Teachers with a copy of students IEP snapshots	SPED Case Managers	August & On-going as IEP's are amended/ Annuals	Time; MD Online Report	Snapshots are disseminated via email	August & On-going
Provide General Education Teachers with access to accommodation and supplementary aid logs	SPED Case Managers	August & On-going as IEP's are amended/ Annuals	Time; IEP snapshot; Google forms	Snapshots & Accommodation logs are disseminated via email	August & On-going

		Collaborate with Non-Public for continued instruction plan	Valerie Ebling	On-going	Time; Organizational Chart	On-going communication; Outline of Plan	On-going
EL		Assess gaps in learning and determine if any adjustments are needed to address individual students' needs (small groups or individualized support to review materials/skills, etc.)	Christal Harkowa, Pat Lesnoff, EL Teachers and General Ed teachers	August - September	Determine which assessments should be used; Use data to help develop an instructional support plan	Completion of assessments & instructional support plan	September 2020
		Develop guidance for EL teachers and EL Assistants to provide additional instructional support to students	Christal Harkowa and Pat Lesnoff	July - September	Develop Instructional Support Plan	Completion of Plan	September 2020
		Provide professional development opportunities for EL teachers and EL Assistants	Christal Harkowa and Pat Lesnoff	Develop: June - August Implement: On-going	Create a PD Plan and Calendar	Completion of PD Plan & Calendar	On-going
		WIDA Screener/K-WAPT will be determined upon returning to school	Guidance from WIDA and MSDE	TBD	Provide updates as information is shared by MSDE	Completion of testing/ screener	TBD in the fall

		Communicate information with families	Christal Harkowa, Pat Lesnoff, EL teachers and General Ed teachers	On-going	Use a variety of methods to communicate with families -email, phone, flyers, county and school websites, etc.	Document methods used to communicate in contact logs, etc.	On-going
G&T	Assess gaps in learning and determine if any adjustments are needed to address individual students' needs (small groups or individualized support to review materials/skills, etc.)	Christal Harkowa and GT Teachers	August - September	Review data (iReady data, grades from Q3 and Q4, etc.) and determine if further assessments are needed	Review of data; Completion of assessments	September 2020	
	Develop guidance for GT teachers to provide additional instructional support to students	Christal Harkowa	July - September	Develop Instructional Support Plan	Completed instructional plan	September 2020	
	Provide professional development opportunities for GT teachers	Christal Harkowa	Develop: June - August Implement: On-going	Create a PD Plan and Calendar	Completion of PD Plan & Calendar	On-going	
	Communicate information with families	Christal Harkowa and GT teachers	On-going	Use a variety of methods to communicate with families	Document	On-going	

					-email, phone, flyers, county and school websites, etc.	Methods used to communicate in contact logs, etc.	
	504	Assess gaps in learning and determine if any adjustments are needed to address individual students' needs (small groups or individualized support to review materials/skills, etc.)	Christal Harkowa, 504 Chairs and Teachers	August - September	Review data (iReady data, grades from Q3 and Q4, etc.) and determine if further assessments are needed	Data is reviewed; assessments completed	September 2020
		Develop guidance for 504 Chairs to ensure students receive additional support as needed (individual and/or small groups, etc.)	Christal Harkowa	July - September	Develop an Instructional Support Plan	Completion of instructional support plan	September 2020
		Provide professional development opportunities for 504 Chairs	Christal Harkowa	Develop: July - August Implement: On-going	Create a PD Plan and Calendar	Completion of PD Plan & Calendar	On-going

		Communicate information with families	Christal Harkowa, 504 Chairs, teachers	On-going	Use a variety of methods to communicate with families -email, phone, flyers, county and school websites, etc.	Document methods used to communicate in contact logs, etc.	On-going
	Pre-Kindergarten	PRE-KINDERGARTEN Schedule IEP meetings with parents of SWD to review impact of COVID-19 School Closure.	Special Education Teachers General Education Pre-Kindergarten Teachers Early Childhood Teacher Specialist	September - October 2020	Review of MOIEP Contact Log and Meetings	100% of meetings held and documented	Oct 2020
		Formative assessment will be used to determine student performance on the Maryland Early Learning Standards.	Pre-Kindergarten Teachers Special Education Teachers	Quarterly throughout the year	ELA Data	Quarterly Report Card	June 2021

		Develop a protocol for clearing classroom centers and arranging centers to meet CDC standards. Plan to include clearing of playground and playground materials.	Coordinator of Early Childhood Early Childhood Teacher Specialist Facilities Department Health Services	July - August	Protocol for cleaning	Cleaning Schedule	August
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Option D - Normal Pre Covid 19

Objectives	Area	Action Steps	Responsible Party(s)	Timeline	Resources Needed/Created	Indicators of Success	Date of Completion
Establish non-instructional (operations) protocols	Special Transportation	Review data to determine which students require specialized transportation (*Students w/ current transportation needs and/or new needs)	Leadership Team	July date ?	Generate report from Maryland Online; review transportation forms if needed (i.e., SPED Transportation binder in office)	Data Report	July/August?

Review & determine individual student unique needs (i.e., behavior; medical; mobility; etc.) *Collaborate w/ transportation dep't & Jen Yost regarding safety for fragile students	Leadership team	July/August date ?	Chart indicating the students' specific needs	Data Chart	July/August?
Review/revise transportation form if needed	Valerie Ebling	July date ?	If revisions are needed collaborate with Lisa Carroll and present to Twigg for feedback/approval	Current Copy or Final revised copy of approved transportation form if applicable	July
Develop guidance for SPED case managers (e.g., procedures & timelines for transportation) in accordance to MSDE/LSS guidelines	Leadership Team	July date ?	Leadership team	Completed guidance document	July/August?

		Develop Driver & Assistant Training/PD	Valerie Ebling in collaboration with lead psychologist, coordinator of health services (JY), and transportation admin team	Develop: July date ? Deliver: August/Sept	Time & access for collaboration; Transportation tab under SPED Website(?)	PD implemented; sign-in sheet	August/Sept 2020
	Food Service						
Develop and implement a comprehensive service delivery plan for standard based curriculum, instruction and assessment	Special Education B-3	INFANTS & TODDLERS Conduct IFSP meetings to determine if infants and toddlers with IFSPs have had any negative impact from the virtual/blended service delivery.	Service Coordinators	August - September 2020	Online IFSP System	100% of Meetings held	Sept 2020

	<p>Develop a protocol for home visits that is aligned to best practices recommended by the CDC. The document will be for staff and parents. This guidance document will help to create "safe environments" for service providers and families.</p>	<p>Coordinator of I & T</p>	<p>August 2020</p>	<p>Guidance Document for Staff and Families</p>	<p>Document is shared with staff at Sept 2020 Team Meeting</p> <p>Document shared with each parent of an eligible child</p>	<p>Sept 2020</p>
	<p>REGIONAL PRE-K 3 Develop a protocol for clearing classroom centers and arranging centers to meet CDC standards. Plan to include clearing of playground and playground materials.</p>	<p>Coordinator of Early Childhood</p> <p>Early Childhood Teacher Specialist</p> <p>Facilities Department</p> <p>Health Services</p>	<p>July - August</p>	<p>Protocol for cleaning checklist</p>	<p>Cleaning Schedule checklist reviewed</p>	<p>August</p>
	<p>Formative assessment will be used to determine</p>	<p>Pre-K 3 Teachers</p>	<p>Quarterly throughout the year</p>	<p>ELA Data</p>	<p>Quarterly Report Card</p>	<p>June 2021</p>

	student performance on the Maryland Early Learning Standards.	Special Education Teachers				
	Schedule IEP meetings with parents of SWD to review impact of COVID-19 School Closure.	Preschool Special Education Teachers General Education Pre-Kindergarten Teachers Early Childhood Teacher Specialist	September - October 2020	Review of MOIEP Contact Log and Meetings	100% of meetings held and documented	Oct 2020
	Develop/purchase Social Stories about Social Distancing, Face Masks, and Handwashing. Stories embedded into the Scope and Sequence.	Coordinator of Early Childhood Early Childhood Teacher Specialist	August 2020	Social Stories	Observation	October 2020

	Special Education 3-21	Develop & deliver guidance/PD (i.e., SST; understanding disabling conditions; lack of instruction)	SPED Lead team, School Psychs	August - October 2020	Professional Development/Tutorials time	Guidance Documents	October 2020
		Develop & Deliver guidance for scheduling IEP Meetings (i.e., new needs; recovery; etc.)	SPED Lead Team	July 2020			August 2020
		Review June 2020 iReady Growth Monitoring and 2020 BOY iReady Diagnostic Data	SPED Staff; SPED Leadership team	June 22	Access to iReady	Data Report	
		Review ESY Data	SPED leadership team	August 2020	Datasheet	Student data sheets	August 2020
		Review iXL summer data	SPED leadership team	August 2020	Datasheet	Student data sheets	August 2020
		Establish plan for iXL continuation through the 20-21 school year based on data	SPED leadership team	August 2020	Datasheet	Student data sheets, Invoice & 20-21 planning	September 2020

		Schedule IEP meetings to review impact of COVID 19 school closure (virtual/blended)	Special Education Case Managers	August- November 2020	Time; specialist support; monitoring/create report for meetings held	All meetings held; monitoring form is completed	November 2020
		Collaborate with Non-Public for continued instruction plan	Valerie Ebling	On-going	Time; Organizational Chart	On-going communication; Outline of Plan	On-going
	EL	Assess gaps in learning and determine if any adjustments are needed to address individual students' needs (small groups or individualized support to review materials/skills, etc.)	Christal Harkowa. Pat Lesnoff, EL teachers and General Ed teachers	August - September	Determine which assessments should be used; Use data to help develop an instructional support plan	Review data; assessments completed	September 2020
		Develop guidance for EL teachers and EL Assistants to provide additional instructional support to students	Christal Harkowa and Pat Lesnoff	July - September	Develop an Instructional Support Plan	Completion of Instructional Support Plan	Sept. 2020

		Provide professional development opportunities for EL teachers and EL Assistants	Christal Harkowa and Pat Lesnoff	Develop: June - August Implement: On-going	Create a PD Plan and Calendar	Completion of PD Plan & Calendar	On-going
		WIDA Screener/K-WAPT will be determined upon returning to school	Guidance from WIDA and MSDE	TBD	Provide updates as information is shared by MSDE	Completion of tests/screener	TBD in the fall
		Communicate information with families	Christal Harkowa, Pat Lesnoff, EL teachers and General Ed teachers	On-going	Use a variety of methods to communicate with families -email, phone, flyers, county and school websites, etc.	Document methods to communicate in contact logs, etc.	On-going
	G&T	Assess gaps in learning and determine if any adjustments are needed to address individual students' needs (small groups or individualized support to review materials/skills, etc.)	Christal Harkowa and GT Teachers	August - September	Review data (iReady data, grades from Q3 and Q4, etc.) and determine if further assessments are needed	Data reviewed; assessments completed	September 2020

	Develop guidance for GT teachers to provide additional instructional support to students	Christal Harkowa	July - September	Develop an Instructional Support Plan	Completion of Instructional Support Plan	Sept. 2020
	Provide professional development opportunities for GT teachers	Christal Harkowa	Develop: June - August Implement: On-going	Create a PD Plan and Calendar	Completion of PD Plan & Calendar	On-going
	Communicate information with families	Christal Harkowa and GT Teachers	On-going	Use a variety of methods to communicate with families -email, phone, flyers, county and school websites, etc.	Document methods used to communicate in contact logs, etc.	On-going

	504	Assess gaps in learning and determine if any adjustments are needed to address individual students' needs (small groups or individualized support to review materials/skills, etc.)	Christal Harkowa, 504 Chairs and teachers	August - September	Review data (iReady data, grades from Q3 and Q4, etc.) and determine if further assessments are needed	Data reviewed; assessments completed	Sept. 2020
		Develop guidance for 504 Chairs to ensure students receive additional support as needed (individual and/or small groups, etc.)	Christal Harkowa	July - September	Develop an Instructional Support Plan	Completion of Instructional Support Plan	Sept. 2020
		Provide professional development opportunities for 504 Chairs	Christal Harkowa	Develop: July - August Implement: On-going	Create a PD Plan and Calendar	Completion of PD Plan & Calendar	On-going

		Communicate information with families	Christal Harkowa, 504 Chairs and teachers	On-going	Use a variety of methods to communicate with families -email, phone, flyers, county and school websites, etc.	Document methods used to communicate in contact logs, etc.	On-going
	Pre-Kindergarten	PRE-KINDERGARTEN Classrooms return to normal with maintained cleaning protocols, Center configuration protocols, and schedule to accommodate additional handwashing opportunities.	Coordinator of Early Childhood Early Childhood Teacher Specialist	September 2020	Established protocols and create checklist	Checklist completed	Sept 2020
		Formative assessment will be used to determine student performance on the Maryland Early Learning Standards.	Pre-Kindergarten Teachers Special Education Teachers	Quarterly throughout the year	ELA Data	Quarterly Report Card	June 2021

	Schedule IEP meetings with parents of SWD to review impact of COVID-19 School Closure.	Special Education Teachers General Education Pre-Kindergarten Teachers Early Childhood Teacher Specialist	September - October 2020	Review of MOIEP Contact Log and Meetings	100% of meetings held and documented	Oct 2020
	Develop/purchase Social Stories about Social Distancing, Face Masks, and Handwashing. Stories embedded into the Scope and Sequence.	Coordinator of Early Childhood Early Childhood Teacher Specialist	August 2020	Social Stories	Observation	October 2020

RESOURCES:

[Georgia's Path to Recovery](#)

Health Room safety - <https://www.modernofficefurniture.com/freestanding-clear-protective-desk-shield-y12981.html>

CDC Guidance as of May 19:

As some communities in the United States open K-12 schools, CDC offers the following considerations for ways in which schools can help protect students, teachers, administrators, and staff and slow the spread of COVID-19. Schools can determine, in collaboration

with [state and local health officials](#) to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community. School-based health facilities may refer to CDC's [Guidance for U.S. Healthcare Facilities](#) and may find it helpful to reference the [Ten Ways Healthcare Systems Can Operate Effectively During the COVID-19 Pandemic](#). These considerations are meant to supplement—not replace—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.

Guiding Principles to Keep in Mind

The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:

- Lowest Risk: Students and teachers engage in virtual-only classes, activities, and events.
- More Risk: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- Highest Risk: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as [handwashing](#), [staying home when sick](#)) and environmental [cleaning and disinfection](#) are important principles that are covered in this document. Fortunately, there are a number of actions school administrators can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities.

Promoting Behaviors that Reduce Spread

Schools may consider implementing several strategies to encourage behaviors that reduce the spread of COVID-19.

- Staying Home when Appropriate
- Educate staff and families about when they/their child(ren) should [stay home](#) and when they can return to school.
 - Actively encourage employees and students who are sick or who have recently had [close contact](#) with a person with COVID-19 to stay home. Develop policies that encourage sick employees and students to stay at home without fear of reprisal, and ensure employees, students, and students' families are aware of these policies. Consider not having perfect

attendance awards, not assessing schools based on absenteeism, and offering virtual learning and telework options, if feasible.

- [Staff and students should stay home](#) if they have tested positive for or are showing COVID-19 [symptoms](#).
- Staff and students who have recently had [close contact](#) with a person with COVID-19 should also [stay home and monitor their health](#).
- CDC's criteria can help inform when employees should return to work:
 - [If they have been sick with COVID-19](#)
 - [If they have recently had close contact with a person with COVID-19](#)
- Hand Hygiene and Respiratory Etiquette
 - Teach and reinforce [handwashing](#) with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
 - Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- Cloth Face Coverings
 - Teach and reinforce use of [cloth face coverings](#). Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students) as feasible, and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to [wash their hands](#) frequently. Information should be provided to staff, students, and students' families on [proper use, removal, and washing of cloth face coverings](#).
 - Note: [Cloth face coverings](#) should not be placed on:
 - Children younger than 2 years old
 - Anyone who has trouble breathing or is unconscious
 - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
 - [Cloth face coverings](#) are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. [Cloth face coverings](#) are not surgical masks, respirators, or other medical personal protective equipment.
- Adequate Supplies

- Support [healthy hygiene](#) behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch/foot-pedal trash cans.
- Signs and Messages
 - Post [signs](#) in highly visible locations (e.g., school entrances, restrooms) that [promote everyday protective measures](#)
 - and describe how to [stop the spread](#)
 - of germs (such as by [properly washing hands](#) and [properly wearing a cloth face covering](#))
 - Broadcast regular [announcements](#) on reducing the spread of COVID-19 on PA systems.
 - Include messages (for example, [videos](#)) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school [social media accounts](#)).
 - Find free CDC print and digital resources on CDC's [communications resources](#) main page.

Maintaining Healthy Environments

Schools may consider implementing several strategies to maintain healthy environments.

- Cleaning and Disinfection
 - [Clean and disinfect](#) frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, or cleaned between use.
 - If transport vehicles (e.g., buses) are used by the school, drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings). To clean and disinfect school buses or other transport vehicles, see guidance for [bus transit operators](#).
 - Develop a schedule for increased, routine cleaning and disinfection.
 - Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#)
 - , including storing products securely away from children. Use products that meet [EPA disinfection criteria](#)
 - Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.
- Shared Objects
 - Discourage sharing of items that are difficult to clean or disinfect.
 - Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.

- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.
- Ventilation
 - Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.
- Water Systems
 - To minimize the risk of [Legionnaire's disease](#) and other diseases associated with water, [take steps](#) to ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown. Drinking fountains should be cleaned and sanitized, but encourage staff and students to bring their own water to minimize use and touching of water fountains.
- Modified Layouts
 - Space seating/desks at least 6 feet apart when feasible.
 - Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.
 - Create distance between children on school buses (g., seat children one child per row, skip rows) when possible.
- Physical Barriers and Guides
 - Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
 - Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating “one way routes” in hallways).
- Communal Spaces
 - Close communal use shared spaces such as dining halls and playgrounds with shared playground equipment if possible; otherwise, stagger use and [clean and disinfect](#) between use.
 - Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least 6 feet apart.
- Food Service
 - Have children bring their own meals as feasible, or serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the [safety of children with food allergies](#).

- Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should [wash their hands](#) after removing their gloves or after directly handling used food service items.
- If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food and utensils and ensure the [safety of children with food allergies](#).

Maintaining Healthy Operations

Schools may consider implementing several strategies to maintain healthy operations.

- Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19
 - Offer options for staff at [higher risk for severe illness](#) (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework, modified job responsibilities that limit exposure risk).
 - Offer options for students at [higher risk of severe illness](#) that limit their exposure risk (e.g., virtual learning opportunities).
 - Consistent with applicable law, put in place policies to protect the privacy of people at [higher risk for severe illness](#) regarding underlying medical conditions.
- Regulatory Awareness
 - Be aware of local or state regulatory agency policies related to group gatherings to determine if events can be held.
- Gatherings, Visitors, and Field Trips
 - Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible.
 - Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).
 - Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.
 - Pursue options to convene sporting events and participation in sports activities in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches, and communities.
- Identifying Small Groups and Keeping Them Together (Cohorting)
 - Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
 - Limit mixing between groups if possible.
- Staggered Scheduling

- Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
- When possible, use flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) to help establish policies and practices for social distancing (maintaining distance of approximately 6 feet) between employees and others, especially if social distancing is recommended by state and local health authorities.
- Designated COVID-19 Point of Contact
 - Designate a staff person to be responsible for responding to COVID-19 concerns (e.g., school nurse). All school staff and families should know who this person is and how to contact them.
- Participation in Community Response Efforts
 - Consider participating with local authorities in broader COVID-19 community response efforts (e.g., sitting on community response committees).
- Communication Systems
 - Put systems in place for:
 - Consistent with applicable law and privacy policies, having staff and families self-report to the school if they or their student have [symptoms](#) of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with [health information sharing regulations for COVID-19](#)
 - (e.g. see “Notify Health Officials and Close Contacts” in the Preparing for When Someone Gets Sick section below) and other applicable federal and state laws and regulations relating to privacy and confidentiality, such as the Family Educational Rights and Privacy Act (FERPA).
 - Notifying staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).
- Leave (Time Off) Policies and Excused Absence Policies
 - Implement flexible sick leave policies and practices that enable staff to stay home when they are sick, have been exposed, or caring for someone who is sick.
 - Examine and revise policies for leave, telework, and employee compensation.
 - Leave policies should be flexible and not punish people for taking time off, and should allow sick employees to stay home and away from co-workers. Leave policies should also account for employees who need to stay home with their children if there are school or childcare closures, or to care for sick family members.
 - Develop policies for return-to-school after COVID-19 illness. CDC’s [criteria to discontinue home isolation and quarantine](#) can inform these policies.
- Back-Up Staffing Plan

- Monitor absenteeism of students and employees, cross-train staff, and create a roster of trained back-up staff.
- Staff Training
 - Train staff on all safety protocols.
 - Conduct training virtually or ensure that [social distancing](#) is maintained during training.
- Recognize Signs and Symptoms
 - If feasible, conduct daily health checks (e.g., temperature screening and/or [symptom checking](#)) of staff and students.
 - Health checks should be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. School administrators may use examples of screening methods in CDC's supplemental [Guidance for Child Care Programs that Remain Open](#) as a guide for screening children and CDC's [General Business FAQs](#) for screening staff.
- Sharing Facilities
 - Encourage any organizations that share or use the school facilities to also follow these considerations.
- Support Coping and Resilience
 - Encourage employees and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.
 - Promote employees and students eating healthy, exercising, getting sleep, and finding time to unwind.
 - Encourage employees and students to talk with people they trust about their concerns and how they are feeling.
 - Consider posting signages for the national distress hotline: 1-800-985-5990, or text TalkWithUsto 66746

Preparing for When Someone Gets Sick

Schools may consider implementing several strategies to prepare for when someone gets sick.

- Advise Staff and Families of Sick Students of Home Isolation Criteria
 - Sick staff members or students should not return until they have met CDC's [criteria to discontinue home isolation](#).
- Isolate and Transport Those Who are Sick
 - Make sure that staff and families know that they (staff) or their children (families) should not come to school, and that they should notify school officials (e.g., the designated COVID-19 point of contact) if they (staff) or their child (families) become sick with COVID-19 [symptoms](#), test positive for COVID-19, or have been [exposed](#) to someone with COVID-19 symptoms or a confirmed or suspected case.

- Immediately separate staff and [children](#) with COVID-19 [symptoms](#) (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow [CDC guidance for caring for oneself and others](#) who are sick.
- Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. School nurses and other healthcare providers should use [Standard and Transmission-Based Precautions](#) when caring for sick people. See: [What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection](#).
- Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. If you are calling an ambulance or bringing someone to the hospital, try to call first to alert them that the person may have COVID-19.
- Clean and Disinfect
 - Close off areas used by a sick person and do not use these areas until after [cleaning and disinfecting](#)
 - Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#)
 - , including storing products securely away from children.
- Notify Health Officials and Close Contacts
 - In accordance with state and local laws and regulations, school administrators should notify [local health officials](#), staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the [Americans with Disabilities Act \(ADA\)](#)
 - Inform those who have had [close contact](#) with a person diagnosed with COVID-19 to stay home and [self-monitor for symptoms](#), and follow [CDC guidance](#) if symptoms develop.

SCHOOLS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at **higher risk** for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY
NO



Are recommended health and safety actions in place?

- ✓ Promote **healthy hygiene practices** such as **hand washing** and **employees wearing a cloth face covering**, as feasible
- ✓ Intensify **cleaning, disinfection**, and ventilation
- ✓ Encourage **social distancing** through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ANY
NO



Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for **signs and symptoms** of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to **stay home**
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY
NO



ALL
YES

ALL
YES

ALL
YES

OPEN AND
MONITOR



cdc.gov/coronavirus

Technology

- # of devices
- Cleaning

- Distribution
- Updates
- Repairs
- Testing capabilities

Transportation

Schedule

- Hallway movement
- Lockers

Instruction

- Gen Ed
- SPED
- EL
 - Manipulatives
 - Classroom Layout

Breakfast/Lunch

Nursing

- Health Screenings

Athletics

- Locker room

Communication

- Staff
- Families