

## 2021 Reopening Plan - Special Programs

Structure/Forum	Students	COVID Spread
In Person Instruction	All students	Vaccine available

### Summary

#### **Special Education**

- The CCPS special education department will follow provisions of the Individuals with Disabilities Education Act (IDEA) and the Code of Maryland Regulations (COMAR) related to special education to provide a Free and Appropriate Public Education (FAPE) for students with disabilities.
- The CCPS special education department will follow guidance in the Maryland State Department of Education (MSDE) Technical Assistance Bulletins related to COVID-19.
- Students receiving special education services were invited to participate in CCPS Summer Programming opportunities during the Summer of 2021. Students were able to participate in in-person learning opportunities from June 21-July 29, 2021. Students were also able to participate in Exact Path tutoring opportunities which provided more practice on academic skills.
- Upon return to school in September 2021, the CCPS special education department will hold IEP meetings to review ESY and compensatory services provided during Summer 2021 to eligible students.
- When schools reopen in September 2021, students receiving special education services will be administered IXL diagnostic to identify, if any, academic areas of need or regression. Social emotional learning (SEL) needs will also be addressed through interviews with guidance counselors in grades Prek-12 and a SEL diagnostic for grades 6-12. Once needs are identified, appropriate resources will be provided to individual students.
- When schools reopen in September 2021, students receiving special education services will be administered IXL diagnostic to identify, if any, academic areas of need or regression.
- The CCPS special education department will make available safeguards such as plastic barriers, clear face masks and social skills training to address individual student needs related to COVID-19.
- The CCPS special education department will provide ongoing training and support to special education families and students that addresses academics, attendance and around the use of instructional technology and resources.
- The CCPS special education department will maintain consistent and ongoing communication with students and families, and continue to work collaboratively with other departments and programs to provide necessary support and deliver information in an understandable format.

- The CCPS special education department will hold IEP review meetings for students with disabilities who have applied and requested participation in the Blended Virtual Program to determine if their IEP can be implemented within the virtual environment.
- The CCPS special education department will ensure continued access to instruction by providing technology as determined by the CCPS One-to-One Technology Initiative.
- The CCPS special education department will conduct IEP meetings that include the development of emergency conditions on the IEP.
- The CCPS special education department will create a protocol for teachers to follow when students with disabilities are quarantined.

### **Infants & Toddlers Program**

- CCPS, lead agency for the Caroline County Infants and Toddlers Program, will resume providing services in natural environments in School Year 2021-2022. A hybrid option will continue to be available if parents prefer a virtual session and/or meeting.
- Compensatory services were provided to all infants and toddlers requiring these services.
- Year-round services were provided in a hybrid manner. Parents were able to determine if they preferred in-person, virtual, or a combination of these during the summer months.
- The CCITP will follow guidance provided in the Maryland State Department of Education (MSDE) Technical Assistance Bulletins related to COVID-19.

### **504 Students**

- 504 students were invited to participate in CCPS Summer Programming opportunities during the Summer of 2021. Students were able to participate in in-person learning opportunities from June 21-July 29, 2021. Students were also able to participate in Exact Path tutoring opportunities which provided more practice on academic skills.
- CCPS will hold 504 meetings to address compensatory services provided during Summer 2021 to eligible students.
- All 504 plans will be reviewed to ensure students receive accommodations as outlined in the student's 504 plan. 504 Plans will be revisited as needed throughout the 2021-2022 school year, to determine if revisions need to be made based on students' needs.
- CCPS will also determine if 504 students have experienced a regression and/or lack of progress. If a regression and/or lack of progress is present, CCPS will identify additional learning opportunities to support areas of needs. This will include different accommodations and services to support students as needed.
- Advocate for students and families who have obstacles which prevent availability to learn and connect them to available school and community resources (ex-food distribution, connections to Human Services and community resources, etc.).
- Maintain regular communication with students and families, and continue to work collaboratively with other departments and programs such as Student Services to bridge the home/school connection, provide necessary support and deliver information in an effective format.

### **Preschool Special Education Programs**

- Regional Pre-K 3 students were invited to participate in the 2021 CCPS Summer Program. Students were able to participate in this in-person learning opportunity from June 21-July 29, 2021. ESY and Compensatory Services were provided during the summer to eligible students.
- In September 2021, CCPS will provide in-person instruction for all CCPS students. School schedules will return to a normal, full day program, that is five days per week.
- Students will be provided technology as determined by the CCPS One-to-One Technology Initiative.
- CCPS will hold IEP meetings to address ESY and compensatory services provided during Summer 2021 to eligible students.
- The CCPS special education department will follow guidance provided in the Maryland State Department of Education (MSDE) Technical Assistance Bulletins related to COVID-19.

### CCPS REopening ACTION PLAN

Objectives	Area	Action Steps	Responsible Party(s)	Timeline	Resources Needed /Created	Indicators of Success	Date of Completion
Establish educational services for students that are protected under IDEA, Section 504, and ADA federal programs guaranteeing services continue during any extended school closure.	Special Education 3-21 (All IFSP/IEP meetings can be held in person or virtual at the parent request)	Review June 2021 iReady Diagnostics Data and 2021 BOY iReady Diagnostic Data <a href="#">iReady Memo 2021: iReady Diagnostic for Students with Disabilities</a>	SPED Staff; SPED Leadership team	August 2021	Access to iReady	Data Report	By October 2021
		Review ESY Data	SPED leadership team	By October 1st 2021	Datasheet, IEP Meetings	Student data sheets, IEP Meetings	By October 2021
		Review IXL Data	SPED leadership team	August 2021	Datasheet	Student data sheets	September 2021
		Implementation of IXL BOY Diagnostic	SPED leadership team	September 30th 2021	Datasheet	Student Action plans	September 2021
		ESY, Compensatory/Recovery IEP meetings <a href="#">Copy of 2021 Summer ESY/Compensatory List</a>	Special Education Case Managers	August- October 1st 2021	Time; specialist support; monitoring/create report for meetings held	All meetings held; monitoring form is completed	October 1st 2021

		<a href="#">Copy of Compensatory/Recovery Conversations Case Manager Roster 20-21</a>					
		Conduct IEP meetings/conversations to address Planning for Emergency Conditions	Special Education Case Managers	August- October 1st 2021	Time; specialist support; monitoring/create report for meetings held	All meetings held; monitoring form is completed	October 1st 202; ongoing as needed
		Maintain documentation forms/logs for: <ul style="list-style-type: none"> <li>- Parent Contacts</li> <li>- SDI Delivery</li> <li>- Accommodations</li> <li>- Monitoring Instructional Assistants</li> </ul> <a href="#">Special Education Teacher Beginning of the School Year Checklist 21-22</a>	SPED Leadership Team and SPED Case Managers	August 2021	MD IEP Online Parent Contacts <a href="#">Accommodations</a> Monitoring Instructional Assistants	Completed documentation forms	August 2021
		Provide teacher expectations in the co-teaching environment	SPED Leadership Team	July 2021	Best Practice Document; Time; Collaborative Calendar	Expectation Document & emails of dissemination	August 2021
		Establish consistent, weekly co-planning time to develop lessons and discuss students needs	General and Special Education Teachers	July 2021	Best Practice Document; Time; Collaborative Calendar; Website	Calendars	August 2021

		Review district data to determine students access and technology capabilities	SPED Leadership Team	August 2021	Survey data; Case Manager/IDL P Documentation Form	Survey; Case Manager Parent Contacts	August 2021
		Provide teacher expectations in the Intensive Support environment	SPED Leadership Team	August 2021	Best Practice Document; Time; Collaborative Calendar; Website	Completed and uploaded SPED to website	September 2021
		Identify learning materials and resources to support students	SPED Leadership Team and Case Managers	August 2021	Communication from Case Managers and Special Education Teacher Specialists	Established county approved list	October 2021
		Determine Needs for AT for students with intense communication needs	SPED Leadership Team	August 2021	Devices; <a href="#">AT communication survey</a>	Completed survey; devices allocated; <a href="#">AT Communication Survey Responses</a>	October 15th 2021
		Collaborate with Non-Public for continued instruction plan	Shawn Culver	On-going	Time; Organizational Chart	On-going communication; Outline of Plan	On-going
		Develop Expectations for Instructional Assistants and Support Staff to be supervised by certified teacher	SPED Leadership Team	August 2021	Best Practice Document; Time; Collaborative Calendar; Website	Completion of Expectations	September 2021

		Disseminate information to families: <ul style="list-style-type: none"> <li>- Provide SECAC meetings virtually</li> <li>- Use SMORE to email parents</li> <li>- Post updates on CCPS website</li> </ul> <a href="#">Memo Parent Postcard and SECAC flyers 2021-2022</a>	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. <a href="#">Request for Method of Notification Letter</a>	Special Education Teachers	Sept 2021	Review of Communication Protocol at Sept Team Meeting	Documented in online MOIEP Contact Log for SWD	Sept 2021
		Create protocol for Teachers to follow when students with disabilities are quarantined. (This should include parent contact, accessing google classroom, IEP implementation, hot spots and follow-up coaching with families. <a href="#">Fall 2021 SWD Quarantine Protocol</a>	Special Education Leadership Team	Sept. 2021	Google Doc.	Documentation that protocol was followed when a SWD is quarantined	Sept 2021
		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 2021 & 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 2021 & On-going
	Special Education B-3 (All IFSP/IEP meetings can be held in person or virtual at the parent request)	<b>INFANTS &amp; TODDLERS</b> 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 at home based on parent choice. If a parent is uncomfortable with staff coming in the home, services will be delivered in a school setting.	Service Coordinators  Coordinator of I and T  Early Childhood Teacher Specialist	Sept 2021	Review of Communication Protocol at Sept Team Meeting	Documented in online Contact Log	Sept 2021

		<p>Conduct assessments and determine 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 In Person Student Assessment Guidelines document.</p>	<p>Service Coordinators</p> <p>Early Childhood Teacher Specialist</p> <p>Early Childhood Coach</p> <p>Coordinator of I and T</p>	<p>On- going as children are referred or need reevaluations</p>	<p>Review of the CCPS in Person Student Assessment Guidelines document at the Sept Team Meeting</p>	<p>Discussions with Service Coordinators and review of the new referrals and reevaluations at Monthly Team Meetings</p>	<p>On- going</p>
		<p>Schedule Transition Planning Meetings and Part c to B IEP Meetings 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</p> <p>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>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</p>	<p>Service Coordinators</p> <p>Service Providers</p>	<p>Sept - Oct 2021</p>	<p>Review of IFSP</p>	<p>Reviewed at Monthly Team Meeting</p>	<p>Oct 2021</p>



		concern.					
		Make adjustments to Early Childhood settings that are appropriate for in person sessions.	Coordinator of I and T  Early Childhood Teacher Specialist	August - Sept 2021	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.	Discussions with team at Sept 2021 meeting	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 2021) and data from new surveys, etc.	Documented in contact logs, surveys, etc.	August/Sept. 2021
		Create tutorials for families (navigate virtual platforms for 504 meetings)	504 Chairs	July-August 2021	List of platforms being used; List of languages needed	Tutorials are created & shared with families	August/Sept. 2021
		Provide professional development opportunities for 504 Chairs	Christal Harkowa	Develop: June - July 2021  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 2021	Print copies of 504 Accom. Plans	Document 504 Plans have been received	August 2021
		Provide communication protocols (Teacher to Teacher, Teacher to Parent)	Christal Harkowa & 504 Chairs	Develop: July & August 2021  Share: August 2021	Develop Communication Protocols	Completion of protocols	August/Sept. 2021
		Review protocol and expectations for 504 Annual Meetings held virtually	Christal Harkowa	June & July 2021: Review protocol and expectations from Spring 2021; revise as needed	Revise 504 Protocol and Expectations for Meetings	Revision & Completion of Expectations	August 2021
		Create and maintain parent contact and 504 accommodation logs	504 Chairs; Teachers	July 2021: Review expectations for parent contact and accommodation logs	Revise expectations for parent contact and accommodation logs	Revision & completion of contact and accommodation 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

## **Summary**

### **English Learners (EL)**

- The equitable education of ELs is safeguarded by various civil rights laws and policies, as well as by the Every Student Succeeds Act (ESSA). Maryland school systems are required by COMAR to provide instructional assistance and services to enable ELs to attain English proficiency, develop high levels of academic language and achieve at high levels in academic subjects. CCPS will remain flexible and adapt support and service delivery models as needed.
- EL students were invited to participate in CCPS Summer Programming opportunities during the Summer of 2021. Students were able to participate in in-person learning opportunities from June 21-July 29, 2021. Students were also able to participate in Exact Path tutoring opportunities which provided more practice on academic skills.
- When schools open in September 2021, CCPS will use state-identified English Language Development (ELD) screening tools to test students for ESOL (English for Speakers of Other Languages) service eligibility.
- CCPS will also determine if EL students have experienced a regression and/or lack of progress. If a regression and/or lack of progress is present, CCPS will identify additional learning opportunities to support areas of needs. This will include different accommodations and services to support students in the ESOL program.
- Provide training and support to EL families and students that addresses academics, attendance and around the use of instructional technology and resources.
- Advocate for students and families who have obstacles which prevent availability to learn and connect them to available school and community resources (ex-food distribution, connections to Human Services and community resources, etc.).
- Maintain regular communication with students and families, and continue to work collaboratively with other departments and programs (Interpretation/Translation, Student Services) to bridge the home/school connection, provide necessary support and deliver information in an understandable format.

### **Gifted & Talented (GT) Students**

- GT students will continue to receive appropriate services according to the regulations outlined in COMAR and CCPS board policy for Gifted & Talented.
- Summer learning opportunities were offered through Exact Path.
- CCPS will also determine if G&T students have experienced a regression and/or lack of progress. If a regression and/or lack of progress is present, CCPS will identify additional learning opportunities to support areas of needs. This will include a change in program and services to support students as needed (tutoring and/or additional support offered by the G&T teacher).
- Advocate for students and families who have obstacles which prevent availability to learn and connect them to available school and community resources (ex-food distribution, connections to Human Services and community resources, etc.).
- Maintain regular communication with students and families, and continue to work collaboratively with other departments and programs such as Student Services to bridge the home/school connection, provide necessary support and deliver information in an effective format.

### Pre-Kindergarten 4 Program

- Pre-Kindergarten students were invited to participate in the 2021 CCPS Summer Program. Students were able to participate in this in-person learning opportunity from June 21-July 29, 2021. ESY and Compensatory Services were provided during the summer to eligible students.
- In September 2021, CCPS will provide in-person instruction for all CCPS students. School schedules will return to a normal, full day program, that is five days per week.
- Students will be provided technology as determined by the CCPS One-to-One Technology Initiative.
- CCPS will hold IEP meetings to address ESY and compensatory services provided during Summer 2021 to eligible students.
- CCPS will follow guidance in the Maryland State Department of Education (MSDE) Technical Assistance Bulletins related to COVID-19.

## CCPS REopening ACTION PLAN

Objectives	Area	Action Steps	Responsible Party(s)	Timeline	Resources Needed /Created	Indicators of Success	Date of Completion
Establish educational services for EL, G & T and Prek 4 students guaranteeing services continue during any extended school closure.	English Learners	Establish consistent co planning time to develop lessons	EL Teachers and General Ed Teachers	August 2021	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 Tori Shull	Develop: June - August 2021  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 used upon returning to school to screen potential EL students	Guidance from WIDA and MSDE; Screener will be utilized by EL teachers	TBD	Provide updates as information is shared by MSDE	Completion of testing/ screener	September 2021 and throughout the year as new students enroll
		Communicate information with families	Christal Harkowa, Tori Shull, EL Teachers and General Ed Teachers	On-going	Use a variety of methods to communicate with families	Document methods used to communicate in contact logs, etc.	On-going

					-email, phone, flyers, county and school websites, etc.		
G & T	Review district data to determine students access and technology capabilities	Christal Harkowa	Review spring data; Survey data from Fall 2021	Review info from teacher contact logs (Spring 2021) and data from new surveys, etc.	Documented in contact logs, surveys, etc	August/Sept. 2021	
	Create tutorials for families (navigate virtual platforms; multiple languages)	All GT Staff Members	August 2021	List of platforms being used; List of languages needed	Tutorials are created and shared with families	August/Sept. 2021	
	Provide professional development opportunities for GT teachers	Christal Harkowa	Develop: June - August 2021 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 2021 Share: August	Develop Communication Protocols	Completion of protocols	August/Sept. 2021	
	Create a GT google classroom	GT Teachers	August 2021	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
Pre-K 4 Program		Create google classrooms for Pre-K to support effective communication with families.	Pre-Kindergarten Teachers Early Childhood Teacher Specialist Coordinator of Early Childhood	September 2021	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 2021	Maintain an inventory list and copies of technology distribution agreements	All students receive I pads prior to virtual instruction	June 2021
		Update the Frog Street Pre-K Curriculum Scope and Sequence and Lesson Plans.	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

<p>Ensure all students receive the appropriate Reading Interventions based on their current educational needs.</p>	<p>All Students</p>	<p>Review District Reading Data and any prior historical intervention data to determine students need for Reading intervention</p>	<p>MTSS Teacher Specialist Reading Intervention Teacher (RIT) Reading Resource Teacher (RRT) or Instructional Coach Principal Class Room Teacher</p>	<p>On going: Benchmark- BOY/MOY/EOY Monthly- and Bi-weekly: Software Performance/s tudent performance data</p>	<p>i-Ready Reading Diagnostic (BOY/MOY/EOY) Classroom performance information Grades Reading Intervention Placement data: Reading Inventory, Phonics Inventory, WADE, FFR Diagnostic Prescriptive</p>	<p>Students appropriately placed, if needed, into a reading intervention based on their specific needs</p>	<p>On-going</p>
		<p>Provide Professional Development for Tier 3 Reading Interventions for Teachers</p>	<p>MTSS Teacher Specialist Reading Intervention Teacher (RIT) Reading Resource Teacher (RRT) or Instructional Coach Teachers</p>	<p>Initial PD: September 2021 and as needed</p>	<p>HMH SAM HMH Teacher Central OG+ teacher lessons and student tool kit</p>	<p>Teachers prepared to implement, data track, and monitor student progress reading intervention programs</p>	<p>On-going based on need</p>
		<p>Placement assessments given to individual students to determine placement and individual learning needs as established by specific reading intervention program</p>	<p>Reading Intervention Teacher (RIT)</p>	<p>BOY Initial Placement: September 2021 MOY: January 2022 EOY: May/June 2022</p>	<p>HMH Reading Inventory HMH Phonics Inventory iReady Reading Diagnostic</p>	<p>Students appropriately placed, if needed, into a reading intervention based on their specific needs</p>	

		Add new data and information to Individual Student Reading Intervention Data Sheet	Reading Intervention Teacher (RIT) Intervention Teacher	On-going: September 2021- June 2022	Google Sheet: 2021/2022 Individual Student Reading Data Sheet	Completion of reading data applicable to the Individual Student Reading Data Sheet	June 2022
		Supply any reading assessment data to the Google Sheet: Reading Intervention Data Sheet	Reading Intervention Teacher (RIT) Intervention Teacher	On-going BOY/MOY/EOY	Google sheet: 2021/2022 Reading Intervention Data Sheet by Schools	Completion of reading data applicable to the Reading Intervention Data Sheet	June 2022
		Reading Intervention Parent Information Letter	Reading Intervention Teacher (RIT) Intervention Teacher	September (and when a student exits or changes a program) Any new student placement into a reading intervention	Reading Intervention Parent Letter (Each program had their own parent letter)	Parent letters are sent home when a student enters a program, changes a program, or exits a program	June 2022
		Title 1 Parent Information Night	Building-level Administrators Reading Intervention Teachers (RIT) Intervention Teachers	September 2021- June 2022 (Based on individual School schedule)	Agenda Sign-in sheets Parent Survey Intervention Information Handouts	Completed: Agenda Sign-in sheets Parent Survey Intervention Information Handouts	Once completed based on individual school schedule