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One Click Easy Access

Click on the icon below for easy access to a plan

**Continuity of Learning Plan for Teachers**

**Continuity of Learning Plan for Parents and Students**
Section I

Continuity of Learning Plan for Teachers
I. **SUMMARY OF ROLES AND POSITIONS**

The information below is an overview of basic responsibilities of staff in relation to CCPS Continuity of Learning Plan. Specific detailed information is fully explained in the staff portion of the Continuity of Learning Plan and through weekly WebEx meetings.

<table>
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<th>POSITION</th>
<th>LOCATION</th>
<th>ROLES/RESPONSIBILITIES</th>
</tr>
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<tbody>
<tr>
<td>District Staff</td>
<td>Central Office</td>
<td>• Oversee implementation of CLP</td>
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<tr>
<td></td>
<td></td>
<td>• Create learning bundles/packets</td>
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<td></td>
<td></td>
<td>• Plan distribution of technology and instructional resources</td>
</tr>
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<td></td>
<td></td>
<td>• Coordinate weekly web x meetings</td>
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<tr>
<td></td>
<td></td>
<td>• Organize professional development opportunities</td>
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<td></td>
<td></td>
<td>• Respond to parent questions/concerns</td>
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<tr>
<td></td>
<td></td>
<td>• Collaborate with the teachers union as well as AFSME</td>
</tr>
<tr>
<td>SchoolLeadership</td>
<td>Schools</td>
<td>• Oversee implementation of CLP for individual schools</td>
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<td></td>
<td></td>
<td>• Coordinate efforts to connect all students to learning opportunities</td>
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<td></td>
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<td>• Communicate at least weekly with the school community</td>
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<td></td>
<td></td>
<td>• Observe asynchronous instruction</td>
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<td></td>
<td></td>
<td>• Monitor student achievement</td>
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<td></td>
<td></td>
<td>• Coordinate all grading for students</td>
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<td></td>
<td></td>
<td>• Support distribution of laptops and packets</td>
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<td></td>
<td></td>
<td>• Support professional development for staff</td>
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<tr>
<td></td>
<td></td>
<td>• Answer all parent questions and concerns in a timely manner</td>
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<tr>
<td>Teachers</td>
<td>Schools</td>
<td>• Plan and implement asynchronous/synchronous weekly lessons (TEAMS-two times per week)</td>
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<td></td>
<td></td>
<td>• Monitor student participation and completion of activities</td>
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<td></td>
<td></td>
<td>• Offer support for completion of fourth quarter activities</td>
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<tr>
<td></td>
<td></td>
<td>• Participate in professional development activities</td>
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<tr>
<td></td>
<td></td>
<td>• Meet expectations detailed in CLP based on position</td>
</tr>
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<td></td>
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<td>• Complete report cards</td>
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<td></td>
<td></td>
<td>• Participate in school based WebEx meetings</td>
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<tr>
<td>Instructional</td>
<td>School based</td>
<td>• Support distribution of technology and paper packets</td>
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<td>Assistants</td>
<td></td>
<td>• Participate in mandatory professional development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Support students during TEAMS lessons</td>
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<td></td>
<td></td>
<td>• Support contacting students who have not reconnected to learning</td>
</tr>
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</table>
II. **DIRECTIONS FOR USING SYNERGY MAIL TO COMMUNICATE WITH STUDENTS**

Synergy Mail is an easy way for staff and teachers to communicate with students and parents via StudentVue and ParentVue. Staff can quickly send emails to individual students/parents, classes, grade levels, or groups (sports, special groups such as Special Education, AVID, ELL or School Counselor Groups). Be sure your settings are focused on the current school year prior to sending out messages. If you are focused on next school year, you may mistakenly send messages to students who will be enrolled at your school next year.

III. **APEX TRAINING-SECONDARY TEACHERS**

Starting Wednesday, April 1.

- Begin by watching the training videos. Log into APEX (allow popups, ensure compatibility features – see system recommendations)
- Change password/update security settings
- View tutorials on APEX to further familiarize themselves with site

Then use Synergy to look up each student’s schedule that you are assigned to. Schools used first period classes or homerooms to make APEX teacher mentor class lists. For clarification, please contact your building administrator. If you are sharing a class, please make sure to communicate often. Creating small classes will provide a more individualized approach to this new way of teaching and learning. This is an optimal time for everyone to work together as teachers of students and not teachers of content.

- Set up the core content classes based on student schedules
- Set up classes
- Name classes first initial, last name_name of course (mmiesowitz_English9)
- Enroll students
- Continue to familiarize yourself with the site
- Review tutorials as needed

Starting Friday, April 3.

Each day at the beginning of your office hours, each APEX teacher mentor should send a message to the students they are responsible for. The message should include words of encouragement, wishes for their well-being and anything that would build a relationship with the student. In addition, APEX teacher mentors should offer suggestions on pacing as well as offer any instructional tips that might help students
complete the next set of activities. Core teachers (English, Math, Social Studies and Science) can also send suggestions to the students in their regular classes. By Wednesday, April 1, all teachers will have access to master courses and tutorials in APEX. The training video explains how to copy and rename a class and enroll your students. APEX school-based site coordinators are available if you need assistance. At the end of each week, send a list of students who you have not connected with to your building administrator. By Friday afternoon, send a message through Synergy Mail assigning the following week’s activities based on the pacing recommendations by the content specialists.

First Synergy Email Communication
Hello Students! I hope you are doing well and that you are staying safe and healthy. Welcome to our new online class! Since I am your first period teacher, I will be your mentor teacher for your four core classes. As your mentor teacher, I will be monitoring your progress in each of the lessons, making sure that you are consistently logging in and completing the assigned activities each week. Please make sure that you are only completing the assignments listed in my communication each week and not moving ahead. If you have specific content questions, feel free to reach out to your teachers through Synergy Mail on StudentVue or via email. If I can help you in any way, I am here for you!

We will be using the digital learning platform APEX for at least the next 4 weeks in order to continue our learning progression. Please follow the directions below to learn how to access APEX. APEX can be accessed from a desktop or laptop computer or a tablet. Start by going to [www.apexvs.com](http://www.apexvs.com). Once on the APEX site, you will need to enter your username and password.

Username: studentID_ccps
Password: ccps

Once you have logged in, follow the directions below to view the instructional video/student tutorial. This is your assignment for today, Friday, April 3.
- Click on Help in upper right hand corner, select getting started (a new page will open)
- Scroll to the bottom of the screen and click on Student Getting Started in the blue box
- Click on the green “take course” button and watch 6 minute course

Below you will find the assigned activities for next week. Remember that you have all week to complete the listed activities. If you have any questions about APEX or your assignments, please let me know!

**Week 1 English: 4/6 – 4/10**

**Week 1 Math: 4/6 – 4/10**
Special Education Students
All students receiving services with an IEP should be enrolled in courses by their case manager who can select courses for students based on their IEP needs. Please note that only students in self-contained classrooms can be assigned master tutorials. All other special education students (inclusion) should be enrolled in Master APEX courses. In addition to all the APEX courses, special educators can assign additional activities through Goalbook.

Student Expectations
- View student tutorial on how to navigate APEX
- Check StudentVue through Synergy daily for teacher messages
- Complete course activities as assigned by individual teachers – teachers can be reached during office hours (middle 10:00-1:00, high 1:00-4:00)

1. Overview Video
   https://transcripts.gotomeeting.com/?utm_source=recordingReadyNotification&utm_medium=email#s/5f6492c85c615f7694fab4c82cf87771bb04d000e8e13846663b3658d80f52b6
2. Video about best practices
   https://cdn.apexlearning.com/al/Courses_Best_Practices.mp4
3. Video for gradebook and progress monitoring
   https://transcripts.gotomeeting.com/?utm_source=recordingReadyNotification&utm_medium=email#s/0efdf603a63a27e3c11e0797bb2c1a2615d66db155ac0fa14f746391367f8b9
4. Print Roster: https://support.apexlearning.com/node/611
5. Reset a Password: https://support.apexlearning.com/help/accounts/student/password

Below are pacing recommendations in APEX training.
### Week 1 & 2
- **Grade 9 – LSN Government**
  - 8.1.1 Study: Introduction to Public Policy
  - 8.1.2 Quiz
  - 8.1.3 Discuss: What's Your Policy on Policy?
  - 8.1.4 Practice: A Case Study
- **Grade 10 – U.S. History**
  - 7.1.1 Study: Introduction to Public Policy
  - 7.1.2 Quiz
  - 7.1.3 Discuss: What's Your Policy on Policy?
  - 7.1.4 Practice: A Case Study
- **Grade 11 – World History**
  - 7.1.1 Study: Introduction to Public Policy
  - 7.1.2 Quiz
  - 7.1.3 Discuss: What's Your Policy on Policy?
  - 7.1.4 Practice: A Case Study

### Week 3
- **Grade 9 – LSN Government**
  - 8.2.1 Study: Social Policy
  - 8.2.2 Quiz: Social Policy
- **Grade 10 – U.S. History**
  - 7.3.1 Study: Mass Movements
  - 7.3.2 Quiz: Mass Movements
- **Grade 11 – World History**
  - 8.1.5 Study: The Formation of Israel and the Arab-Israeli Conflict
  - 8.1.6 Quiz: The Formation of Israel and the Arab-Israeli Conflict

### Week 4
- **Grade 9 – LSN Government**
  - 8.3.1 Study: Government and the Economy
  - 8.3.2 Quiz: Government and the Economy
- **Grade 10 – U.S. History**
  - 7.4.1 Study: Culture of Prosperity
  - 7.4.2 Quiz: Culture of Prosperity
- **Grade 11 – World History**
  - 8.2.1 Study: Postwar Independence Movements in Africa
  - 8.2.2 Quiz: Postwar Independence Movements in Africa

### Week 5
- **Grade 9 – LSN Government**
  - 8.3.3 Study: Economic Policy
  - 8.3.4 Quiz: Economic Policy
- **Grade 10 – U.S. History**
  - 8.1.3 Study: The Vietnam War and American Politics
  - 8.1.4 Quiz: The Vietnam War and American Politics
- **Grade 11 – World History**
  - 8.3.3 Study: Origins and Alliances of the Cold War
  - 8.3.4 Quiz: Origins and Alliances of the Cold War

### Week 6
- **Grade 9 – LSN Government**
  - Study: The Workings of U.S. Foreign Policy
  - 8.4.2 Quiz: The Workings of U.S. Foreign Policy
- **Grade 10 – U.S. History**
  - 8.1.6 Study: The Great Society
  - 8.1.7 Quiz: The Great Society
- **Grade 11 – World History**
  - 8.4.5 Study: The End of the Cold War and the Collapse of the Soviet Union
  - 8.4.6 Quiz: The End of the Cold War and the Collapse of the Soviet Union

### Week 7
- **Grade 9 – LSN Government**
  - 8.4.5 Study: The United States in the World
  - 8.4.6 Quiz: The United States in the World
- **Grade 10 – U.S. History**
  - 8.2.3 Study: More Groups Demand Rights
  - 8.2.4 Quiz: More Groups Demand Rights
- **Grade 11 – World History**
  - 9.1.2 Study: Globalization and its Challenges
  - 9.1.3 Quiz: Globalization and its Challenges

### Week 8
- **Grade 9 – LSN Government**
  - 9.1.3 Study: The Obligations of a Citizen
  - 9.1.4 Quiz: The Obligations of a Citizen
- **Grade 10 – U.S. History**
  - 9.3.1 Study: Life after the Cold War
  - 9.3.2 Quiz: Life after the Cold War
- **Grade 11 – World History**
  - 9.3.2 Study: International Cooperation
  - 9.3.3 Quiz: International Cooperation

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**Below are all of the master courses in APEX:**

- **MASTER Algebra 1**  
  - Scott Sisolak
- **MASTER Language Arts- Grade 6**  
  - John Tompkins
- **MASTER Language Arts- Grade 7**  
  - John Tompkins
- **MASTER Foundations of Algebra**  
  - Scott Sisolak
- **MASTER Algebra 2**  
  - Scott Sisolak
- **MASTER Geometry**  
  - Scott Sisolak
- **MASTER Advanced Algebra with Trig**  
  - Scott Sisolak
- **MASTER Algebra with Trig and Stats**  
  - Scott Sisolak
- **MASTER Pre-Calculus**  
  - Scott Sisolak
- **MASTER Intro to Advanced Math**  
  - Scott Sisolak
- **MASTER LSN Government-Grade 9**  
  - Jack Tuttle
Starting Monday, April 20.

Teachers will begin presenting lessons to students via Microsoft TEAMS on Monday, April 20. The week prior, they will conduct an “introductory” meeting with students to reconnect with and explain expectations for the students. Then, each teacher will present two lessons a week, which will last approximately 30 minutes. These lessons will be presented in the four core subjects, including English, math, social studies and science and will be designed to support the content students are learning in Apex.

Lessons in TEAMS can include live, synchronous presentations. They may also include asynchronous presentations that have been prerecorded. Platforms and programs such as power point, Forms, Sway, FlipGrid, and other interactive but county approved resources may be utilized. Teachers should employ instructional strategies such as modeling and think-alouds as they guide students through learning related to the instructional activities on Apex.

Starting April 20, courses not included in the core contents will begin as teachers present lessons to students via Microsoft TEAMS. For non-core courses such as art, choir, PE, and Spanish, teachers will present two lessons a week which will last approximately 30 minutes. For students without access to technology, paper packets will be created for on-core content.

Students who have questions or need additional help with their work can reach out to their teacher at any time via Synergy Mail or during a scheduled “live class discussion” in TEAMS. Secondary teachers can use these class discussions to demonstrate problems, conduct a think aloud or answer questions that students may have. TEAMS lessons will continue twice a week through the end of the school year.
IV. **APEX SITE COORDINATOR ROLE AND RESPONSIBILITIES**

The APEX Site Coordinator roles and responsibilities include:

- View APEX Tutorials and become familiar with site and teacher responsibilities
- Answer teacher questions and assist with troubleshooting
- Provide support to teachers (managing classrooms, student progress, etc.)
- Point of contact between the school and central office
- Liaison to central office if there are questions the school team cannot answer
- Central office contacts:
  - Melissa Miesowitz—High School (mmiesowitz@ccboe.com)
  - Brooke Kohlhorst—Middle School (bekohlhorst@ccboe.com)

Video link: https://transcripts.gotomeeting.com/#/s/65fe1a5d40814aaeec5f4f601efe80c6729754f75dbbd9b9f0b290f49db66acf

V. **ELEMENTARY TEACHERS**

Starting Wednesday, April 1.

Prepare for the beginning of online instruction by previewing the activities posted in the SharePoint Curriculum Folder titled Elementary Distance Learning March 30 under the elementary section. These activities were developed utilizing the fourth quarter curriculum, as well as recursive content. Activities for the first two weeks were not as rigorous as they will be in future weeks to allow families to become accustomed to this new learning platform. Focus will be placed on the four core subjects (reading, math, science and social studies) as well as special area classes.

Starting Friday, April 3.

Each day at the beginning of your office hours, teachers should send a message to their students. The message should include words of encouragement, wishes for their well-being and anything that would rebuild your connection to your students. This could include birthday wishes, special announcements or something unique to your classroom. In your communications via Synergy Mail, remind students and parents that the dates on the activities are incorrect since we are starting a week later. Students have two weeks to complete the assignments. Also, please remind students and parents that they must keep all of their completed assignments in a portfolio that will be collected at a later date. Assignments can be printed and completed or they can be completed on notebook paper. In addition, please offer any instructional tips and suggestions based on the assigned tasks. Once we open up Microsoft TEAMS, this instruction can be done...
virtually. Please note that all special education students should be assigned to their case managers and the case managers can assign the activities with suggested modifications as well as activities from Goalbook.

First Synergy Email Communication
Hello Parents and Students! I hope you are doing well and that you are staying safe and healthy. Charles County Public Schools is providing assignments in reading, mathematics, social studies, and science. As your teacher, I am able to answer questions and give you guidance with these assignments. Feel free to reach out to me through Synergy Mail on Student/ParentVue or via email. My office hours are Monday through Friday 9:00 am to 12:00 pm. If I can help you in any way, I am here for you!

Student reminders/expectations:
- Pick up packet every 2 weeks at meal distribution site or download from www.ccboe.com
- Complete activities in packet as directed within timeline
- Demonstrate perseverance and having a positive outlook during this time
- Store completed work in safe place

All completed work should be kept in a safe place in a portfolio/folder/box to be brought back to school when we return.

While there may be some challenges as we move forward with the distance-learning plan, we know that you will do your best. We hope you and your family stay safe and healthy!

Starting Monday, April 20.
Teachers will begin presenting lessons to students via Microsoft TEAMS on Monday, April 20. The week prior, they will conduct an “introductory” meeting with students to reconnect with and explain expectations for the students. Then, each week, each teacher will present two lessons a week, which will last approximately 30 minutes each. While the focus of these lessons will be reading and math, social studies lessons may also occur.

TEAMS instruction will be directly related to the lessons and learning included in the paper and online resources provided to parents. Lessons in TEAMS can include live, synchronous presentations. They may also include asynchronous presentations that have been prerecorded. Platforms and programs such as PowerPoint, Forms, SWAY, FlipGrid, and other interactive but county approved resources may be used. Teachers should employ instructional strategies such as modeling and think-alouds as they guide students through learning related to the instructional packet activities.

The instructional leadership teams at each school will serve as a resource and support to teachers as they develop and present these lessons. In addition, ILT and other instructional resource and intervention staff may be invited to co-teach the lessons.

Science teachers and Special Area teachers may also present TEAMS lessons which will be optional. While participation is highly encouraged, it is understood that some families may not be able to participate in all of the activities due to situational factors.
Classroom, Special Education, and other support teachers may also schedule and conduct small group lessons to supplement the whole class lessons and offer additional support or enrichment.

TEAMS lessons will continue at least twice a week for the remainder of the school year.

**Starting Monday, June 8**
Teachers will invite students, along with a parent or guardian, to have a personal “Exit” TEAMS session. In this session, teachers will meet one-on-one with a student. In these sessions, students can share some of their learning, reflect on their distance learning experience, and experience an opportunity to say goodbye to their teacher personally.

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**VI. INFANT AND TODDLER PROGRAM**

Services for eligible children and families in the Infants and Toddlers Program will be provided as written on the Individualized Family Service Plan (IFSP). Early intervention services will be provided virtually using the WebEx platform or, for families without internet access, by telephone. Virtual visits will involve service providers coaching families during every day routines and activities. At the end of the virtual visit, service providers and parents will develop a joint plan to include activities for families to complete until the next visit. Service providers will contact families to schedule virtual visits at an agreeable day and time.

Service providers and service coordinators will prepare for and attend all IFSP meetings (six-month reviews, annual reviews, transition planning meetings). These meetings will occur virtually and will be scheduled according to prescribed timelines. The service provider or service coordinator will contact families to schedule the virtual meetings.

All third quarter progress reports should be completed by April 3, and sent to parents when reports cards are sent. Contact the special education instructional specialist assigned to your building and/or the appropriate program coordinator with questions.

| March 30-31 | Set up schedule for tele-visits and office hours. Please send schedule to Daphne Burns and Sheila Meyers. Schedule an uninterrupted three-hour work period between 8:00 AM and 1:00 PM. When planning your schedule, include time for a weekly 30-minute ITP meeting every Wednesday beginning at 11:30 AM. Contact families to schedule visits. Schedule toddler group children together, if possible. Collaborate to select materials from Amazon to purchase and send cart to Paula by March 31. Materials purchased will be used by IA’s to create activities for families to support coaching. |
April 1 | Watch Dathan Rush's tele-early intervention video. Participate in ITP Zoom meeting.

April 2 | Complete schedule for tele-visits and office hours. Send to Daphne Burns and Sheila Meyers.

April 3-Ongoing | Conduct tele-visits sessions with families. Document visits and upload notes into the online IFSP.

### VII. Special Education Pre-Kindergarten Program

Special education teachers will have established office hours from 9:00 AM – 12:00 PM daily from April 3 – June 11, 2020. Teachers will send activities to families that related to IEP goals. Teachers should use the Three’s and general education prekindergarten calendars to modify lessons for students. Teachers can also create activities if modified activities are not appropriate. A reflection form will be sent in order for parents to provide feedback on progress on activities.

Teachers will contact families weekly to provide support and check on progress with activities. Weekly contact should be in a form that is convenient for families. This may include contact through telephone or email. During weekly contact, parents will discuss their child’s progress and receive clarification on activities. In addition, the special education teachers may collaborate with the general education teacher to provide lessons through TEAMS.

Special education teachers will prepare for and attend IEP meetings of students on their caseload. These meetings will occur virtually and will be scheduled according to prescribed timelines.

All third quarter progress reports should be completed by April 3, and sent to parents when reports cards are sent. Contact the special education instructional specialist assigned to your building and/or the appropriate program coordinator with questions.

| March 30-31 | Work on third quarter IEP progress updates. |
| April 1 | Participate in Zoom Pre-Kindergarten meeting. Review prekindergarten activities posted on CCPS and modify as necessary. Focus on the IEP goals when determining activities. |
| April 2 | Create daily activities for one week to email to families every Thursday. Establish countywide mandated office hours to support students and families. Email to families activities for one week, offices hours, and weekly reflection sheet for parents to complete and return. |
Communicate issues with families receiving materials.

<table>
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<tr>
<th>April 3 and Ongoing</th>
<th>Begin to create daily activities for one week to email to families every Thursday. Be available for countywide mandated office hours to support students and families.</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 6</td>
<td>Create daily activities for one week to email to families every Thursday. Be available for countywide mandated office hours to support students and families.</td>
</tr>
<tr>
<td>April 7</td>
<td>Create daily activities. Be available for countywide mandated office hours to support students and families.</td>
</tr>
<tr>
<td>April 8</td>
<td>Create daily activities. Be available for countywide mandated office hours to support students and families. Email a reminder for families to return reflection sheet.</td>
</tr>
<tr>
<td>April 9-Ongoing</td>
<td>Be available for countywide mandated office hours to support students and families. Email families activities for one week, office hours, and weekly reflection sheets for parents to be completed and returned.</td>
</tr>
</tbody>
</table>

### VIII. **GENERAL SPECIAL EDUCATION PROGRAM**

Special education teachers have daily office hours aligned with general education teachers (Elementary 9:00–12:00, Middle School 10:00–1:00, High School 1:00–4:00). These office hours are in effect from April 3, 2020 through June 11, 2020. During office hours, special education teachers communicate with and provide support to the students on their caseload via Synergy or TEAMS. Teachers are available to provide suggestions on pacing throughout grade level and supplemental curriculum, as well as offer any instructional tips that might help students complete the learning activities. Secondary special education teachers will also encourage students to reach out to their core content teachers if they are having difficulty with specific course content. Special education teachers are also available through Synergy or TEAMS to address questions or concerns related to IEP goal aligned work being sent bi-weekly.

Elementary Special Education teachers are providing specialized grade level/IEP goal related support in a “Virtual Resource Room” for the students on their caseload, based on student need through TEAMS. The expectation is that every Special Education Teacher facilitates (2) 30-minute sessions per week. The virtual support sessions can be provided during scheduled office hours and should be offered at alternate times from...
the general education classes, to the greatest extent possible. All sessions will be
provided through TEAMS and should be recorded.

Secondary Special Education Teachers are providing direct support for students they
case manage through ongoing monitoring of APEX (completion and accuracy) and
collaboration with general education teachers, who are providing live or recorded
instruction via TEAMS for their content courses. Special Education Teachers are
providing weekly consultation at a minimum of 1 time per week, during or outside office
hours. Special Education Teachers will determine time/day/manner of delivery of
consultation through communication with parent/student. The consultation will be small
group or individual, based on student needs and can be virtual through TEAMS or by
phone/email.

All special education teachers are expected to prepare for and attend IEP meetings as
required.

All third quarter progress reports should be completed by April 3, and sent to parents
when reports cards are sent. Contact the special education instructional specialist
assigned to your building and/or the appropriate program coordinator with questions.

<table>
<thead>
<tr>
<th><strong>ELEMENTARY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1 – Distance Learning: Start Up/3rd Quarter Case Management Close Out</strong></td>
</tr>
<tr>
<td><strong>March 30</strong></td>
</tr>
</tbody>
</table>
| Work on 3rd quarter grades in collaboration with general education
  Go-To Training for all SPED teachers, except for ACHIEVE or PreK –
  Overview & Q and A
  1:00 p.m. - 2:00 p.m.
  Big picture
  Goalbook and expectations
  Upcoming webinars
  Support office hours
  [https://attendee.gototraining.com/r/7384744909479108610](https://attendee.gototraining.com/r/7384744909479108610) |
| **March 31** |
| Preview Goalbook webinar: [https://tinyurl.com/v4coot2](https://tinyurl.com/v4coot2)
  Preview instructional materials for grade level instruction packets and
  alternative Goalbook options for curriculum scaffolding:
  [https://tinyurl.com/svztvz3](https://tinyurl.com/svztvz3) |
| **April 1** |
| Go-To Training for all SPED teachers, except for ACHIEVE or PreK: IEP
  Goal Intro & Implementation using Goalbook
  1:00 p.m. - 2:00 p.m.
| **April 2** |
| Send communication to students via Synergy Mail to reestablish
  relationships with students on your caseload and explain what future
  instruction will look like |
| **April 3** |
| Instruction and office hours begin
  Third quarter progress reports completed for April 7 delivery |
### Week 2 – Distance Learning: 4th Quarter Case Management Start Up

| April 6 | Instruction & office hours continue, utilize support from Instructional Specialists, as needed  
Assignments from Week 1 need to be complete. |
|---------|-----------------------------------------------------------------------------------|
| April 7 | Go-To Training for all SPED teachers, except for ACHIEVE or PreK:  
**Goalbook Follow Up**  
1:00 p.m. – 2:00 p.m.  
[https://attendee.gototraining.com/r/2722637486825364226](https://attendee.gototraining.com/r/2722637486825364226)  
Third quarter progress reports to parents through Synergy Mail (if parent has no email, send to Principal) |
| April 8/9- Ongoing | Use Goalbook to send IEP resources and goal aligned assignments to parents through Synergy mail |

### SECONDARY

#### Week 1 – Distance Learning: Start Up/3rd Quarter Case Management Close Out

| March 30 | Work on 3rd quarter grades for individual classes  
Go-To Training with IS Staff – Overview & Q and A  
High School 11:00 a.m.-12:00 p.m.  
[https://attendee.gototraining.com/r/5406115461180049154](https://attendee.gototraining.com/r/5406115461180049154)  
Middle School 2:30 p.m.-3:30 p.m.  
[https://attendee.gototraining.com/r/3678100996734719234](https://attendee.gototraining.com/r/3678100996734719234)  
Big picture  
Goalbook and expectations  
Upcoming webinars  
Support office hours |
|----------|----------------------------------------------------------------------------------|
| March 31 | Preview Goalbook webinar: [https://tinyurl.com/v4coot2](https://tinyurl.com/v4coot2)  
Follow General Education directions to view APEX overview and specialized Adaptive Tutorials for self-contained classes |
| April 1  | Continue to prepare for instruction and complete roster assignments for your caseload of students |
| April 2  | Send communication to students via Synergy Mail to reestablish relationships to with students on your caseload and explain what future instruction will look like.  
Ensure that all students know how to log into their APEX  
Go-To Training with IS Staff – Follow Up & Q and A  
High School 11:00 a.m.-12:00 p.m.  
[https://attendee.gototraining.com/r/3542223349774372610](https://attendee.gototraining.com/r/3542223349774372610)  
Middle School 2:30 p.m.-3:30 p.m.  
[https://attendee.gototraining.com/r/8265148059095502082](https://attendee.gototraining.com/r/8265148059095502082) |
| April 3  | Instruction and office hours begin  
Third quarter progress reports completed for April 7 delivery |
Week 2 – Distance Learning: 4th Quarter Case Management Start Up

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 6</td>
<td>Instruction &amp; office hours continue, utilize support from Instructional Specialists, as needed. Assignments from Week 1 need to be complete.</td>
</tr>
<tr>
<td>April 7</td>
<td>Go-To Training WEBINAR with IS Staff: IEP Goal Intro &amp; Implementation using Goalbook. High School 11:00 a.m. - 12:00 p.m. [link]. Middle School 2:30 p.m. - 3:30 p.m. [link]. Third quarter progress reports to parents through Synergy Mail (if parent has no email, send to Principal).</td>
</tr>
<tr>
<td>April 8/9- Ongoing</td>
<td>Use Goalbook to send IEP resources and goal aligned assignments to parents through Synergy mail.</td>
</tr>
</tbody>
</table>

March 30 Webinar/Training PowerPoints

Files and videos are available for download from: [link].

KEY DATES TO REMEMBER:
- Tuesday, March 31—Grades due
- Tuesday, April 7—Progress reports due home to parents via Synergy Mail
- Thursday, April 9—IEP goal aligned instruction to parents for April 13-May 1 instruction

IX. GOALBOOK RESOURCES FOR SPECIAL EDUCATORS

Goalbook will be utilized by special educators to supplement online resources and to ensure that students are working on their goals and objectives.

Goalbook webinar, "Using Pathways to Support Distance Learning." To access the recording, please use the following link. If you have any questions, please reach out to support@goalbookapp.com.
X. **SPECIAL EDUCATION COURSE OFFERINGS IN APEX**

These courses are designed to provide modified instruction for students with an IEP. Included is a training video and all of the course offerings.

Here is a link to an overview video for Tutorials for the special educator teachers.

https://transcripts.gotomeeting.com/#/s/18857e14041e4ca853d91c9f9546c3765fbb5b
aa8673469310eaf0d2254a9b07

This link below is a video webinar that shows special education teachers how to add students to the self contained tutorial courses.

https://transcripts.gotomeeting.com/#/s/18857e14041e4ca853d91c9f9546c3765fbb5b
aa8673469310eaf0d2254a9b07

**Available Courses:**

- MASTER Self Contained 6th Grade ELA
- MASTER Self Contained 7th Grade -ELA
- MASTER Self Contained 8th Grade-ELA
- MASTER Individual English 1
- MASTER Individual English II
- MASTER Individual English III
- MASTER Individual English IV
- MASTER Individual Algebra 1
- MASTER Individual Geometry
- MASTER Individual Algebra with Trig
- MASTER Self Contained 6th Grade Math
- MASTER Self Contained 7th Grade Math
- MASTER Self Contained 8th Grade Math
- MASTER Self Contained 6th Grade Social Studies
- MASTER Self Contained 7th Grade Social Studies
- MASTER Self Contained 8th Grade Social Studies
- MASTER Self Contained 6th Grade Science
- MASTER Self Contained 7th Grade Science
- MASTER Self Contained 8th Grade Science
- MASTER Individual Foundations of Algebra

**Pacing Guides of Self-Contained Classes**

MS_SC_SocStud_ApexCalendar.docx  MS_SC_Science_ApexCalendar.docx  MS_SC_Math_ApexCalendar.docx  MS_SC_ELA_ApexCalendar.docx  HS_INDIV_English_ApexCalendar.docx  MS_SC_Science_ApexCalendar.docx  MS_SC_Math_ApexCalendar.docx  MS_SC_ELA_ApexCalendar.docx  HS_INDIV_English_ApexCalendar.docx
XI. SOAR PROGRAM

- Review all student IEP’s
  - Create updated goal and supplementary aides document (this will be shared with parents)
- Coordinator will provide template to teachers
- Update IEP goals and enter grades
  - Teachers will contact assigned SpEd Instructional specialist with specific questions
- Update data sheets for 4th quarter
- Reconnect and communicate with parents and teachers
- Provide office hours and contact information to parents
  - SOAR teachers will be available during their "office hours" to communicate with students, parents and Coordinator
  - If using personal cell phone – install Google Phone App to protect your private number
    - Elementary staff must be available from 9:00 a.m.-12:00 p.m.
    - Middle school staff from 11:00 a.m.-2:00 p.m.
    - High school from 1:00-4:00 p.m.
- SOAR teachers will provide Coordinator with names of students that do not have internet access and require paper packets (By April 3rd).
- Complete and submit PLOC’s
- Communicate with parent to get input on the PLOC
- Virtual Learning begins in TEAMS
  - 4/15-4/17
    - Join general education teacher classrooms to greet students and welcome them to virtual learning as much as possible
    - Provide (2) up to 30-minute sessions related to social skills and/or adaptive daily living skills
      - PEERS Social Skills groups can continue
    - Students will also have the option to access general education classes via TEAMS

Ongoing Responsibilities for teachers from April 3 through June 11, 2020:

- Check email daily and respond to emails from parents, students and Coordinator
- Attend weekly TEAMS meeting with Coordinator for program updates and Q&A sessions
- Use SOAR CORE Weekly 6 to plan and share Specially Designed Instruction with parents
- Complete data collection for each student on their case load
- Update and synthesize data for each student every Friday
- In addition to APEX and Goal Book, teachers will utilize SOAR Packets and Resources to ensure delivery of Specially Designed Instruction (SDI) (Unique, News to You)
  - SOAR CORE Weekly 6 template (see page 2 & 3)
• Teachers will send information to parents and document through Synergy.
• Teachers will contact Coordinator with any program specific questions or concerns.
• Prepare and participate in IEP meetings via WebEx
  a. Attend Special Education and SOAR specific Distance Learning Training

All third quarter progress reports should be completed by April 3, and sent to parents when reports cards are sent. Contact the special education instructional specialist assigned to your building and/or the appropriate program coordinator with questions. Beginning March 30, SOAR teachers will:

1. Attend Special Education Department Webinar on March 30
   a. High School 11:00 a.m.-12:00 p.m.
   b. Elementary School 1:00-2:00 p.m.
   c. Middle School 2:30-3:30 p.m.

2. Review all student IEPs
   a. Provide PDF with updated goal and supplementary aides document (this will be shared with parents)

3. Update IEP goals and enter grades -
   a. Teachers will contact assigned special education instructional specialist with specific questions

4. Update data sheets for 4th quarter
   a. Coordinator will create and share data sheet

5. Reconnect and communicate with parents and students
   ➢ Provide office hours and contact information to parents
   ➢ SOAR teachers will be available during their "office hours" to communicate with students, parents and Coordinator
   ➢ If using personal cell phone – install Google Phone App to protect your private number
     • Elementary staff must be available from 9:00 a.m.-12:00 p.m.
     • Middle school staff from 11:00 a.m.-2:00 p.m.
     • High school from 1:00-4:00 p.m.

6. SOAR teachers will provide Coordinator with names of students that do not have internet access and require paper packets (By April 3). Coordinator will contact parents and arrange for packet pick up

Ongoing:
1. Check email daily and respond to emails from parents, students and coordinator
2. Attend weekly Zoom meeting with coordinator for program updates and Q&A sessions
3. Use SOAR Weekly 5 to plan and share Specially Designed Instruction(SDI) with parents
4. Complete data collection for each student on their caseload
5. Update and synthesize data for each student every Friday
6. In addition to APEX and Goal Book, teachers will utilize SOAR Packets and Resources to ensure delivery of SDI
   ➢ SOAR Weekly 5 template (see page 2)
7. Teachers will send the information to parents, modify for their students and document through Synergy.
8. Teachers will contact Coordinator with any program specific questions or concerns.

<table>
<thead>
<tr>
<th>SOAR 5 Specially Designed Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Needed</td>
</tr>
<tr>
<td>• Visual schedule</td>
</tr>
<tr>
<td>• First, Then board (optional - if child needs only a few schedule pieces at a time)</td>
</tr>
<tr>
<td>• Choice board (optional - if child is overwhelmed with too many choices)</td>
</tr>
<tr>
<td>• Token board and tokens or writing material to represent when tokens are earned</td>
</tr>
<tr>
<td>• Language Core Board(s)</td>
</tr>
<tr>
<td>• Prompting hierarchy</td>
</tr>
<tr>
<td>• Data Collection Sheet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student: Grade:</th>
<th>Week of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher: Contact Information:</td>
<td>Office Hours (Time):</td>
</tr>
<tr>
<td>Activity</td>
<td>Materials/Resources Needed</td>
</tr>
<tr>
<td>Math</td>
<td>Ascend Math, Origo at Home, APEX (Secondary only), CCPS Distance Learning Curriculum</td>
</tr>
<tr>
<td>Monday:</td>
<td>Tuesday:</td>
</tr>
<tr>
<td>Wednesday:</td>
<td>Thursday:</td>
</tr>
<tr>
<td>Friday:</td>
<td></td>
</tr>
<tr>
<td>1. Teacher assigns lesson (whichever best meets the needs of the student)</td>
<td></td>
</tr>
<tr>
<td>2. Student completes the lesson</td>
<td></td>
</tr>
<tr>
<td>3. Parent sends work samples with data collection to teacher at the end of the week</td>
<td></td>
</tr>
<tr>
<td>4. Teacher provides support and feedback</td>
<td></td>
</tr>
<tr>
<td>Reading &amp; Writing</td>
<td>Unique, Reading A-Z story and comprehension/writing activity, APEX (Secondary only), CCPS Distance Learning Curriculum</td>
</tr>
<tr>
<td>Monday:</td>
<td>Tuesday:</td>
</tr>
<tr>
<td>Wednesday:</td>
<td>Thursday:</td>
</tr>
<tr>
<td>Friday:</td>
<td></td>
</tr>
<tr>
<td>1. Teacher assigns lesson (whichever best meets the needs of the student)</td>
<td></td>
</tr>
<tr>
<td>2. Student completes the lesson</td>
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</tr>
<tr>
<td>3. Parent sends work sample with data collection to teacher at the end of the week</td>
<td></td>
</tr>
<tr>
<td>4. Teacher provides support and feedback</td>
<td></td>
</tr>
<tr>
<td>IEP Goals</td>
<td>GOALBOOK (Teachers-edit this to include the IEP goals your student is working on as well as what materials they will need to complete the activity.)</td>
</tr>
<tr>
<td>Monday:</td>
<td>Tuesday:</td>
</tr>
<tr>
<td>Wednesday:</td>
<td>Thursday:</td>
</tr>
<tr>
<td>Friday:</td>
<td></td>
</tr>
<tr>
<td>1. Teacher selects IEP goal for student to target</td>
<td></td>
</tr>
<tr>
<td>2. Teacher uses GOALBOOK to scaffold and provide UDL and sends to parent</td>
<td></td>
</tr>
<tr>
<td>3. Parent sends work sample with data collection to teacher at the end of the week</td>
<td></td>
</tr>
<tr>
<td>4. Teacher provides support and feedback</td>
<td></td>
</tr>
<tr>
<td>Social Skills</td>
<td>Social Skill of the week (provided by Program Coordinator) document, video modeling, and/or script</td>
</tr>
<tr>
<td>1. Watch video modeling and/or read script from Social Skill of the week document.</td>
<td></td>
</tr>
</tbody>
</table>
This week's social/communication skill is:

2. Practice the social/communication skill of the week with your child.
3. Send Feedback and work sample to teacher by the end of the week

Sensory Activity

<table>
<thead>
<tr>
<th>Sensory Activity</th>
<th>5 Sensory Activities to try this week document <a href="https://alsmith38030.wixsite.com/accessforsped">https://alsmith38030.wixsite.com/accessforsped</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Choose 1 sensory activity to complete with your child from the 5 Sensory Activities to try this week document.</td>
</tr>
<tr>
<td></td>
<td>2. Complete sensory activity</td>
</tr>
<tr>
<td></td>
<td>3. *You can choose 1 activity from the website (Access for Sped) instead, such as GoNoodle or Cosmic Kids Yoga.</td>
</tr>
</tbody>
</table>

**XI. ACHIEVE PROGRAM**

**ACHIEVE Teacher Expectations**

Unique Learning System

- Create Unique Learning System student accounts for all of their students and contact parents with students’ usernames and passwords.
- Set up a classroom schedule in Unique and assign selected, individualized lessons from Unique that are appropriate for their classrooms for students to access online.
  - Content should be assigned no later than the beginning of the school day on Monday morning for the entire week.
- Monitor student usage and performance for students completing online work and make adjustments as needed.
  - Will reach out to support parents in accessing the curriculum and materials for students who are not accessing Unique and document contacts.
- Support students and parents in accessing the online curriculum and toolkit
- Follow procedures provided by the Special Education Department to request paper packets for students without technology access

Weekly Check-In Form

- Complete a weekly check-in form and provide to parents via email or TEAMS
  - Provide additional instructional materials/resources and instructional guidance to parents needed to address IEP goals and objectives
  - Weekly check-ins will target 1 goal/skill in the areas of reading/writing, mathematics, functional skills, and transition activities (for students 14 and older) each week
- Work with school administrators to coordinate mailing of weekly check-in forms and supporting instructional materials for students without technology access

**TEAMS**

- Set-Up an ACHIEVE classroom in Microsoft TEAMS and contact parents with students’ usernames and passwords
- Post 40-60 minutes of interactive live or pre-recorded instructional content weekly in at least 2 separate lessons, addressing academic and functional skills

### Case Management
- Draft and revise Individual Continuity of Learning Plans (ICLPs) as needed, including obtaining and incorporating parent input
- Collect and analyze data via Unique Learning System, Microsoft TEAMS, and parent-provided feedback via Weekly Check-In Forms
- Use data to monitor student progress, update student progress on IEP goals and objectives on a quarterly basis, and draft new IEPs for annual reviews
- Complete virtual transition assessments in collaboration with parents using assessment tools provided in ACHIEVE Transition Toolbox when writing secondary transition plans for new IEPs
- Attend virtual IEP meetings via WebEx
- Communicate with parents on a regular basis via email and/or phone during assigned office hours
- Document all parent contacts in MD Online IEP

<table>
<thead>
<tr>
<th>Teachers with Unique accounts</th>
<th>Teachers without Unique accounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 30 Work on 3rd quarter IEP progress updates</td>
<td>March 30 Work on 3rd quarter IEP progress updates</td>
</tr>
<tr>
<td>March 31 Finish 3rd quarter IEP progress updates</td>
<td>March 31 Finish 3rd quarter IEP progress updates</td>
</tr>
<tr>
<td>April 1 Watch UL “Remote Learning” Online PD</td>
<td>April 1 Watch UL “Remote Learning” Online PD</td>
</tr>
<tr>
<td></td>
<td>ULS: Set up class schedule, enter students &amp; complete student profiles</td>
</tr>
<tr>
<td></td>
<td>Review Unique packets in 365 group and select appropriate leveled packet for each student</td>
</tr>
<tr>
<td>April 2 ULS: Assign 1-2 reading activities and 1-2 math activities per day for Friday April 3rd – Friday April 10th</td>
<td>April 2 Complete “ACHIEVE Weekly Check-In” sheet with 3 goals (1 language arts, 1 math, 1 non-academic)</td>
</tr>
<tr>
<td></td>
<td>Complete “ACHIEVE Weekly Check-In” sheet with 3 goals (1 language arts, 1 math, 1 non-academic)</td>
</tr>
<tr>
<td></td>
<td>Email parents Unique student packet and ACHIEVE Weekly Check-In. Include your office hours.</td>
</tr>
<tr>
<td>April 3- Ongoing Be available during county-mandated office hours to support students and parents</td>
<td>April 3- Ongoing Be available during county-mandated office hours to support students and parents</td>
</tr>
</tbody>
</table>
Send names of students without internet access/in need of printed materials to Amanda/April

Familiarize yourself with the ACHIEVE Parent Toolkit

Send names of students without internet access/in need of printed materials to Amanda/April

Familiarize yourself with the ACHIEVE Parent Toolkit

*Unique Learning System licenses have been ordered for all teachers; however, we currently only have access to 22 licenses. Teachers without access will use paper packets until those licenses become available. Timeline for set-up and implementation for second tier of Unique licenses will be provided when the licenses are available.

**Ongoing Expectations:**

| **Monday** | New content for Unique should be uploaded by start of business Monday for the coming week
|            | 1-2 reading activities and 1-2 math activities per student
|            | Emergent Learners – assign books from the Unit and supplement by assigning additional N2Y library books (do not assign interactive lessons)
|            | Be available during county-mandated office hours to support students and parents
| **Tuesday** | Be available during county-mandated office hours to support students and parents
| **Wednesday** | Resend Weekly Check-in for the current week, with a reminder to return by Friday.
|            | Be available during county-mandated office hours to support students and parents
| **Thursday** | Check ULS student reports to monitor student access and progress on assigned lessons.
|            | If students are not accessing materials, report to guidance counselor/PPW (per county guidelines)
|            | If students are accessing, but not completing assignments or are incorrectly completing assignments they should be able to complete accurately, reach out to parents to provide support
|            | Be available during county-mandated office hours to support students and parents
| **Friday** | Weekly Check-in for the following week should be emailed, along with packets for any student using downloadable packets instead of the online system.
|            | Be available during county-mandated office hours to support students and parents
*Teachers will document all parent contacts in writing. All electronic communication will be sent via county email or Synergy mail, not via social media or text messaging.
*All phone calls will be documented via a follow-up email via county email or Synergy mail (for parents who do not have email access, phone contacts must be logged into the parent contact log in the MD Online IEP system).

XII. **EA Program**

Students in the EA Program will have access to and participate in the TEAMS platform group instruction provided by their mainstream or inclusion teachers, including specials, related arts, and electives. All EA teachers will provide parents with differentiated supplementary activities and resources aligned with IEP goals including social emotional behavioral goals via email or packet, and, offer instructional assistance (Elementary in the areas of Reading and Math, Middle School across core content classes of Language Arts, Math, Social Studies and Science, and High School across all classes). EA teachers may provide one on one instruction to EA students through the TEAMS platform, email, or phone. Virtual group instruction will not be conducted for EA classes due to mental health and confidentiality concerns.

**Daily Home School Communication:** The EA case manager will email/phone the student’s parent/guardian approximately daily for updates and will be available during specified office hours to assist the student with instruction, guide parent/guardian in implementing their child’s supplementary aids/accommodations, and remind the student how to use these supports. The case manager will also consult with parent/guardian on how to implement the check-in/check-out process, and review self-regulatory, self-starting, or on task strategies that are unique to the student.

**EA Team Meetings:** EA staff (teachers, instructional assistants, school psychologist) at each school participate with the EA Coordinator in weekly virtual treatment team meetings via WebEx to discuss student access to instruction, student academic and therapeutic progress, parent/guardian support needs, and any concerns requiring staff problem solving.

For additional support or questions regarding the EA program, please contact Cathryn Lopez, EA Program Coordinator, clopez@ccboe.com.

Please refer to and follow the expectation guidelines for all special education case managers. Please note that students’ third quarter IEP goal progress updates are to be sent home via email by April 7. If you have questions regarding completing your progress reports, please contact Cathryn Lopez at ______________.

EA students should be assigned grade level appropriate content from elementary online resources or APEX. In addition:

- Please contact the parents/guardians of students on your caseload by April 3 to convey your office hours and offer support. Please be prepared to advise parents with instructional support, as well as the IEP accommodations and supports
unique to their child that are beneficial to learning (e.g. reduced distractions, chunking.)

- The continuity of learning for students in EA also includes strategies to assist the student in communicating appropriately, developing a coping strategy, implementing that strategy, and reviewing its effectiveness.
- Be prepared to suggest and describe social emotional behavioral strategies based on your knowledge of each student's skill set. Parents may benefit from a model/description of your check-in and checkout process.
- Documentation of any and all attempted contact with parents/guardians and students, whether by phone or email, is to be recorded and kept.
- Follow existing CCPS/EA protocols if you have knowledge of an EA student's threat to hurt self or others.

Lastly, please remember your supports and that EA is a team-based program. Please reach out to Cathryn Lopez, your EA school psychologist, other EA team members and your instructional specialist for support. You can also refer parent concerns to Cathryn Lopez and/or your EA school psychologist. You can reach Cathryn Lopez from 10:00-11:00 a.m. and 1:00-3:00 p.m.

XIII. SPEECH PATHOLOGIST

Below is information for speech pathologists.

<table>
<thead>
<tr>
<th>Tips for Parents.docx</th>
<th>SL Accommodations and Supports.docx</th>
<th>COVID-19 SLP Service Recommendations</th>
<th>Core Vocabulary Board Level 4.pdf</th>
<th>Core Vocabulary Board Level 3.pdf</th>
<th>Core Vocabulary Board Level 2.pdf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Vocabulary Board Level 1.pdf</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

XI. RELATED SERVICES PROVIDERS

Professional Development was created to assist related service providers in the initiation of distance learning and the development of student ICLPs. Weekly online meetings have been held since March 27, 2020 in which guidance is provided and questions can be answered. These meetings will continue through June 11, 2020. RSPs were instructed to contact families on their caseloads by April 6, 2020 and discuss recommended supports. RSPs will determine supports:

- Resources for parents to use with students (digital and printable resources provided).
• Parent consultation with RSPs, as needed or on a scheduled basis to support implementation of resources.
• Parent coaching with RSPs, as needed or on a schedule basis to support development of targeted skills in the home environment.
• Teletherapy services, as needed
• Teacher consultation with RSPs for students with consultation on IEPs and additional students as recommended on ICLP.
• Teacher co-teaching through TEAMS
• Hold office hours, at least 1 hour per day.
• Utilize provided resources to facilitate effective therapy
• A Shared Document was developed in which digital resources have been organized for use across disabilities and grade levels.
• A HIPAA, FERPA and COPPA compliant platform was purchased for teletherapy. The platform was selected through a current contracted partner that has successfully been using this product in CCPS schools for a year. Advanced School Staffing trained RSPs on the use of Televate and Zoom and provided an overview to additional digital tools available. All RSPs who will provide teletherapy were required to attend this training.
• Guidance documents were created to help RSPs consider which support to recommend.
• Attend professional development regarding documentation requirements
• Attendance Logs with distance learning coding
• Compuclaim documentation for all services, supports and parent contacts.
• Use of written communication (Synergy, Outlook)
• Documentation of phone contacts
• Updating IEPs during this time of distance learning.
• Completion of the ICLP
• Attend training regarding Consent for Teletherapy Services form and obtain consent for teletherapy services.
• RSPs monitor access to resources, performance during teletherapy and are utilizing digital platforms to gather additional information to support student progress.
• Attend IEP Meetings and prepare necessary documentation.

XI. TRANSITION TEACHERS

To provide continuity of transition services during school closures in response to the COVID-19 pandemic, special education case managers completed amendments to student IEPs, including the secondary transition plan for each student with disabilities ages 14 through age 21 using the ICLP document. In collaboration with the family, the secondary transition plan was amended to address the implementation and evaluation of the student’s individual secondary transition services/activities that will address during this time through virtual and/or distance learning.
Special educators will provide individualized instructional activities and complete transition assessments for annual IEPs utilizing email, TEAMS, or online platforms such as Career Cruising. Case managers will communicate with the parents and student to determine how the transition/services will be monitored at home and how progress will be shared.

Staff received professional development on the continuity of transition services during closures and ongoing support from the Transition Office. A secondary transition distance learning toolkit was developed to support the implementation of transition services/activities and transition assessment.

XII. IEP FACILITATORS

Below are the responsibilities of the IEP Facilitators during their work hours as virtual school days begin on March 30. The facilitators will follow the same schedule as teachers with times and hours of work. The facilitators will continue to be supported through the support staff, Shaynie Mercer and LeWan Jones. More details will follow and will be discussed at the next IEP Facilitator’s virtual meeting scheduled for April 3 at 9:30 a.m.

- Completing Indicator 11 reports and corrections
- Closing out all open IEPs and related documents
- Sending IEP meeting documents to parents that are outstanding
- Providing guidance to case managers as questions arise regarding compliance (e.g. sending out drafts, etc.)
- Emailing/communicating with parents regarding IEP meetings (cancellations at this time for any meetings that will occur within the next 2 weeks).
- Completing ESY students/services forms
- Completing all transportation forms for SY 2020-2021
- Prioritizing IEP meetings (initials, annuals, attorney involved) for possible scheduling
- Completing summer testing documents
- uploading all documents into IEP online system (i.e. Appendix A, Appendix D, eligibility sheets, reports, etc.)
- Sending all outstanding H/H paperwork and IEPs to HHI office
- MA billing

XIII. SUGGESTED BEHAVIOR STRATEGIES

Below are behavior strategies that can be shared with families who are requesting assistance.
XIV. **ESOLTeachers**

ESOL teachers will be assigned a grade level band to collaborate and create lessons. ESOL teachers will focus lessons on the five English Language Development Standards with a focus on the four language domains of reading, writing, listening and speaking. To ensure continuity, ESOL teachers will use the same template issued from the ESOL Department.

**Elementary and Middle School**
- One lesson per grade level per week
  - Each lesson will include two sub lessons:
    - Low proficiency level
    - High proficiency level
  - Parents will receive a direction sheet to have their child try one of the offered activities and then modify their choice based on the child’s ability to complete the activity. (Similar to how special education is offering their modified work.)

**High School**
Since high school is clustered by proficiency levels, their plan will be similar. They will have low and high proficiency lessons, just not sorted by grade.
- One lesson per week
  - Each lesson will include two sub lessons:
    - Low proficiency level
    - High proficiency level
  - Parents will receive a direction sheet to have their child try one of the offered activities and then modify their choice based on the child’s ability to complete the activity. (Similar to how special education is offering their modified work.)

XV. **School Counselors**

Expectations: Starting March 30.

<table>
<thead>
<tr>
<th>March 30</th>
<th>Meet with your counseling department via a video chat, conference call to determine your check in/hello message, future guidance lessons, group counseling lesson activities with students</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 31</td>
<td>Please clean your email box- read and respond to messages Email all students a check in/ hello message through Synergy</td>
</tr>
</tbody>
</table>
Email at risk/students and students in groups a personal message through Synergy

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 1</td>
<td>Start preparing a virtual guidance lesson (Paws in Jobland, Career Cruising, Junior/Senior Awareness, Second Step Stress Management Lessons, Self Esteem Lesson, Scholarship Information, etc.) Virtual lessons can be a Power point/Loom video/ attached documents, etc.</td>
</tr>
<tr>
<td>April 2</td>
<td>Continue preparing a virtual guidance lesson (Paws in Jobland, Career Cruising, Junior/Senior Awareness, Second Step Management Lessons, Self Esteem Lesson, Scholarship, etc.) Virtual lesson can be a Power point/Loom Video/ attached documents, etc.</td>
</tr>
</tbody>
</table>
| April 3-  | Start Counselors/Career Advisors office hours- Do not communicate with students outside your scheduled office hours. You may want to put an out of office reply when you are out of your office.  
  Ongoing  |  
  |             |   - Elementary- 9:00 am- 12:00 pm  
  |             |   - Middle 11:00-2:00 pm  
  |             |   - High 1:00 pm -4:00 pm  
  |             | Please be available during "office hours" to communicate with students and answer questions using your work email, Synergy email and Google voice.  
  |             | Google voice should be used when it is necessary to speak directly to a student. A follow-up call to a parent is REQUIRED if a student is suicidal/crisis.  
  |             | Students showing suicidal ideation: you MUST complete a safe screening and contact your school's Psychologist. (Dr. Blanchard will provide a list of psychologist and their google voice numbers) You are REQUIRED to contact a parent. If unable to contact a parent, contact the police to do a wellness check. |

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**XVI. PUPIL PERSONNEL WORKERS (PPWS)**

Expectations: Starting March 30, PPWs will support their assigned schools in the following ways:

- PPWs will reach out to their building principal to ensure their email contact is clearly posted on the school website.
- PPWs will be online and actively responding to students, families and school personnel during the allotted hours of their assigned buildings; elementary, middle and high school timeframes.
- PPWs will assist families in connecting with community agencies.
- PPWs will support students connecting them with school resources; counselor, school psychologist, teachers, etc.
• PPWs will continue to assist ESOL students in their schools with both school and community resourcing.
• PPWs will continue to connect with those students/families that were identified during the school year as in need of assistance through free meals, discipline or attendance, to offer aid through encouragement, referrals, and resourcing.
• PPWs will connect with their identified families as McKinney Vento each week to continue assistance such as agency referrals, VanGo passes, gas vouchers, school based information and resources.
• PPWs will continue to report their interventions to Bethany Goodwin for state reporting.
• PPWs will continue support of community agencies in assisting families with follow up and research when needed.
• PPWs will record interventions and interactions with students in Synergy under the PPW Notes tab on the student profile for accountability and reporting purposes.
• PPWs will report to their supervisor each week data to include numbers of students they are working with and report areas of concern.
• PPWs will stay in communication with the Office of Accountability for cases of or concerns with registration, withdrawal, and student record.
• PPWs will continue to update the PPW Twitter feed to include up to date community resources and changes as they are received.
• PPWs will be in constant communication with their supervisor.

Additionally, a copy of the PPW assignments will be shared with the school counselor and school psychologist so that their support can be shared with the families with whom they are working with.

XVII. MICROSOFT TEAMS

When CCPS is prepared to open Microsoft TEAMS, this training will help staff to plan and implement virtual lessons. The Continuity of Learning Plan outlines Microsoft TEAMS beginning in week three.

Microsoft TEAMS Overview - Quick 2 minute video overview
TEAMS Training Videos – short video clips on how to do specific tasks
Crafting a Collaborative Learning Environment with Class TEAMS – 1-hour online training

SWAY on Collaborating with TEAMS:
https://sway.office.com/wbzFjGuNWzF9xo08?ref=Link
XVIII. **PROFESSIONAL DEVELOPMENT/DISTANCE LEARNING**

Online training is provided for teachers using the APEX course platform. CCPS staff will be available to provide support and answer questions as it rolls out and APEX will continue to provide online support directly to teachers.

Teachers using the TEAMS platform will take the Microsoft online course “Crafting a Collaborative Learning Environment with Class Teams” and successfully complete the end of course assessment. Each school will have its own Staff TEAM that connects to the school shared drives and curriculum and teaching resources. Staff will be able to practice the use of the TEAMS platform in their peer-to-peer interactions and provide support for each other as well.

The Content Specialists will use webinars to connect with their school based instructional leadership teams and teacher leaders to provide practical updates and will model the use of online meetings as a training platform. School leaders who do not have their own classroom TEAM will receive the TEAMS training through additional professional development opportunities.

Live webinars are offered for educators on the use of TEAMS for online learning. Instructors include CCPS teachers who have been embedding TEAMS for the past several years. Links are available to the Microsoft Webinars for Educator series and the district partners with the University System of Maryland to access webinars from their online instructors. Webinars are advertised weekly and are offered from the start of virtual learning and through the summer with online registration and attendance tracking. The online evaluations have been very positive and we will continue to track teacher feedback and suggestions.
Teachers are able to receive support and assistance through the technology help desk email address and an online Q&A form. Teachers are able to post questions directly to a TEAMS trainer. The trainer responds directly to teachers, adds topics to the training resource page, recommend topics or additions to future webinars, and collaborate with the technology department.

The technology resource site provides links to training videos and step by step user guides. SharePoint is used as it allows technology to push out and highlight specific training tips to all users. Data reflect that they are a useful resource. Training Tips are also shared via email with quick steps and best practices for the use of TEAMS.

All classroom instructional assistants (IAs) are assigned professional development modules in one of three online courses: Supporting Students with Disabilities, Conscious Discipline, or Master Teacher’s Para-Educator PD series. Each training topic provides approximately 10 hours of professional development with an online assessment and personal reflection required.

The district will continue the use of the Master Teacher Para-Educator course for all IAs for the summer and next school year. The course catalog contains 120 topics which can be used for:

- Title I test prep courses, practice test, and certification test
- Fall in-service days – assign modules as appropriate
- Personal improvement – Completed courses will be entered into the IAs online CCPS transcript in the ERO registration system.

CCPS is working with the union to sign a Memorandum of Understanding to utilize the five teacher work days not included in the waiver to provide high quality professional development in July 2020 to continue training for distance learning platforms and to prepare for the reopening of schools.
Section II

Continuity of Learning Plan for Parents and Students
I. **Parent Updates and Communications**

CCPS’ top priority during these unprecedented times is to consistently maintain communications and connect with our students and families. We have consistently kept our parents informed and engaged as we continue to build strong partnerships.

CCPS has informed families via letters, emails, and video messages for staff, students, and families as we rolled out distance learning for students.


May 6 Superintendent Letter to Parents closing schools for the remainder of the academic year: [https://www.ccboe.com/index.php/schools-closed-for-academic-year](https://www.ccboe.com/index.php/schools-closed-for-academic-year)

Please visit the Charles County Public Schools website at ccboe.com for more information.

II. **Roles and Responsibilities**

**Central Office Instructional Staff:**
Instructional staff at Central Office will be responsible for overseeing the creation of content, both digitally and through paper resources. Staff should be a resource to teachers to help them navigate instruction through the closure of schools. In addition, instructional staff will assist with grading and accountability plans. Instructional staff will respond to parent questions/concerns through Ask CCPS. Click [Here](http://www.ccboe.com/ccboetv/?videos=dr-hill-staff-address-concerning-covid-19) to access the portal.

**School Administration:**
School administrators continue to be the instructional leaders for their schools and manage the daily operations at each school site. Administrators will send weekly communication to parents to share distance learning information and available resources. If parents have any questions or concerns, please email your student's teachers and administrators.
Student:
- Dedicate time to learning
- Check daily for information through Synergy with parent support
- Complete required Learning Bundle Activities as explained in the directions
- Keep required activities and artifacts in a portfolio or safe place until you are asked to turn them in
- Ask for help from parents, care-givers and your teacher if you are having trouble
- Attend to self-care by engaging in physical activity, conversation, appropriate routines, sleep, and play

Parents and Guardians:
- Provide an environment conducive to learning
- Help your student establish a schedule and timeline for activity completion using the suggested sequence provided on the cover of the Learning Bundle or by your child’s teacher
- Help your child access TEAMS lessons. Be present and supportive if you are able.
- Support your child during activity completion. Reach out to the teacher if you need suggestions on how to work effectively on a task.
- Assist your child with compiling completed activities to be submitted in the future – guidance on this procedure will be forthcoming
- Reach out to your child’s teacher through Synergy or email if your child is struggling, or needs enrichment
- Support emotional balance by providing time for physical activity, conversation, appropriate routines, sleep and play

III. Technology

On the last day that schools were open, March 13, students took a survey to determine who had access to a device and/or the internet. Parents of students who were absent March 13 received the survey through the email address connected to their child’s Synergy account. If an email was not on file, CCPS staff phoned parents to determine the student’s access to technology. Students who indicated that they did not have a device to complete work are able to borrow one from the CCPS technology department. Based on the survey results and requests received, 7,398 laptops were issued to students.

In addition, 1,565 students indicated that they did not have internet access at home. Based on this need, CCPS in partnership with AT&T FirstNet, purchased and placed public access WiFi cellular hotspots at four schools in the county. CCPS chose these hotspot locations using information from the student technology survey, Comcast and Verizon hotspot maps, and a recent broadband survey county government conducted to determine the areas in highest need. The hotspots were implemented to support both the needs of our students and staff as well as members of the community. Service is free to the public and CCPS will keep the hotspots active throughout the
public health crisis. Students and families can park in the front parking lot of the schools, remain in their cars, and complete essential work on the internet. The hotspots will operate 24 hours a day, seven days a week. In addition, CCPS uses video surveillance to monitor parking lots and the exteriors of all school buildings.

The hotspots are available in the parking lots of the following four of our schools:

- Piccowaxen Middle School, 12834 Rock Point Rd, Newburg, MD 20664
- Matthew Henson Middle School, 3535 Livingston Rd, Indian Head, MD 20640
- Mt. Hope Nanjemoy Elementary School, 9275 Ironsides Rd, Nanjemoy, MD 20662
- T.C. Martin Elementary School, 6315 Olivers Shop Rd, Bryantown, MD 20617

In addition parents and students are able to take advantage of public wifi access in the parking lots of the local libraries at the following locations:

- La Plata Branch, 2 Garrett Avenue, La Plata, MD 20646
- P.D. Brown Memorial Branch, 50 Village Street, Waldorf, MD 20602
- Potomac Branch, 3225 Ruth B. Swann Drive, Indian Head, MD 20640
- Waldorf West Branch, 10405 O'Donnell Place, Waldorf, MD 20603

Additional requests for loaner devices continue to be taken either through the school principal or through an online portal, AskCCPS (Click Here to access the portal), featured on the CCBOE website. Additionally, if a parent requested a laptop and has yet to pick it up, we are still allowing them to retrieve them at their child’s school.

Comcast Internet Essentials Program - Click Here for details on reduced rate internet access (Eligibility Criteria Apply).
If your child does not have technology access, please utilize Synergy mail to contact the school to inform either the teacher or the principal that your child will access learning through paper packets. For information on packet distribution sites, expectations for packet completion and delivery of instruction, please refer to the section of the Continuity of Learning Plan focusing on paper packets/learning bundles.

### IV. **Learning Bundles (Packets)**

For the early childhood grades—3s, prekindergarten and kindergarten—instructional packets, referred to as “Learning Bundles, are provided. For each bundle, cover sheets are included. These provide detailed directions for parents about activities that can be used to engage students in meaningful learning. Calendars are provided for families that lay out learning with suggestions for a task or tasks to be completed daily. All resources and manipulatives required to complete the activities are included in the Learning Bundle. Since learning is much more hands-on at these grade levels, completion is often documented through the means of parent initials rather than completion of worksheets and keeping artifacts.

At the elementary level, instructional packets, or “Learning Bundles,” are provided for students at all grade levels, including the Title I 3-year old program, prekindergarten, and kindergarten through grade 5. The learning bundles are posted online for easy access to students with live links to resources. The vast majority of paper and online resources are identical. For cross-curriculum consistency, the Learning Bundles are created by the instructional content specialists, with support from the school based instructional leadership teams, which include reading and math resource teachers, (also called instructional resource teachers or IRTs) and gifted education resource teachers (also called learning resource teachers or LRTs).

Each grade level packet for grades 1–5 includes a cover page to provide guidance to parents and students and includes a suggested sequence for completion of activities. This is designed to assist families with scheduling their distance learning activities to be educationally rich as well as manageable. This page also reminds parents to collect paper copies or other evidence of learning for later submission.

In addition, reading, math, social studies, science, and enrichment each have a content specific cover sheet. These cover sheets provide specific details for parents and students on:

- The content of the learning included;
- Which activities are required to be completed;
- Guidance and suggestions for parents as they support the students with the learning; and
- Sign-off areas for parents to document that student learning was completed.
Click on the icon to view samples of the cover pages:

Secondary students are completing course work through a combination of APEX online courses for math, science, social studies, and English through TEAMS meetings and lessons prepared by their teachers. Learning packets for the core subjects have been provided for the students who do not have access to technology. These packets are distributed at the 11 meal distribution sites around the county. Additionally, many students are using packets in conjunction with the APEX online courses. Students are also able to access digital copies of the packet through the CCBOE website at: https://www.ccboe.com/index.php/secondary-packets.

CCPS created packets for 65 non-core courses for high school students who are not able to work with non-core teachers through TEAMS due to a lack of technology. These packets are shared and coordinated with the student’s home school. The home school will contact and engage students and families on the completion of the non-core packets.

V. **A DAY OF DISTANCE LEARNING**

Just as in a traditional brick and mortar school, each school day may contain many of the same structures, but each day is different. A typical day for teachers includes a scheduled 3 hours of “office hours.” During this time, teachers are available to answer emails, and send information and feedback to families through email or Synergy.

Two days a week, teachers present direct instruction to students via TEAMS. Teachers can do this synchronously or asynchronously. Lessons include instruction and modeling that helps students prepare for and navigate through readings, information, and activities from the Learning Bundles. These lessons are approximately 30 minutes in length. For asynchronous lessons, teachers use programs such as Forms, Sway and FlipGrid to present information and gather responses from students.

While schedules vary greatly, the following represents what an elementary teacher’s weekly schedule may look like. This sample schedule does not include additional lessons, activities, and communications teachers often do above and beyond the required activities.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Hours</td>
<td>Office Hours</td>
<td>Office Hours</td>
<td>Office Hours</td>
<td>Office Hours</td>
</tr>
<tr>
<td>Plan TEAMS lesson 1</td>
<td>Present TEAMS lesson 1</td>
<td>Review responses from TEAMS and provide feedback</td>
<td>Present TEAMS lesson 2</td>
<td>Compile and record TEAMS and</td>
</tr>
</tbody>
</table>
As students learn and complete activities at varied rates, a wide range of supports to meet their learning needs and styles have been implemented. The suggested sequence for completion provided by CCPS allows for latitude with students and families in completion of activities. Because there are supplemental or alternate activities for students with disabilities, English Language Learners, students in need of enrichment, and identified gifted students, it is imperative that families are able to dedicate time to learning with the flexibility to schedule and modify task completion as needed. The following represents what a typical schedule for a third grade student may look like.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read The Tornado Drill reading selection.</td>
<td>TEAMS lesson on upcoming text Morty, Make predictions in FlipGrid.</td>
<td>Read pages 1–10 of Morty and the Floating Rubbish.</td>
<td>TEAMS lesson with manipulative on fourths and halves.</td>
<td>Finish reading Morty. Complete 2 activities from choice board.</td>
</tr>
<tr>
<td>Complete comprehension questions on The Tornado Drill.</td>
<td>Complete “Must Do” Activity 4.2 on Exploring fourths and halves</td>
<td>Read about the life cycle of a frog and complete the SRs and writing activity.</td>
<td>Use manipulatives from packet to complete and color the “Flag” activity with fractions.</td>
<td>Complete Life cycle comparison writing.</td>
</tr>
<tr>
<td>View optional Teams meeting for Science – life cycles lesson.</td>
<td>View optional Teams meeting for Art – creating 3D effects</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Secondary students learn content in science, social studies, math, and English through APEX. Students are supported and engaged by their teacher via TEAMS. All other content areas are taught via TEAMS. Two days a week teachers present direct instruction through TEAMS. Lessons can be synchronous or asynchronous and last approximately 30 minutes. Below is a sample of what a middle and high school student and teacher day might look like.

<table>
<thead>
<tr>
<th>MIDDLE SCHOOL</th>
<th>Sample Teacher Day</th>
<th>Sample Student Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 10:00</td>
<td>Professional Development Time</td>
<td>Independent completion of Apex and TEAMS Assignments</td>
</tr>
</tbody>
</table>
Continuity of Learning Plan

Schools have created school-wide schedules to avoid having TEAMS presentations overlap in the event that lessons are live and students will have a richer experience when attending them synchronously. A sample of a school schedule is shown below.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30</td>
<td>5 Reading</td>
<td>2 Reading</td>
<td>5 Math</td>
<td>2 Math</td>
</tr>
<tr>
<td>10:30</td>
<td>K Reading</td>
<td>3 Reading</td>
<td>K Math</td>
<td>3 Math</td>
</tr>
<tr>
<td>11:30</td>
<td>1 Reading</td>
<td>4 Reading</td>
<td>1 Math</td>
<td>4 Math</td>
</tr>
<tr>
<td>PM</td>
<td>3 Science</td>
<td>5 Science</td>
<td>4 Science</td>
<td>1-2 Art *</td>
</tr>
</tbody>
</table>

VI. Grading and Accountability for Students and Parents

CCPS believes that due to the nationwide crisis, it is our responsibility to weigh our current grading policies with the lens of equity and with the primary goal of doing no harm to students. The Distance Learning Plan is designed to keep students connected to school and to offer instruction in the critical content required to be successful in the next grade/course pathway. Credit should be given for completion of assignments within the Distance Learning Plan.

Third quarter officially ended on March 13 due to the Maryland State of Emergency. Any quarter 3 assignments not turned in between Feb 24 and March 13 will be
excused for all students since there will not be an opportunity for students to turn in assignments or do any type of re-assessment. Teachers will remove all NHIs or zeros in their gradebook between Feb 24 and March 13 and leave the score blank. If a student turned in work between Feb 24 and March 13 and it is scored, it should be counted. Teachers will post grades on March 31. High school and middle school report cards will be mailed to families and will be available through ParentVue. Elementary school report cards will be available through ParentVue. If you would like to request a paper copy, please email the principal, who will arrange to have one printed and mailed to you.

**Seniors**
- The semester grade and the third quarter grade will be averaged
- Students who have a passing grade will receive credit for the course and will receive \( \frac{1}{2} \) of a quality point (5 percentage points). The increase may have a positive effect on a student’s GPA.
- Students must have 21 credits to graduate-The CCPS Board of Education would waive 2 credits to meet State requirements.
- Students who have a failing grade, based on the average between the semester grade and the third quarter grade, must complete fourth quarter assignments to receive credit for the course. Grades/GPA will not change and will be reflective of the first three quarters of school.
- Students without technology will have to confirm completion of fourth quarter work through phone calls or pictures of assignments sent from cell phones.
- Students who do not meet requirements for graduation would be considered, if recommended by the principal, for a Superintendent waiver to graduate.
- If schools reopen, students who are not eligible to graduate or to receive credit for a failed course must attend summer school. Students who are successful in summer school will participate in summer graduation.

**Grades 9-11**
- The semester grade and the third quarter grade will be averaged together to produce a final grade/percentage.
- Students who have a passing grade will receive credit for the course if they have a passing grade for fourth quarter (based on completion).
- Student’s GPA will be frozen and reflect the first three grading periods.
- Students who have a failing grade, based on the average between the semester grade and the third quarter grade, must complete fourth quarter assignments to receive credit for the course. Grades/GPA will not change and will be reflective of the first three quarters of school.
- Students without technology will confirm completion of the fourth quarter work once schools reopen or approval is given to offer collection sites for completed work. The “incomplete” for the fourth quarter will then be changed to “passed.”
- If schools reopen, students who are not eligible to receive credit for a failed course, must attend summer school.

**Grades 6-8**
- The semester grade and the third quarter grade will be averaged together to produce a final grade.
- Students who have a passing final grade in a class will pass for the year.
• Students who have a failing grade, based on the average between the semester grade and the third quarter grade, must complete fourth quarter assignments to receive credit for the class.
• Students without technology will confirm completion of the fourth quarter work once schools reopen or approval is given to offer collection sites for completed work. The “incomplete” for the fourth quarter will then be changed to “passed.”
• Students who do not meet the requirement for passing the class may be promoted to the next grade if recommended by the Student Support Team in collaboration with the parent and central office staff.

Grades K-5
• Distance learning for elementary aged students will be focused on learning and preparation for success in the next grade level.
• Students who are eligible for promotion based on three quarters of school will be promoted to the next grade level.
• Fourth quarter grades will be Pass/Incomplete based on completion of fourth quarter activities.
• Students who are not eligible for promotion as indicated on the third quarter report card will be referred to the school’s retention committee. A virtual conference will be held with each family to discuss the possibility of promotion.
• A collaborative decision will be made by the school retention committee, the parent and a representative from central office.
• Students without technology will confirm completion of the fourth quarter work once schools reopen or approval is given to offer collection sites for completed work. The “incomplete” for the fourth quarter will then be changed to “passed.”

VII. **ACCOUNTABILITY AND GRADING**

CCPS will be assessing your children through their participation in distance learning opportunities. Teachers are documenting participation in TEAMS lessons weekly as well as documenting completion of assigned tasks and completion of APEX activities. If your child is having any difficulty, please utilize Synergy mail to communicate with your child's teacher or mentor teacher. In addition, school staff will contact parents to verify completion of paper activities. This verification may include phone calls, photographs and virtual conferences.

VIII. **SPECIAL POPULATIONS**

**Equity of Learning for ELL Students**
English Learners (ELs) will have access to all core content instruction that is provided to non-EL students. All ELs will complete the learning bundles for the core content classes as well as receive supplemental instruction on non-core courses via TEAMS. Learning bundles for the core contents are available for pick up at Henry E. Lackey
High School, Maurice J. McDonough High School, St. Charles High School, Westlake High School, Milton M. Somers Middle School, Thomas L. Higdon Elementary School, Indian Head Elementary School, Mt. Hope/Nanjemoy Elementary School, Samuel A. Mudd Elementary School, J. C. Parks Elementary School, and J. P. Ryon Elementary School. If an EL finds the English language in the learning bundles too challenging, parents/guardians may contact the school or teacher for language modifications.

Additionally, ESOL (English for Speakers of Other Languages) lessons will be provided in print and digital formats. ESOL lessons will be available for grades K – 8 and the grade clusters 9/10 and 11/12. In each two-week learning bundle, families will find two ESOL lessons. There are two versions of each lesson, aimed at low- and mid/high-level English Language proficiencies. Parents/guardians should review both the low- and the mid/high-level proficiency lessons and select the one that is most appropriate to the English language level of their child. If a parent/guardian is not sure which lesson would be most appropriate for their child, they are encouraged to call or email their child’s school to ask the ESOL teacher. They may request and receive this information in their home language. All printed ESOL learning bundles are available for pick-up at Maurice J. McDonough High School and Westlake High School. Digitally, ESOL learning bundles are available on the CCBOE Distance Learning page. Please use the following links to access the lessons:

- Elementary: https://www.ccboe.com/index.php/elementary-distance-learning
- Middle/High: https://www.ccboe.com/index.php/secondary-packets

Within the ESOL lessons, all language that is designed to provide guidance on the task is written in both English and Spanish so that parent/guardian will be able to help his/her child complete the lesson.

**How will the parent/guardian of English Learners know about distance learning policies and procedures?**

All county-wide communications are translated into Spanish and distributed to families who have indicated a home language of Spanish. Parents/guardians also have access to a 24-hour Spanish Hotline (240-523-3032), which will support parents/guardians who are experiencing difficulties understanding county-wide communications, or need to request support in communicating with their child’s school. Parents/guardians are able to talk directly to the Spanish Hotline staff, leave a voicemail, or send a text message. Spanish Hotline staff return messages within 24 hours and facilitate communication between families and the school-system. Staff members who would like to communicate with EL families are also able to email a request and have message communicated to the parents of their students. This service is being used to check-in on students who have not regularly participated in distance learning activities. Additionally, CCPS provides the Language Line telephonic interpretation services to schools to communicate with the families of students whose home language is not Spanish.

Students with a home language other than English who enroll in CCPS during the time of distance learning are considered Pending English Learners and can take
advantage of all services provided to ELs. Screening and confirmation of EL status will take place once face-to-face interactions are allowed.

**Equity of Learning for General Special Education Students**

Special education students will have access to all core content instruction that is provided to general education students. All elementary-age special education students will complete the learning bundles for the core content classes as well as receive supplemental instruction on non-core courses via TEAMS. All secondary-age special education students will complete assignments using Apex for the core content classes as well as receive supplemental instruction on non-core courses via TEAMS. Additionally, modified Apex courses were created for special education students receiving instruction in self-contained settings that align with the most critical content standards, while providing remediation in pre-requisite skills based on pre-test results.

Elementary level learning bundles and secondary level Apex assignments for the core contents are available online and in paper version for pick up at all distribution sites. If a special education student finds the learning bundle or Apex assignments difficult, parents/guardians may contact the case manager and be provided guidance on accessing supplemental curriculum with leveled assignments, which are also available online and in paper version at pick up sites. This supplemental curriculum is available for math and reading for grades K – 8 and in course bands at the middle and high school level. In each two-week learning bundle at the elementary level, families will find four lessons. There are three versions of each lesson, providing access points for various ability levels with a range of supports aligned to grade level curriculum. If a parent/guardian is not sure which lesson would be most appropriate for their child, they are encouraged to call or email their child’s case manager. The following links provide parent access to the supplemental curriculum.

- **Elementary:** [https://www.ccboe.com/index.php/elementary-distance-learning](https://www.ccboe.com/index.php/elementary-distance-learning)
- **Middle/High:** [https://www.ccboe.com/index.php/secondary-packets](https://www.ccboe.com/index.php/secondary-packets)

Additionally, case managers will provide IEP goal aligned work on a biweekly basis to students. For students without access to technology, IEP goal related work is being mailed home.

At the elementary level, students will also be provided access to a Virtual Resource Room through TEAMS twice a week for 30 minute sessions for the delivery of specially designed instruction related to IEP goals and objectives. At the secondary level, inclusion students will access live or recorded TEAMS instruction through their general education teacher, in combination with direct support on a weekly basis from their case manager. Students in self-contained classes will participate in specially designed tutorial classes through APEX, in combination with direct support on a weekly basis from their case manager.

For additional information or questions regarding the special education distance learning program, please contact your child’s special education case manager.
**Equity of Learning for Students in the Emotional Adjustment (EA) Program**

*Daily Home School Communication:* The EA case manager will email/phone the student’s parent/guardian approximately daily for updates and will be available during specified office hours to assist the student with instruction, guide parent/guardian in implementing their child’s supplementary aids/accommodations, and remind the student how to use these supports. The case manager will also consult with parent/guardian on how to implement the check-in/check-out process, and review self-regulatory, self-starting, or on task strategies that are unique to the student.

*Behavior Check List:* The EA case manager will provide the student and parent/guardian with a daily behavior checklist via email or by phone (self-monitoring for high school students and both parent and student monitored for elementary/middle school students). This behavior checklist will monitor on-task, task completion, and social emotional behaviors unique to the student. The case manager will request this information daily or weekly per parent preference.

*Psychological Services:* Psychological services (up to thirty minutes per week per student) provided by the EA school psychologist includes weekly individual student counseling and consultation/collaboration with staff and parent/guardian. Individual counseling sessions (Telecounseling) are provided through the WebEx platform or phone. Consultation services for parent/guardian and staff are provided by phone, email and WebEx. Parent/guardian consultation includes describing and modeling coping and social skills strategies that have been practiced and found effective for the student.

For additional support or questions regarding the EA program, please contact Cathryn Lopez, EA Program Coordinator, clopez@ccboe.com.

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**Equity of Learning for Students in the SOAR Program**

SOAR specific resources for parents and students include:

- COVID 19 SOAR Program letter to parents
- School Closure Toolkit
- Visuals
  - Daily Schedules
  - Picture Icons
  - Token Economy
  - First-Then Board
  - Core language boards
  - Behavior Strategies for families
  - Prompting Hierarchy
  - Home enrichment tools
  - Data sheets
  - Social Stories
- Transition Resources
- Adapted Physical Education Resources
- Unique Learning System Account and Login
- News to You: Account and Log-in
  - Parent letter and student passwords
• SOAR distance learning lesson plans and resources have been provided on a weekly basis for the following content areas:
  o Reading
  o Writing
  o Math
  o Science
  o Social Studies
  o Social Skills
  o IEP Goal Work

For additional support or information, please contact Christine Prozik cprozik@ccboe.com.

**Equity of Learning for Students in ACHIEVE**

All students in the ACHIEVE Program have access to supplemental live or pre-recorded instruction in Microsoft TEAMS. ACHIEVE teachers post approximately 40-60 minutes of instructional content per week to support academic and functional skills. ACHIEVE students are not required to access TEAMS lessons in related arts or elective classes, though they have the option of doing so.

Parents may also visit the ACHIEVE Online Parent Toolkit to access resources on academic and functional skills instruction at home, web-based resources for learners with significant cognitive disabilities, and communication, behavioral, and visual supports. The toolkit includes parent-training materials regarding evidence-based practices and instructional strategies for learners with significant cognitive disabilities and video tutorials on how to access and navigate the Unique Learning System.

Parents and students can access the Unique Learning System at www.n2y.com, using the username and password provided by their ACHIEVE teacher. Parents and students can access Microsoft TEAMS at https://login.microsoftonline.com, using the username and password provided by their ACHIEVE teacher.

Parents can access the ACHIEVE Online Parent Toolkit at:


Differentiated paper packets of curriculum-based Unique Learning System materials and individualized instructional materials to support student IEP goals and objectives were mailed to families who indicated they are without technology access.

For additional ACHIEVE program information, please contact Amanda Mastran, ACHIEVE Program Coordinator at amastran@ccboe.com.

**Equity of Learning for Transition Students**

Special educators will provide individualized instructional activities and complete transition assessments for annual IEPs utilizing email, Microsoft TEAMS, or online platforms such as Career Cruising. Case managers will communicate with the parents and student to determine how the transition/services will be monitored at home and how progress will be shared.
Parents can access the Transition Services website at:

https://sites.google.com/view/charles-county-md/transition-for-parents.

For additional information on Transition activities, please contact Ms. Christina Potter, Transition Specialist, at cpotter@ccboe.com.

**Equity of Learning for the Infants and Toddlers Program**

Services for eligible children and families in the Infants and Toddlers Program will be provided as written on the Individualized Family Service Plan (IFSP). Early intervention services will be provided virtually using the WebEx platform or, for families without internet access, by telephone. Virtual visits will involve service providers coaching families during every day routines and activities. At the end of the virtual visit, service providers and parents will develop a joint plan to include activities for families to complete until the next visit. Service providers will contact families to schedule virtual visits at an agreeable day and time.

Service providers and service coordinators will prepare for and attend all IFSP meetings (six-month reviews, annual reviews, transition planning meetings). These meetings will occur virtually and will be scheduled according to prescribed timelines. The service provider or service coordinator will contact families to schedule the virtual meetings.

**Equity of Learning for Pre-School Special Education**

Teachers will send activities to families that are related to IEP goals. Teachers should use the Three’s and general education prekindergarten calendars to modify lessons for students. Teachers can also create activities if modified activities are not appropriate. A reflection form will be sent in order for parents to provide feedback on progress on activities.

Teachers will contact families weekly to provide support and check on progress with activities. Weekly contact should be in a form that is convenient for families. This may include contact through telephone or email. During weekly contact, parents will discuss their child’s progress and receive clarification on activities. In addition, the special education teachers may collaborate with the general education teacher to provide lessons through TEAMS.

Questions or information requests regarding the Infants and Toddlers Program or the Preschool Special Education Program should be send to Sheila Myers, Birth through 5 Coordinator at smyers@ccboe.com.

**Equity of Learning for Students with Related Services (SLP, OT, PT)**

Distance Learning Supports

- Resources for parents to use with students (digital and printable resources provided)
- Parent consultation with RSPs, as needed or on a scheduled basis to support implementation of resources
Parent coaching with RSPs, as needed or on a schedule basis to support development of targeted skills in the home environment
- Teletherapy services
- Teacher consultation with RSPs for students with consultation on IEPs and additional students as recommended on ICLP
- Teacher co-teaching through TEAMS

Access to Supports
- A Shared Document was developed in which digital resources have been organized for use across disabilities and grade levels.

For any questions, please contact Melanie Upright, SLP Coordinator, at mupright@ccboe.com or Gail Bacon, OT/PT Team Leader, at gbacon@ccboe.com.

**Special Education IEP Meeting Format April 16 – June 11, 2020**
IEP meetings will continue to be held as mandated under the Individuals with Disabilities Education Act (IDEA). However, due to the current circumstances, IEP teams are meeting virtually as opposed to in-person meetings. The IDEA states that when conducting IEP team meetings, the parent and the public agency may agree to use alternative means of meeting participation, such as video conferences and conference calls (34 CFR §300.328). CCPS is utilizing WebEx meeting platform to hold IEP meetings while continuing to maintain scheduling meetings at mutually agreed upon times with parents and meaningful parental input.

Although a student’s complete IEP cannot be implemented in a distance learning format, each student has a Continuity of Learning Plan (ICLP) that has been developed which documents the specially designed instruction that will be provided. The ICLP documents the access to services for students with disabilities and is tailored to their individual needs through a good faith effort. The ICLP is a separate individualized plan that is an amendment to the IEP, which is unlikely to duplicate the current IEP. It is a temporary plan developed for students with consideration of the current circumstances caused by COVID-19. This plan will serve to support the student as a good faith effort on the part of CCPS and will provide services to the student until the pandemic closure is over and schools reopen. If there is parent disagreement with the ICLP, an IEP meeting can be requested to discuss areas of disagreement. However, the IEP team continues to have 30 days to schedule from the date of parent request to schedule the IEP meeting.

Any questions or concerns regarding the IEP process please contact Ms. LeWan Jones (lwjones@ccboe.com), Director for Special Education Compliance or Dr. Arden Sotomayor (asotomayor@ccboe.com), Director of Special Education.

The Maryland State Department of Education Special Education Technical Assistance Bulletins for Students with Disabilities during COVID-19 are available below:

- 20-01 - Serving Children with Disabilities under IDEA during School Closures due to the Covid-19 Pandemic - REVISED
• 20-02 - Providing Continuity of Learning to Students with Disabilities Through Nonpublic Special Education Schools during COVID-19 - NEW
• 20-03 - Providing Continuity of Learning to Students with Disabilities during COVID-19 - NEW
• 20-04 - Providing Continuity of Learning to Deaf, Hard-of-Hearing, Blind, Low-Vision, and DeafBlind Students during COVID-19 - NEW
• 20-05 - Navigating Secondary Transition Services for Students with Disabilities during COVID-19 - NEW
• 20-06 - Continuity of the IFSP for Young Children (Birth - Age 4) with Developmental Delays/Disabilities and their Families during Extended School/Closure due to the COVID-19 Pandemic - NEW
• 20-07 - Providing Continuity of Learning for Students with Disabilities who require Extensive, Intensive, Individualized Instruction and Support during the COVID-19 Pandemic - NEW
• 20-08 - Supporting the use of Assistive Technology in a Virtual and/or Distance Learning Environment - NEW
• Supporting Students with Disabilities During COVID-19 and Afterwards - NEW
• A Parents’ Guide: Navigating Special Education during the COVID-19 Pandemic - NEW

**Equity of Learning for Gifted Learner**

To ensure continuing education for students identified as needing gifted services and highly-abled students working above grade level, CCPS is providing K-5th grade reading and math enrichment lessons/activities for Distant Learning Bundles. Enrichment resources include, but are not limited to, Junior Great Books, William & Mary Gifted Language Arts Curriculum, Illustrative Math and Project M3: Mentoring Mathematical Minds. Enrichment reading lessons/activities are used in place of one of the on-grade level texts/activities. Math enrichment activities include four choices and can be utilized to replace one of the grade level “must do” activities.

Learning resource teachers (school based gifted specialists) will continue to provide ongoing instructional planning and support to classroom teachers who have enrichment/gifted clusters. Examples of supports provided include co-planning lessons with teachers to present on TEAMS, providing scaffolding of lessons for teachers to support students working with enrichment resources, providing answers and ideas for parents with questions concerning the activities and supporting social emotional needs of gifted learners.

Middle and high school gifted students identified for gifted math services are given the appropriate level of lessons through APEX to continue in their above grade level course. Students identified for gifted language arts are provided with optional extension activities through APEX to enrich and supplement their level of learning. In addition, teachers have used gifted resources to supplement the lessons in Apex.

Students in AP classes are provided instruction to further their study in their respective content. Resources from the College Board are shared with teachers in order to assist students in their continuation of learning in the AP classes. Lessons from teachers through TEAMS have been available to students to prepare them for the upcoming AP exams. Information regarding the changes in the AP exam process are communicated with parents on a regular basis through the communications
Continuity of Learning Plan

department. The AP Exam schedule, practice exam, and resources were shared with parents through multiple emails and announcements.

Additional enrichment resources are posted on the CCBOE website for all grades. These resources and websites include enrichment activities appropriate for gifted learners that complement the continuation of learning in various domains. These resources include, but are not limited to, reading, math, and STEM activities. Communication regarding these enrichment activities were sent out to parents through emails.

**Equity of Learning for Reading Recovery Learners**
Reading Recovery teachers are actively scheduling reading and writing lessons with students who were working in the Reading Recovery program while school was in session and who have access to the internet. All meetings are held via Microsoft TEAMS. Parents are asked to be in the vicinity or sitting beside their child during the lessons. Lessons are scheduled as often as parents are comfortable, usually 2-3 times a week for 30 minutes.

Pioneer Valley (Literacy Footprints), Reading A-Z and Kaden books are three publishers used by reading recovery teachers to encourage fluent reading. All offerings are free for teachers to use until the end of the school year. New books are introduced during the lesson. Parents who wish to can subscribe (free until 6/30/20), and access the online books between lessons with the teacher. In addition to the publishers mentioned above, our students have books in their Reading Recovery book bags and are asked to read these books at home and with their teacher to encourage fluent reading.

Teachers are also using paper and pencil to demonstrate letter formation, word work and story writing. Word work (phonics) is enhanced through the use of free sites: reallygreatreading.com/lettertiles, toytheater.com/elkonin-boxes/, and the white board included on the TEAMS platform.

Reading recovery teachers are also attending the weekly TEAMS classroom meetings through an invite from the classroom teacher. In addition, some first grade teams have offered invitations to the reading recovery teacher to join their weekly planning sessions. Reading recovery teachers are providing support to classroom teachers regarding the learning bundles to support struggling readers in their classrooms. If parents need additional support with helping an early reader, they can contact the classroom teacher, who will forward the concern to the reading recovery teacher for support.

**Equity of Learning for McKinney-Vento Homeless and Foster Care Students**
Due to school closures and state social distancing guidelines, the district implemented a change in policy from an in person interview to a receipt of application and forms with electronic signatures. McKinney-Vento homeless applications, caregiver forms, and changes in information may now be completed and signed electronically, and submitted to the school based pupil personnel worker (PPW), homeless liaison, or bi-lingual family and outreach specialist for request of homeless education services while maintaining immediate school enrollment.
The homeless/foster care liaison ensures the immediate registration for all eligible McKinney-Vento or Foster Care enrollments. The coordinator works with the registration secretary at individual schools to assist the enrollment of adult or unaccompanied homeless youth with the electronic school registration process. The Food and Nutrition Services Department is immediately notified of students identified for homeless or foster care services for free school meals via a daily displaced food services report sent by email.

If a homeless or foster care student changes residence during this time, we presume that it is in the best interest of the student to remain at the school of origin for the remainder of the school year. Provisions will be made to accommodate the continuity of distance learning for these students. If a school transfer within our school district is preferred by the parent/agency/unaccompanied homeless youth, our school district’s pupil data accounting specialist at central office will electronically adjust the school transfer.

Contact with all homeless students who were withdrawn just prior to the closure, will be made to determine re-enrollment status and processing of those in need of educational services. Immediate re-enrollment at their school of origin for continuity of education and to receive information regarding distance learning, meal sites, and community resources will be a priority. CCPS PPWs continue to reach out to their McKinney-Vento homeless students and unaccompanied homeless youth. The PPWs contacted each displaced student’s household to determine their students’ instructional and resource needs.

The homeless liaison facilitates the Interagency for Homeless Education Services and is a member of the Southern Maryland Continuum of Care, the Emergency Homeless Shelter Committee, the Interdisciplinary Team (IDT), and the Local Management Board with local agency members. Agency members collaborate and share resource information to assist our homeless and food insecure students and families on a frequent basis especially during the pandemic crisis. The community resource information on our school system’s website is updated with lists of food pantries; agency sites for household supplies such as toilet paper, paper towels, cleaning supplies, etc.; and directions to contact our local Department of Social Services for needed services such as housing information, homeless intake, temporary cash assistance, utilities and rental assistance, etc. while their local office building is closed. The PPWs also share this information with their students and families on a regular basis when received.

The homeless liaison and PPWs continue to assist students, families, and foster parents with completing the school system survey regarding technology needs for home based learning. CCPS has set up internet access hotspots at four different school sites located in rural areas of our county with limited access. Students, families, and staff can drive to the school staff to access the internet for online learning or work. During an interagency collaboration at the beginning of April, the
Charles County Public Libraries loaned seven displaced families staying at a rural motel without internet access seven wireless hotspots so that the eleven students can complete their online coursework.

Gas vouchers or public VanGo bus passes are also made available to homeless families so that they are able to access one of the eleven meal sites to pick up paper instructional packets and/or meals during school closure or access a school’s internet access for distance learning. Vouchers or passes are mailed to the student’s household. This process is ongoing throughout the remainder of the school year to meet the accessibility needs of our homeless students.

CCPS continues to make referrals of student households who lack housing to the COC Interdisciplinary Team and participate in monthly meetings. The referrals must be signed by the consenting parent or guardian. The purpose of the referral is to seek housing options and community resource supports.

PPWs contact their McKinney Vento homeless student households each week to continue assistance such as agency referrals, school based information, gas vouchers, VanGo bus passes, school supplies, school fees, graduation fees, food and community resources, etc. A record of interventions and interactions with all students including homeless and foster care students is updated on a weekly basis is updated in the PPW Notes tab in the student profile section of our Synergy student database. This data is necessary for accountability and reporting purposes to the MSDE McKinney-Vento and ESSA Foster Care programs.

**Equity of Learning for Home and Hospital Students**

Students receiving services through home and hospital prior to the school closure on Friday, March 13, 2020 will remain active until the end of the school year. All direct, in-person services have been suspended. Students continue to receive instructional support through email, text messages, and virtual platforms (TEAMS, WebEx, Skype, etc.). Students are completing coursework through an online platform, APEX, paper/pencil packets, and/or school-based TEAMS lessons by the teacher of record.

Elementary students on home and hospital (prek-5) will follow the CCPS elementary distance learning plan and can access the learning bundles online or at a designated Charles County pick-up location. The student should save any written activities completed and save them in a learning portfolio. Elementary students can also receive support by their classroom teacher by accessing TEAMS.

Secondary students (grades 6-12) are completing coursework through an online platform, Apex, paper/pencil packets, and/or school-based TEAMS lessons by the teacher of record.

At this time, home and hospital is not accepting new initial applications. If schools re-open, updated documentation from a medical professional will be expected to continue services and in-person services will resume.
Parents can contact the home and hospital office via email for more information: Brooke Kohlhorst, Coordinator of Special Programs at bekohlhorst@ccboe.com or Beverly Goodell, Home and Hospital Program Facilitator at bgoodell@ccboe.com.

**Equity of Learning for Title I Students**

Title I school administrators, school counselors, teachers, instructional assistants, tutors, parent liaisons and pupil personnel workers have provided personal outreach to parents to ensure they have the necessary resources and support at home. Title I schools have made technology available to students. CCPS placed a mobile hotspot in the most rural Title I school zone. Learning bundles are available for students who have limited internet or technology access. Bundles are available for students to pick up at meal sites that are located at four of the Title I schools and in close proximity to the other four Title I schools. Pupil Personnel Workers delivered learning bundles and laptops to the homes of families who were unable to pick up the resources.

All students in Title I schools in grades 1-5 have access to Imagine Math Facts for home use. This program reinforces foundational skills in the four basic math operations needed to solve more complex math problems. Students who need additional reading support have access to the Imagine Learning and Literacy program at home. This evidence-based program provides intensive and individualized supplemental support to identified students. Additionally, students have access to online programs that individual Title I schools have purchased.

Students in the Title I Three-Year-Old program received 4-week and 6-week learning bundles to support distance learning. The bundles included activities to reinforce literacy, math, fine motor skills, and science. Supply kits will be mailed to each family to support the activities in the bundle. Additionally, subscriptions to High Five magazine will be provided to each student to further extend literacy and problem-solving skills throughout the summer and into prekindergarten.

Title I parent liaisons assist parents with questions regarding accessing meal sites, Synergy, online resources and at-home resources such as the Summer Backpack materials. Parent liaisons are also preparing at-home resource packs for families that need paper, pencils, crayons, glue and other school supplies. Title I schools continue to offer parent workshops via WebEx to assist parents with distance learning and behavior management strategies. Through a partnership with Barbershop Books, families have an opportunity to participate in an initiative called, "A Book and A Meal." Families will receive high quality and engaging books to increase home libraries when they visit a Title I identified meal site.

In addition, to support the science program at Title I schools, Boardworks Science has been purchased as a supplement to the current curriculum. Boardworks is an interactive content-based software that is aligned to the Next Generation Science Standards. Boardworks is utilized by science teachers and classroom teachers for distance learning lessons. The presentations can be used during live TEAMS sessions as a teacher conducts a lesson or posted as an activity that students can follow independently.
IX. **MENTAL HEALTH RESOURCES**

To support the mental health of our student population and provide needed consultation to parents/guardians during our Continuity of Learning/Care Plan, the following resources have been provided:

Beginning on March 16, school psychologists staffed a call-in line (posted on the CCBOE website and communicated through e-mail and virtual presentation) where parents were able to call and receive immediate consultation regarding their students behavioral and social-emotional concerns relevant to their students current educational development. All school psychologists began receiving calls on April 30.

Parents may contact school psychologists and PPWs during school hours for assistance with mental health needs and support. Each school psychologist and PPW has a phone number listed on their school web site.

Parents may contact school counselors by e-mail during school hours for assistance.

CCPS school psychologists and school counselors are using a tele-counseling platform that allows for virtual contact with students and parents. This platform will continue throughout the closure of school.

School counselors are posting monthly classroom guidance lessons (coping skills, dealing with emotions, etc.), and monthly character traits lessons through Synergy e-mail to students and parent/guardians.

CCPS is continuing to provide on-line access to Move This World and BASE Education Social-Emotional Learning activities and resources during distance learning.

Contact information for school psychologists and school counselors is posted on the CCBOE website to allow students and parents to have easy access to a helping professional. CCPS has updated and implemented procedures for school psychologists and school counselors to assess students in distress using a virtual format.

The CCBOE website also has lists of local, state, and national mental health resources for easy access to students and families.


May is Mental Health Awareness Month, and social media posts are sent weekly with insights on children’s mental health with available supports and resources for parents.
CCPS has continued our partnership with Tri-County Youth Service Bureau to provide counseling services to students and consultation to parents/guardians.

X. **ADDITIONAL RESOURCES FOR STUDENTS**

To keep our student population connected with learning, parents and students are provided high quality, free, organized resources to enhance learning during our Continuity of Learning Plan. The following resources have been provided:

Beginning on March 14, the *School is Closed... now what?* collection housed in Destiny Discover was made available to our school community. Destiny Discover is part of the online public access library catalog, so it is a platform with which students and faculty have some familiarity. The collection was made public so that it would be immediately accessible through simply clicking a link rather than requiring logging in. It is organized into three main sections—elementary, middle, and high school. Users are able to adjust the layout of the site to best fit the device used to access it. After clicking on the appropriate level, visitors then have access to several curated collections of resources. These include general resources (video tutorials and quick directions for accessing materials, logging in to various resources, navigation tips, etc.), ESOL, Special Education, as well as grade level specific collections of resources including learning activities, websites, app suggestions, and more. Within the grade level collections, a variety of subject areas are represented including literacy, mathematics, science, social studies, library media, STEAM, health, and physical education.

Beginning March 30, the *School is Closed... now what?* collection was refreshed to better fit community needs for the next phase of the Continuity of Learning/Care Plan. As students began accessing learning materials for the core content areas of English/Language Arts, math, science, and social studies via the learning bundles, Apex, and Microsoft TEAMS, the collection was periodically revamped to include more support and enhancement materials, as well as opportunities for enriching and extending learning. In the main elementary, middle, and high school areas, resources for career exploration and social emotional learning were made available. Upon selecting a grade level, users will discover additional sections of carefully selected resources for art, music, and reading for personal enjoyment or research.

Link to access the collection: [https://collections.follettsoftware.com/collection/5e62a0d7f57469001214ef7](https://collections.follettsoftware.com/collection/5e62a0d7f57469001214ef7)