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DEFINITIONS AND ABBREVIATIONS

Asynchronous learning – learning that occurs online without real-time interaction or instruction by an educator.

Synchronous learning – remote learning that happens in real time with the interaction between the teacher and students.

ADA – Americans with Disabilities Act

ALEKS – Assessment and Learning in Knowledge Spaces, a web-based, artificially intelligent assessment for mathematics

CARES Act – the federal Coronavirus Aid, Relief, and Economic Security Act

CDC – Centers for Disease Control and Prevention

Class Dojo – school communication platform used by elementary schools

COVID-19 – a disease caused by a new strain of coronavirus (CO for corona, VI for virus, D for disease, 19 for the year the novel coronavirus was first detected)

CTE – Career and Technical Education

ELA – English Language Arts

ELL – English Language Learner

ESOL – English for Speakers of Other Languages

ESSA – federal Every Student Succeeds Act of 2016

FIT – Families in Transition

504 Plan – a formal plan to serve the needs of a student with a disability as identified under Section 504 of the federal Rehabilitation Act of 1973

Family Portal – platform providing online access to student assignments, grades and attendance, for students in grades 1-12 and their parents/guardians

FAPE – provision for a Free Appropriate Public Education, under Section 504 of the federal Rehabilitation Act of 1973 and the federal Individuals with Disabilities Education Act (IDEA)

Google Classroom – free web-based platform for sharing information for teachers, students and parents/guardians, to be used county-wide

IDEA – the federal Individuals with Disabilities Education Act

IEP – Individualized Education Plans, developed collaboratively for each student eligible for Special Education services
K – Kindergarten

**Magnet** – school-system program for eligible students in grades 3-5 who are high-performing learners

**MAP Growth** – Measures of Academic Progress Growth tests

**MDH** – Maryland Department of Health

**MPSSAA** – Maryland Public Secondary School Athletic Association

**MSDE** – Maryland State Department of Education

**Naviance** – online platform used for middle and high school students and staff for college, career and life readiness

**PD** – professional development

**PLCs** – Professional Learning Communities, for staff professional development

**PE** – Physical Education

**PPE** – personal protective equipment

**PPW** – pupil personnel worker, part of the Student & Family Services team

**Prek** – Prekindergarten

**SEEK** – Students Extending and Enriching Knowledge (grades 3-5)

**TAD** – Thinking and Doing Program for intermediate/middle school students

**USDA** – U.S. Department of Agriculture, which regulates school food service programs

**VPA** – Wicomico County Visual and Performing Arts Program

**WCPS** – Wicomico County Public Schools

**Zoom for Education** – videoconferencing platform designed to help schools connect virtually with students and parents/guardians for online learning, meetings and services
Executive Summary:

Decision Making for 2020-2021 School Year Return to Instruction

In March of 2020, all schools in the state of Maryland were mandated to close their doors due to the outbreak of COVID-19. As a result of this decision, Wicomico County Public Schools designed a Continuity of Learning Plan to support the educational process while school buildings were closed for the remainder of the 2019-2020 school year.

With this unprecedented public health challenge continuing, Wicomico County Public Schools, like all school systems across the nation, committed to the task of creating a comprehensive Recovery Plan to reopen our school system for instruction for the 2020-2021 school year, first with broad decisions followed by many other detailed decisions.

The purpose of the Recovery Plan for Wicomico County Public Schools, as detailed in this document, is to maximize learning opportunities through virtual instruction and, when possible, face-to-face instruction. We are committed to developing and implementing a plan that will ensure there are no obstacles to accessing educational opportunities while providing every student equitable access to educational rigor, resources, and support designed to maximize academic success as well as social and emotional well-being for all.

Recovery planning took place in alignment with the most current guidance from the Maryland State Department of Education (MSDE) and the state of Maryland. The Maryland Together Recovery Plan for Education planning guide provides resources and useful information as well as specific requirements for reopening schools that must be included in local recovery plans to ensure a level of consistency throughout the state at the local school system level.

The MSDE requirements for reopening schools and resuming instruction are embedded and clearly identified in bold headings throughout the Recovery Plan for Wicomico County Public Schools:

**Requirement #1:** Local school systems must have their recovery plans completed and posted to their website by August 14, 2020. The Maryland State Department of Education (MSDE) will review all local recovery plans to ensure that the plans include and address all requirements for opening schools.

**Requirement #2:** The local school system’s equity plan must be reflected throughout the local recovery plan.

**Requirement #3:** Local school systems must establish a recovery plan stakeholder group that is representative of their schools and community.

**Requirement #4:** Early in the school year, schools must determine where their students are instructionally, identify the gaps in learning and prepare a path for instructional success and recovery.
**Requirement #5**: All local school systems must ensure that Maryland College and Career Ready Standards, Prekindergarten through Grade 12, are taught in all content areas and the state frameworks are followed for each content.

**Requirement #6**: Local school systems must follow the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act (ADA).

**Requirement #7**: Local school systems must follow procedures that are developed by the MSDE in collaboration with the Maryland Department of Health and guidance from the CDC for an individual who tests positive for COVID-19.

**Requirement #8**: Local school systems must follow safety protocols for collection of materials, cleaning of schools and other facilities, daily cleaning, and nutrition as established by MSDE in collaboration with the Maryland Department of Health and the CDC guidance.

**Requirement #9**: Local school systems must follow protocols for the safe transportation of students to and from school.

**Requirement #10**: Local school systems must develop a system for tracking attendance when students are engaged in virtual learning.

**Requirement #11**: Each local school system must develop its own plan for communication.

**Requirement #12**: The COVID-19 Checklist (Appendix A of Maryland's Recovery Plan) must be utilized in the development of the recovery plan.

**Requirement #13**: The Maryland Public Secondary School Athletic Association (MPSSAA) Roadmap forwarded for interscholastic athletics and activities must align with the MSDE and the local school system’s educational and health and safety decisions in order for education-based athletics and activities to resume during Stage One and Stage Two of the Governor’s [Maryland Strong: Roadmap to Recovery](#).
Recognizing the complexity of planning and carrying out return to instruction for our school system for the 2020-2021 school year, Superintendent of Schools Dr. Donna Hanlin in late spring launched three diverse and knowledgeable work groups with representation of parents, teachers, school administrators, Central Office personnel, healthcare and safety organizations, and education support agencies (see Appendix A). These collective stakeholder groups seamlessly worked to collaborate, communicate, and identify the factors necessary to safely, strategically, and equitably reopen all schools with adequate resources and supports in alignment with the most current guidance from the Maryland State Department of Education (MSDE) and the state of Maryland.

Each WCPS work group, under the direct supervision of WCPS Assistant Superintendents, contributed to the initial design and implementation of the curricular components, schedules, and structures further developed in this document.

<table>
<thead>
<tr>
<th>INSTRUCTION</th>
<th>Under the leadership of Dr. Rick Briggs, Chief Academic Officer, the team worked to establish instructionally sound options, schedules, and structures that were equitable for all learners as well as professional learning opportunities for staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT AND FAMILY SERVICES</td>
<td>Under the leadership of Mrs. Kimberly Miles, Assistant Superintendent for Student and Family Services, the team worked to ensure the social and emotional well-being and healthcare needs of all students were supported and procedures are in place.</td>
</tr>
<tr>
<td>BUSINESS AND OPERATIONS</td>
<td>Under the leadership of Dr. Micah Stauffer, Chief Finance and Operations Officer, the team worked to establish non-traditional operational procedures, resources, and supports for employees while providing PPE for all facilities.</td>
</tr>
</tbody>
</table>

In conjunction with these stakeholder work groups, the school system surveyed parents/guardians and staff in early summer about their perspectives on returning to school in the fall as well as access to technology. Information was also shared about three instructional scenarios being considered: Red Model (all virtual), Yellow Model (combination of in-school and at-home instruction, with an all virtual option), and Green Model (fully open in schools).

Feedback from parents and staff was solicited through a preregistration process specifically focused on preferences within a hybrid model for a return in the fall. The preregistration considerations were shared with the community during the Superintendent’s Report at the July 14, 2020 meeting of the Board of Education. The school system also surveyed school-based staff about return-to-instruction plans.

As a result of multiple meetings of the stakeholder work groups many factors were considered in arriving at a recommendation for fully virtual learning for the start of the 2020-2021 school year. The Board of Education unanimously approved this recommendation at a virtual special meeting on July 28, 2020. Taken from the presentation at that special meeting, the following graphic outlines the decision.
Also included in that presentation by the superintendent were factors influencing the decision to begin the school year in a fully virtual mode. The following graphic describes those factors.

### Factors Influencing Decision

- **Ongoing stakeholder group collaboration - teachers, parents, principals, medical professionals, and community**
- **Continued unknowns about the virus with recent regional uptick in cases**
- **An abundance of feedback from families and staff**
- **Support of the Wicomico County Health Department**
- **Underlying health conditions of students and staff**
- **Importance of consistency for students**
- **The knowledge that through lessons learned and increased professional development, our talented staff will provide an exemplary online educational experience**

This Recovery Plan provides the details determined to be essential for a robust educational program that resembles, as closely as possible, the traditional model of rigorous instruction provided in Wicomico County Public Schools. Embodied throughout the plan is the guiding philosophy of equity for all students (Appendix B: Educational Equity Policy). To ensure equitable student learning outcomes in a fully virtual model, it is critically important to remove existing barriers to technology that could interfere with remote learning. To that end, all WCPS students
and teachers will have access to technology for virtual learning as a result of the purchase of additional laptops and hotspots enabling access to the internet. These devices will be distributed to support a comprehensive program of instruction. CARES Act funding has allowed WCPS to achieve a 1:1 student-to-device ratio in grades Prekindergarten-12, unlike what was possible in the spring. WCPS will continue to work with families to resolve connectivity issues through distribution of hotspots or guiding the parents to an affordable connection program like Internet Essentials.

This WCPS Recovery Plan is focused on instruction, student services and operations for the fall reopening in a fully virtual mode. However, it is important to note that while WCPS is committed to a robust virtual program, we continue to plan for the eventual return to our facilities. The decision regarding that transition will take into account the prevalence of the pandemic; preferences and experiences of students, staff and parents/guardians during the initial weeks of school; and guidance from the Centers for Disease Control and Prevention (CDC), Maryland Department of Health, and Wicomico County Health Department.

**POSTING OF RECOVERY PLAN**

The WCPS Recovery Plan will be posted on [www.wcboe.org](http://www.wcboe.org) by August 14, 2020. (Requirement #1) Any updates to the Recovery Plan will also be posted. Translations of the Recovery Plan in Spanish and Haitian Creole will be posted.
Part I: Instructional Recovery Planning

The Division of Instruction, which includes the Department of Technology, continues to support teachers across the district as they deliver high quality instruction to students from Prekindergarten to 12th grade. We are actively collaborating with colleagues from across the state, region and nation to ensure that our instructional program aligns with state standards. Providing quality resources and relevant training on new approaches for staff is a priority in that effort. Additionally, we are working to provide support and guidance to families and students alike while they adjust and meet the instructional expectations in this new environment.

We know parents and guardians, students, teachers and the community have many questions about how virtual learning will work for the students of Wicomico County Public Schools this fall. While there are many more details provided in this Recovery Plan, this chart of Instructional Expectations is a good summary of what will occur in Wicomico County Public Schools as the 2020-2021 school year begins.

**VIRTUAL LEARNING: INSTRUCTIONAL EXPECTATIONS**

**WCPS will:**
- Collaborate with state and county educational leaders to provide and support quality education in a virtual and/or in-person environment.
- Support teachers and staff through ongoing professional development opportunities.
- Ensure a robust instructional program for ALL students through ongoing monitoring of virtual teaching and learning.
- Provide guidance and expectations for safe and effective virtual interactions.

**Teachers will:**
- Connect with students daily through check-ins and/or teacher-led instruction.
- Record daily attendance.
- Deliver instruction through live and recorded sessions.
- Provide feedback on assignments.
- Connect with students and/or parents during office hours and be available to meet on an individual or group basis.
- Communicate with families using phone, email, ClassDojo, etc.
- Respond to parent and student communications within 1 business day.

**Students will:**
- Log into Google Classroom and Zoom daily to receive teacher-led instruction and access assignments as scheduled.
- Maintain appropriate attendance with active participation in all classes/courses.
- Complete and submit assignments by established due dates.
- Maintain academic honesty and follow class expectations for virtual learning.
- Review and respond to feedback from teachers.
- Contact teachers with questions about assignments.

**Parents will:**
- Review and support school-specific schedules for distance learning.
- Work closely with teachers to support student learning and address all academic issues.
- Utilize Google Classroom and Family Portal to monitor student learning.
- Encourage the timely submission of assignments.
- Contact teachers with questions about academic issues.
- Contact counselors with concerns about social-emotional issues.
- Review school and WCPS messages.
## INSTRUCTION

Ensuring all state frameworks are followed for Prekindergarten to Grade 12, while meeting the needs of all student groups, including students with disabilities, and addressing identified instructional gaps through diagnostic assessment and instructional recovery (Requirements #4, #5, #6)

<table>
<thead>
<tr>
<th>CURRICULUM REALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizing the challenges and limitations many students may have experienced with learning during spring 2020, we are revising curriculum guides at elementary, middle, and high school levels to highlight essential standards for the grade level or course, as well as the prerequisite knowledge and skills learners need in order to be successful with new content. Each content area has developed a reopening plan to target learning loss and introduce new grade level content while maximizing instruction and support for our diverse learners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A ROBUST MODEL FOR VIRTUAL LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the first semester of 2020-2021, a full virtual learning model will be delivered through enhanced distance learning practices. Engagement of all students in well-planned and robust virtual learning greatly reduces the risk of sudden changes to students’ instructional program that would likely occur during COVID-19.</td>
</tr>
</tbody>
</table>

Virtual learning for 2020-2021 will be much different from what occurred in Spring 2020, when the crisis forced a sudden shift to remote teaching and learning.

- Lesson planning aligned with Maryland Standards and WCPS curriculum will be ongoing by classroom teachers for delivery of instruction through both asynchronous and synchronous learning, in accordance with the WCPS Guidelines for Videoconferencing (Appendix C). Unlike in the spring, teachers will be responsible for lesson planning on a daily basis rather than curriculum supervisors creating units of instruction that may have needed to be supplemented by parents at home.
  - Synchronous - Remote learning that happens in real time with the interaction between the teacher and students. This occurs in a face-to-face environment or in a virtual classroom setting, i.e. access from home via web conferencing.
  - Asynchronous - Learning that occurs online without real-time interaction or instruction by an educator. Examples may include but are not limited to pre-recorded video lessons, resource videos, assigned readings and posted assignments.
- The traditional Wicomico County Grading Policy and administrative procedures will be in place. Students will see increased accountability for completion of work through the awarding of letter grades rather than the pass/incomplete grading procedure that was temporarily in place for the spring.
- Student attendance will count. A student’s daily attendance will be monitored and recorded.
- Every student will have a computer for instruction, either one available to the student at home or a laptop issued by the school system. Schools will work with families to determine needs and schedule distribution. Unlike the spring, all instructional resources will be electronic.
- Google Classroom will be the county-wide platform where information will be shared by teachers, students and families.
- Zoom for Education platform will be the county-wide tool used for synchronous instruction & conferencing with students and families.
- A variety of web-based instructional programs will also be utilized by teachers. Examples include, but are not limited to: Kahn Academy, Edmentum, MY Access!, ST Math, Gizmos, Newsela, Discovery Education, DreamBox. (Appendix D is a comprehensive listing of many of these digital tools.)
- Families not connected to the internet should explore Internet Essentials and/or speak with school principal about any lack of access.

In addition to virtual learning, small groups of students will be scheduled to come to school buildings for specialized instruction or support services beginning on or before October 1, 2020, if it has been determined to be safe to do so. Serving these small groups of students will help the school system and its staff follow and refine health and safety and instruction procedures in anticipation of the eventual return of all students to classrooms, when community health conditions make that feasible.

### Diagnostic Assessments

The Office of Assessment and Accountability has developed a comprehensive assessment program through collaboration with content area supervisors to determine and address students' current performance levels and any learning gaps that may have occurred through the unanticipated closing of schools in the spring of 2020. Understanding the need to determine a baseline for student performance in our core K-12 content areas, a plan has been created to assess students using online testing platforms for English Language Arts (ELA) and Math. Formative local assessments that are aligned to state standards will be used in the areas of Science and Social Studies to determine students' present performance levels.

- **K-5 ELA** – i-Ready assessment platform
- **K-1 Math** – Locally created assessments
- **Grades 2-5 Math** – MAP Growth assessment platform
- **Grades 6-12 ELA** – Locally created assessments aligned to standards
- **Grades 6-12 Math** – Locally created assessments and ALEKS Assessment and Learning System

### Elementary Schedules – What parents and students can expect

All students enrolled in Prekindergarten to Grade 5 will engage in learning from home for the first semester (September 8, 2020 to January 29, 2021) or until health and safety conditions allow for greater access to school buildings.

- Parents will receive a welcome letter from the school at the end of August.
- Parents and students will be invited to virtual open houses to meet teachers prior to the first day of school.
- Beginning September 8th, all instruction will be hosted online with students participating in a combination of synchronous and asynchronous learning opportunities five days a week.
- Students will receive 2 - 3 hours a day of synchronous (live) instruction from their classroom teacher(s) that is aligned to the Maryland College and Career Readiness Standards at least four days a week.
• Additional time each week will be utilized for both synchronous and asynchronous instruction in Art, Music, Health, Physical Education (PE), Gifted and Talented extensions, and specialized instruction for students with an IEP or 504 plan, or receiving ELL or intervention services.
• Asynchronous learning will also occur for all elementary students on Wednesdays to allow time for support for students and staff in the remote learning environment, and for planning and professional development.
• A student’s daily schedule will be provided by the school by the end of August, and will be based on the following scheduling framework.

Prekindergarten Schedule Guidance

<table>
<thead>
<tr>
<th>Monday, Tuesday, Thursday, Friday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daily Synchronous Instruction</strong></td>
<td><strong>80 min per day</strong></td>
</tr>
<tr>
<td>Includes: read-alouds, songs, small group instruction, math practice, social skills, and ELA activities</td>
<td><strong>Most instruction asynchronous</strong></td>
</tr>
<tr>
<td><strong>Daily Asynchronous Instruction</strong></td>
<td><strong>30 min per day</strong></td>
</tr>
<tr>
<td>Includes: student play, pre-recorded lessons, ReadyRosie, and family projects</td>
<td><strong>Some small group synchronous instruction</strong></td>
</tr>
<tr>
<td><strong>Synchronous instruction</strong></td>
<td><strong>50 min per week</strong></td>
</tr>
<tr>
<td><strong>Art, Music and PE</strong></td>
<td><strong>Pre-recorded lessons</strong></td>
</tr>
<tr>
<td><strong>Asynchronous instruction</strong></td>
<td><strong>Teacher office hours for individual support</strong></td>
</tr>
</tbody>
</table>

Kindergarten to Grade 5 Schedule Guidance

<table>
<thead>
<tr>
<th>Monday, Tuesday, Thursday, Friday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong> (Reading, Writing, Phonics)</td>
<td><strong>40 min daily</strong></td>
</tr>
<tr>
<td>Guided Reading (small group)</td>
<td><strong>45 min daily</strong></td>
</tr>
<tr>
<td>Math</td>
<td><strong>20 min daily</strong></td>
</tr>
<tr>
<td></td>
<td><strong>35 min daily</strong></td>
</tr>
<tr>
<td>Science/Social Studies (One subject per term)</td>
<td><strong>20 min daily</strong></td>
</tr>
<tr>
<td></td>
<td><strong>10 min daily</strong></td>
</tr>
<tr>
<td>Special Areas and Support (PE, Health, Art, Music, Intervention, ELL, Special Education, 504 plan, Gifted and Talented, intervention, Individual Student work / projects)</td>
<td><strong>120 minutes per week</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Most instruction asynchronous</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Student assignments and activities on Google Classroom</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Student opportunities to complete independent work, projects, research, and skills practice</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Teacher office hours for individual support</strong></td>
</tr>
<tr>
<td></td>
<td><strong>School and county level professional development</strong></td>
</tr>
</tbody>
</table>

• Help will be available by phone and email:
  o Teacher office hours online, as shared by the teacher with students and parents/guardians
Second Schedule
What parents and students can expect

All students enrolled in Grades 6-12 will engage in learning from home for the first semester (September 8, 2020 to January 29, 2021) or until health and safety conditions allow for greater access to school buildings.

- Parents will receive a welcome letter from the school at the end of August.
- Parents and students will be invited to virtual open houses to meet teachers prior to the first day of school.
- Beginning September 8th, all instruction will be hosted online with students participating in combination of synchronous and asynchronous learning opportunities five days a week.
- Students will receive at least 3 hours a day of synchronous (live) instruction from their classroom teacher(s) that is aligned to the Maryland College and Career Readiness Standards at least four days a week.
- Asynchronous learning will also occur for all secondary students on Wednesdays to allow time for support for students and staff in the remote learning environment, and for planning and professional development.
- A student’s daily schedule will be provided by the school, by the end of August, and will be based on the following scheduling framework.

Middle School Schedule Guidance

<table>
<thead>
<tr>
<th></th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Virtual Class 1</strong></td>
<td>10:15 – 10:45</td>
</tr>
<tr>
<td>5-Minute Break</td>
<td></td>
</tr>
<tr>
<td><strong>Virtual Class 2</strong></td>
<td>10:50 – 11:20</td>
</tr>
<tr>
<td>5-Minute Break</td>
<td></td>
</tr>
<tr>
<td><strong>Virtual Class 3</strong></td>
<td>11:25 – 11:55</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:55 – 12:20</td>
</tr>
<tr>
<td>5-Minute Break</td>
<td></td>
</tr>
<tr>
<td><strong>Virtual Class 4</strong></td>
<td>12:25 – 12:55</td>
</tr>
<tr>
<td>5-Minute Break</td>
<td></td>
</tr>
<tr>
<td><strong>Virtual Class 5</strong></td>
<td>1:00 – 1:30</td>
</tr>
<tr>
<td>5-Minute Break</td>
<td></td>
</tr>
<tr>
<td><strong>Virtual Class 6</strong></td>
<td>1:35 – 2:05</td>
</tr>
<tr>
<td>Office Hours</td>
<td>1:30 – 3:00</td>
</tr>
<tr>
<td>Reteaching</td>
<td></td>
</tr>
</tbody>
</table>
• Small Group Instruction  
• Student/Parent Meetings

**Monday, Tuesday, Thursday, and Friday** will follow above schedule. This time will be dedicated to synchronous or asynchronous, teacher-led learning.

**Wednesday** will be asynchronous, PLCs, grading, student feedback, small group instruction and individual student support.

### High School Schedule Guidance

Schedules will be created utilizing a modified semester-based schedule where students would earn a full credit at the end of the semester. This temporary model will allow for both students and teachers to focus on a manageable credit bearing course load as compared to our traditional school day. This modification will provide students with the opportunity to earn 8 credits in a school year.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 – 10:10</td>
<td>Asynchronous learning for students, until synchronous learning begins</td>
</tr>
<tr>
<td>10:15 – 11:00</td>
<td>Virtual Class 1</td>
</tr>
<tr>
<td>11:05 – 11:50</td>
<td>Virtual Class 2</td>
</tr>
<tr>
<td>11:50 – 12:15</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:20 – 1:05</td>
<td>Virtual Class 3</td>
</tr>
<tr>
<td>1:10 – 1:55</td>
<td>Virtual Class 4</td>
</tr>
<tr>
<td>2:00 – 2:30</td>
<td>Virtual Class 5 (if applicable)</td>
</tr>
<tr>
<td>2:00 – 3:00</td>
<td>Office Hour</td>
</tr>
<tr>
<td>2:00 – 3:00</td>
<td>Reteaching</td>
</tr>
<tr>
<td>2:00 – 3:00</td>
<td>Small Group Instruction</td>
</tr>
<tr>
<td>2:00 – 3:00</td>
<td>Student/Parent Meetings</td>
</tr>
</tbody>
</table>

**Monday, Tuesday, Thursday, and Friday** will follow above schedule. This time will be dedicated to synchronous or asynchronous, teacher-led learning.

**Wednesday** will be asynchronous, PLCs, grading, student feedback, small group instruction and individual student support.

- Help will be available by phone and email:
  - Teacher office hours online, as shared by the teacher with students and parents/guardians
## CAREER AND TECHNICAL EDUCATION (CTE)

The Office of Career and Technical Education is developing a system to support students who are enrolled in a Career and Technical Education (CTE) course, including technology education or computer science, or program of study for the 2020-2021 academic year. CTE programs of study by their very nature are designed to be hands-on and in-person, and we will strive to provide face-to-face opportunities in schools and in industry settings when feasible. Student credentials and certifications will be a basis for instruction for students in grades 10-12.

## SPECIAL EDUCATION

Special Education and related services will continue to be provided to students with disabilities in accordance with their Individualized Education Plans (IEPs) and 504 Accommodations Plans in all scenarios. Throughout the closure, continuity of learning plans established through distance learning plans, in concert with parents' input and agreement, have been implemented and will continue to be upon the beginning of the new school year. As needed, IEPs and 504 plans will be reviewed and revised as appropriate to provide access to a free, appropriate public education (FAPE) consistent with the districtwide continuity of learning and recovery plans for all students. The district will have procedures in place to ensure the ongoing progress monitoring of the student; the ongoing communication with families, teachers, and services providers; and the ongoing documentation of the student progress and services delivered. These procedures will help us to ensure that student needs identified during the transition back into school buildings will be addressed appropriately through services and/or accommodations. Case managers will be in contact with families as local decisions are made regarding assessments and delivery of services, which may include face-to-face engagement.

## ENGLISH LANGUAGE LEARNERS (ELL)

To meet the specialized needs of our English Language Learners (ELL), we will:

- Ensure accessibility of core content for ELLs by creating co-teaching opportunities with classroom teachers in each type of model for instruction, starting with virtual learning the specific recovery models
- Provide core ESOL lessons that are appropriately leveled and emphasize the domains of learning
- Record instructional lessons that are accessible on demand and guide learners through content
- Provide access to supplemental online programs for extension and enrichment
- Support both instructional and social-emotional needs of English Language Learners and their families through regular contact
- Work with teachers and other staff members to cultivate cultural proficiency
- Translate directions for accessing online learning platforms into several home languages
- Provide countywide phone and email messages and materials in Spanish and Haitian Creole, in addition to English

- Additional support for school families in both instruction and technology from 8 a.m.-8 p.m. weekdays through the Student and Family Help Desk, 410-677-5700 or studenthelp@wcboe.org
- **Family Portal** will be open 24/7 starting Sept. 1 (grades 1-12), with information on student assignments, grades and attendance.
- Encourage teachers and administrators to use **LanguageLine Solutions** and other services to ensure students and families understand instructional procedures and expectations
- Provide technology training for students and families to ensure that they can access technology appropriately and effectively
- Group ELL students to maximize instructional opportunities, which may include small group face-to-face engagement
- Comply with federal, state, and local mandates

<table>
<thead>
<tr>
<th>GIFTED AND TALENTED LEARNERS</th>
<th>Magnet Program (grades 3-5) - Instruction will be through synchronous and asynchronous modes, including the use of teacher videos and voice overs to help deliver instruction. Instruction will align with the Maryland College- and Career-Ready Standards with intentional extensions of learning, acceleration, scaffolding, and the use of preassessments. Collaboration among team will help to ensure that the academic workload is manageable by students and long-term and short-term assignments are scheduled effectively to not overlap. Teachers will develop preassessments to determine current levels of student performance to help guide instruction at the beginning of the school year. Thinking and Doing (TAD) for intermediate and middle school, and Students Extending and Enriching Knowledge (SEEK) for intermediate students - Units of study will be introduced along with lessons using digital format of Zoom, to engage in synchronous instruction. TAD/SEEK teachers will collaborate with classroom teachers for extension of learning and appropriate ability level activities and to align schedules. Students will use teacher-identified sites to access enriching and engaging resources to follow the lessons. They will use various digital formats for research, problem solving, interacting with teachers and for producing culminating activities to present. Teachers will continue to work collaboratively with all stakeholders to ensure that lessons include field experts, enrichment, acceleration, community partnerships with other agencies to offer real world experiences to support their learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERVENTION</td>
<td>The Wicomico County Public Schools intervention continuum offers services to students based on a multi-tiered system of supports. These supports begin with students receiving supports in the general education classroom through differentiated instruction. Based on need, students may require additional supplemental instruction at varying levels of intensity and may receive explicit instruction in small groups or individually, during school hours or through after-school tutoring. During virtual learning for the first semester, students will receive synchronous and asynchronous supplemental instruction. Students receiving more intensive interventions will receive synchronous online instruction throughout the week and may receive in-person instruction, when possible, to continue the frequency and intensity of these interventions. Mathematics intervention in the elementary grades will begin with students receiving supplemental supports with the general education teacher. Based on need, students may require additional supplemental instruction in small groups or individually at varying levels of intensity in order to provide explicit instruction on</td>
</tr>
</tbody>
</table>
scaffolding grade level content. This additional support will be provided in a virtual setting using county and Every Student Succeeds Act (ESSA)-rated resources through asynchronous lessons. Intervention and general education teachers will collaborate to provide high quality supplemental instruction to support students needing prerequisite skills in order to master grade-level content. Students may be grouped by intervention needs and not necessarily by grade level.

### GRADING PROCEDURES

During the fourth term of the 2019-2020 school year, a pass/incomplete grading procedure was used to ensure a “hold harmless” approach for students and families. For the 2020-2021 school year, the standard grading policy and administrative regulations will be reinstated. Curriculum supervisors will work in content teams to identify opportunities to incorporate performance and project-based assessments to measure student learning.

### STAFFING ROLES AND RESPONSIBILITIES

With instruction taking place in a virtual environment for the start of the 2020-2021 school year, the roles and responsibilities of all staff members are subject to review and revision to ensure that staff are best positioned to serve the needs of students. The school system will also carefully review any vacancies and potential hires to ensure that careful decisions on the use of the system’s resources are made. Specifics related to staff roles, schedules, workspaces, and responsibilities will be determined and communicated to staff by supervisors and/or school-based administrators. Teachers and other identified instructional staff will work collaboratively with school-based administrators and/or supervisors to confirm work locations based on a number of factors that include but are not limited to the needs of students, appropriate staffing of WCPS buildings, accountability, contact tracing, and the disinfecting, cleaning, and maintaining of facilities.

### MONITORING INSTRUCTIONAL ACCOUNTABILITY

Wicomico County Public Schools is committed to providing high quality instruction for all of our students. As we transition to a virtual environment, Wicomico Schools will provide our teachers and administrators with a set of clear expectations for effective online instruction. We are confident that those expectations will be met through our current observation and evaluation model with appropriate professional development. Teachers can expect administrators to regularly participate in Zoom and Google Classroom sessions when whole and small group instruction is occurring.

### PROFESSIONAL DEVELOPMENT

Professional development (PD) for teachers and administrators was a focus area during the closure and the Continuity of Learning Plan during the spring of 2020. Efforts to ensure that staff of WCPS have the skills and knowledge to provide high quality instruction in a digital environment continued during the summer months and will continue as we begin the 2020-2021 school year. PD has covered a blend of topics to include content-centered information and training in using technology applications and solutions in instructional design.

- Specific emphasis on Google Classroom as the platform used across the district by teachers, students, and families, with staff training through self-guided modules, short synchronous training sessions and/or complete Continuing Professional Development coursework
Resources and applications to enhance instruction either from an interdisciplinary approach or for specific content shared via schools and content supervisors (Appendix D)

Summer PD with Jay McTighe on essential questions and with Catlin Tucker on designing high quality digital instruction

District license to Kyte learning purchased for asynchronous delivery of self-paced and district-created modules on a wide range of PD topics

Training activities for new staff members redesigned for delivery in a digital structure, leading up to first day of school and continuing throughout the school year

Opening activities for all staff conducted on digital platforms, with both district-wide and school-based PD initiatives

Ongoing and job-embedded PD throughout the school year to ensure that teachers and other instructional staff understand and effectively use new and existing digital resources

The Wicomico County Public School System is committed to extending support and training opportunities to our families and communities. Training will be offered for parents and other caregivers who will be supporting students in a digital environment.

ATHLETICS

The WCPS plan for interscholastic athletics and activities is aligned with MPSSAA and MSDE guidance, ensuring the health and safety of students and staff. (Requirement #13)

The Maryland Public Secondary Schools Athletic Association (MPSSAA), in consultation with MSDE, the Maryland Department of Health and the Public School Superintendent Association of Maryland, has announced that high school athletic competitions have been postponed through the first semester. Plans will be developed for fall/winter conditioning as well as spring semester athletics, possibly with modified competition seasons, in accordance with MPSSAA regulations.

CO-CURRICULAR PERFORMING ARTS

Marching Band: The usual fall schedule of Tournament of Bands competitions and football games with halftime field shows (soccer for Mardela Middle and High) has been suspended, and high school marching band directors are planning virtual activities as well as small group/section in-person activities, with recommended health and safety procedures, to build musicianship and create performance opportunities for the entire school year.

Choir and Orchestra: Students will rehearse virtually and in small groups to build musicianship. Teachers will engage students in alternative forms of instruction and performance for the entire school year.

Performance Theatre (VPA): Students and teachers will work together online and possibly in small groups to meet the artistic standards. Groups will explore virtual performances as well as partner with community organizations.
| EXTRACURRICULAR ACTIVITIES | Schools and school staff members, with support from the WCPS Central Office, are developing online opportunities for students to participate in extracurricular activities, afterschool programs, organizations and clubs to enhance the educational experience. |
### Part II: Student & Family Services Recovery Planning

The Division of Student & Family Services continues to provide support and direction in areas including enrollment, student attendance, transportation, school guidance, mental health, Special Education, FIT (Families in Transition) services, and school health services. In addition to the division’s work with schools, the Student & Family Services team continues to work directly with our school families on enrollment and transfer requests, assistance with resources, and matters of health and safety in the school setting. Student & Family Services maintains a wide array of ongoing collaborations with community agencies and partners to support the health, safety and wellness of students.

| **ENROLLMENT** | The enrollment process will continue in all WCPS schools. School office associates and pupil personnel workers (PPWs) are available to assist families with the enrollment process. All enrollment forms and materials are available at [www.wcboe.org](http://www.wcboe.org). Families enrolling students in grades 1 through 12 can download these forms, complete them and then provide the completed forms along with the required documents to the school office via scanned document, email or in person (when possible). Families enrolling students in Prekindergarten and Kindergarten can utilize the online registration forms found at registration.wcboe.org and can upload the required documents on that page. Families are encouraged to contact their school office or the Division of Student & Family Services at 410-677-4538, 410-677-5226 and 410-677-4487 for assistance with any questions. |
| **STUDENT ATTENDANCE** | Procedures have been developed in collaboration with MSDE to monitor and record students’ daily attendance. (Requirement #10) |
| **STUDENT ATTENDANCE** | Daily student attendance is an important part of successful virtual learning, as well as a state requirement. During this time of virtual learning, a student is considered “present” if there is adequate documentation of the following: |
| | • Attendance/participation/engagement in activities and assignments during synchronous instruction |
| | • Engagement with digital tools in asynchronous instruction and learning |
| | • Verbal or virtual meetings with an educator or service provider |
| | • Student present for in-person learning on campus |
| | Administration, school counselors, case managers, support staff, and PPWs will closely monitor student attendance and contact/support families as needed in alignment with our Board policy and administrative procedure. |
### SAFE TRANSPORTATION

Procedures have been developed in collaboration with MSDE, MDH, CDC and the Wicomico County Health Department to ensure proper protocols for safely transporting students.  
(Requirement #9)

<table>
<thead>
<tr>
<th>TRANSPORTATION</th>
<th>Transportation will be available for students living in transportable areas who have been identified as needing small group or individualized in-person learning in the school building. The following procedural safeguards will be in place:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• Disinfecting of bus between bus runs and on a daily basis</td>
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<tr>
<td></td>
<td>• Students and drivers wear masks</td>
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<tr>
<td></td>
<td>• School bus drivers to receive the training and resources needed for disinfection on their buses</td>
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<tr>
<td></td>
<td>• Members from the same household being transported to sit together with everyone else spaced 6 feet apart</td>
</tr>
<tr>
<td></td>
<td>• Serving older and younger siblings on same days, and neighborhood routes for busing, to be considered</td>
</tr>
</tbody>
</table>

| FIT (Families in Transition) STUDENTS | School-based homeless liaisons, PPWs, school social workers, food services, and several community agencies will continue to work collaboratively to provide a host of services and resources to Families in Transition during the 2020-2021 school year.  
We will: |
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<tbody>
<tr>
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<td>• Ensure that families and students are informed of their right to stay enrolled in their school of origin.</td>
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<td></td>
<td>• Establish and maintain ongoing communication with families as the probability of housing loss increases due to economic conditions.</td>
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<tr>
<td></td>
<td>• Engage community agencies and faith-based partners as a resource/support for students and families.</td>
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<tr>
<td></td>
<td>• Provide training for staff regarding trauma, students’ reaction to stress, and other potential mental health issues among families experiencing homelessness.</td>
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<tr>
<td></td>
<td>• Provide opportunities for online supplemental math and reading programs to address achievement disparities.</td>
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<td></td>
<td>• Provide live online tutoring opportunities as an additional resource for FIT students.</td>
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<thead>
<tr>
<th>SOCIAL AND EMOTIONAL LEARNING AND WELLNESS</th>
<th>Mental health recovery planning emphasizes positive messaging, mental health first aid, kindness matters, controlling fear and anxiety, and the grieving process. WCPS is working with the Health Department and Local Management Board to maximize and reinforce the community resources available.</th>
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<tbody>
<tr>
<td></td>
<td><strong>Activities to Support Social and Emotional Well-being of Students:</strong></td>
</tr>
<tr>
<td></td>
<td>• Mental health staff at school-based and community food sites to provide copies of resources and information</td>
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</tbody>
</table>
**Surveying students both formally and informally to determine what services they may need**

- Elementary counselors virtually teaching the Second Step social-emotional curriculum for Prek to 5th Grade (topics include recognizing emotions, how to be a good friend, bullying prevention, and child protection/safe touch)
- Secondary counselors virtually teaching Naviance lessons including self-awareness, determining strengths, career and college counseling
- Counselors working with teachers to support instruction in virtual classes
- Counseling page on each school's website with activities and resources for students, families, and staff including a referral form for students, parents, and staff to request individualized counseling or assistance
- Staff check-ins with students and families
- Virtual "Lunch Bunches" for students with social worker, school counselor, or student advisor
- Morning circles with students around mindfulness and other social and emotional topics
- Online panel discussions provided by school mental health staff for families
- Social workers and school counselors available for staff before the school day starts and at the end of the day
- Opportunities for one-to-one/face-to-face counseling for students
- Partnerships with community-based agencies and faith-based partners to assist with addressing the social and emotional needs of students
- Information and resources shared on the Wicomico County Public Schools Mental Health Awareness Facebook page
- Mental Health Care Kits (stress balls, sensory materials, pipe cleaners, etc.) to be utilized by students in conjunction with tele-health services
- Utilizing different modalities to assist students express how they are feeling (ex. art journals, music therapy, brain breaks/dance, weekly music therapy sessions for Prek students)
- Listing of Behavioral Health Resources included in Recovery Plan (Appendix F).

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**HEALTHCARE PROTOCOLS**

Procedures have been developed in collaboration with MSDE, MDH, CDC and the Wicomico County Health Department to ensure proper healthcare protocols for screening and response to positive COVID-19 Cases (Requirement #7)

**SCHOOL HEALTH SUITES**

- The WCPS Health Services Supervisor is collaborating with Wicomico County Health Department to implement practices in response to COVID-19, following CDC, MDH and MSDE Guidelines. Prior to the first day of school all school nurses will receive necessary training on health and safety protocols related to COVID-19.
- School nurses will be working on site in school buildings to respond to questions and address health concerns.
- In collaboration with the Health Department, we have developed a flowchart to guide staff on sending students to the health room.
- Each school will have two separate identified areas for those with and without COVID-19-related concerns - one isolation area for students presenting with COVID-19-like illness and one area for well visits.
**Nurses will clean/disinfect frequently touched areas of the health room as needed throughout the day.**

**Guidance from the Wicomico County Health Department and the MSDE Decision Aid: Exclusion and Return for Laboratory Confirmed COVID-19 Cases and Persons with COVID-19-like Illness in Schools, Child Care Programs, and Youth Camps** will be used to determine when staff or students will not be permitted to enter WCPS buildings (see graphic below).

- Parents/guardians will utilize a self-screening tool daily that aligns with the MSDE Decision Aid when determining whether it is okay for their child to come to school or not.
- Staff will utilize a self-screening tool daily to determine if it is okay to report to work.

**Students with COVID-19-like illness will be immediately taken to the designated isolation area in the school.**

- School nurses will utilize appropriate personal protective equipment (PPE).
- Parents/guardians will be notified to pick up their student within one hour.
- Parents/guardians, staff and the local health department will be notified of a positive case within the school.
- Additional notifications will be made by the school and/or local health department to close contacts of the positive individual.

With instruction taking place in a virtual environment for the start of the 2020-2021 school year, the roles and responsibilities of all staff members are subject to review and revision to ensure that staff are best positioned to serve the needs of students. The school system will also carefully review any vacancies and potential hires to ensure that careful decisions on the use of the system’s resources are made. Specifics related to staff roles, schedules, workspaces, and responsibilities will be determined and communicated to staff by supervisors and/or school-based administrators. Staff will work collaboratively with school-based administrators and/or supervisors to confirm work locations based on a number of factors that include but are not limited to the needs of students, appropriate staffing of WCPS buildings, accountability, contact tracing, and the disinfecting, cleaning, and maintaining of facilities.
CDC case definition of a probable COVID-19 case.

For the purposes of this decision aid, COVID-19-like illness is defined as: New onset cough or shortness of breath OR At least 2 of the following: fever of 100.4° or higher, chills, shivering, muscle pain, sore throat, headache, loss of sense of taste or smell, and gastrointestinal symptoms (nausea, vomiting or diarrhea). NOTE: This definition was adapted from the clinical criteria in the Community Diseases Summary.

Person (child, care provider, educator, other staff) with ONE NEW symptom not meeting the definition of COVID-19-like illness.

Exclude person and allow return when symptoms have improved and criteria in the Communicable Diseases Summary have been met as applicable. If person develops symptoms of COVID-19-like illness, follow processes below for person with COVID-like illness.

An asymptomatic person (child, care provider, educator, other staff) tests positive for COVID-19.

The ill person should stay home at least 10 days since symptoms first appeared AND until no fever for at least 24 hours without medication AND improvement of other symptoms.

The asymptomatic person must stay home for 10 days from positive test.

Person has positive test for COVID-19.

Person does not receive a laboratory test or another specific alternative diagnosis by their health care provider.

The ill person should stay home at least 10 days since symptoms first appeared AND until no fever for at least 24 hours without medication AND improvement of other symptoms.

The asymptomatic person must stay home for 10 days from positive test.

Person has negative test for COVID-19.

Health care provider documents that the person has a specific alternative diagnosis (e.g. influenza, strep throat, otitis) or health care provider documents that symptoms are related to a pre-existing condition.

The person should stay home until symptoms have improved and criteria in the Communicable Diseases Summary have been met as applicable.

Person should consider being tested/retested for COVID-19 if symptoms do not improve.

Close contacts should stay home for 14 days from the date of last exposure even if they have no symptoms or they have a negative COVID-19 test done during quarantine.

Close contacts DO NOT need to remain at home as long as they remain asymptomatic.

CDC guidelines

Communicable Diseases Summary

July 20, 2020
**Part III: Business and Operations Recovery Planning**

The Division of Business and Operations provides support and direction to all facets of the Wicomico County Public School System in the areas of finance, human resources, employee relations, food and nutrition services, planning and construction, facilities, maintenance, operations, and energy. This division works closely with school staff to ensure that necessary resources are in place to meet the needs of all students for academic, social, and emotional growth. In addition, Business and Operations works to maintain clean and efficient facilities that are safe and healthy environments where teaching and learning can effectively occur. Collaboration with administrators, staff, and the community is an essential part of informing the daily practices of this division.

### A SAFE ENVIRONMENT

Procedures have been established to ensure a safe environment for students and staff that aligns with protocols established by MSDE, MDH, CDC, and the Wicomico County Health Department. (Requirement #8)

| **PERSONAL PROTECTIVE EQUIPMENT (PPE) AND PHYSICAL DISTANCING PROCEDURES** | • Screening questions for anyone entering WCPS facilities  
• Signage to support recommended health and safety practices  
• Plexiglass for front office counters  
• Masks for staff in buildings when traveling outside of their classroom or in the presence of others  
• Masks for students and staff when working together or traveling throughout in buildings  
• Frequent hand washing for staff and students in buildings  
• 6 feet of physical distancing for staff, students, and visitors (by appointment only) in all settings including classrooms and school buses  
• Hand sanitizer available in all classrooms and stations around building  
• Minimize mixing between any small groups in buildings whenever possible. Examples include designating building entrances by grade level, designating traffic patterns through the school, and ensuring student and staff groupings are as static as possible.  
• Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times with “one-way routes” in traffic areas.  
• No use of lockers |
| --- | --- |
| **FOOD SERVICE** | • Meal distribution will occur outside at all schools and at other various locations around the county  
• Meals to be bundled to cover multiple days and meal periods  
• Plans will be further developed as additional guidelines from USDA and MSDE are released |
## FACILITIES CLEANING

Through continually collaborating with our local health officials and medical personnel, WCPS is ensuring all cleaning practices are aligned with [CDC guidelines](https://www.cdc.gov).

The following is planned to address general operations, safety and cleaning routines:

- Cleaning of frequently touched areas throughout the day
- Cleaning of restrooms throughout the day
- Nightly disinfecting of all areas in operation
- Increasing fresh air circulation
- Cleaning of classroom desks and frequently touched areas between classes

## BUILDING USAGE DURING VIRTUAL LEARNING

- Staff and approved students for small group instruction
- Visitors by appointment only with visitor procedures posted on front doors
- Screening questions for everyone prior to entering a building

## STAFFING ROLES AND RESPONSIBILITIES

With instruction taking place in a virtual environment for the start of the 2020-2021 school year, the roles and responsibilities of all staff members are subject to review and revision to ensure that staff are best positioned to serve the needs of students. The school system will also carefully review any vacancies and potential hires to ensure that careful decisions on the use of the system’s resources are made. Specifics related to staff roles, schedules, workspaces, and responsibilities will be determined and communicated to staff by supervisors and/or school-based administrators. Staff will work collaboratively with school-based administrators and/or supervisors to confirm work locations based on a number of factors that include but are not limited to the needs of students, appropriate staffing of WCPS buildings, accountability, contact tracing, and the disinfecting, cleaning, and maintaining of facilities.
## Part IV: Communications

### COMMUNICATIONS

Communication strategies continue with all stakeholders concerning our detailed plans so that our school community and the entire community know about the Recovery Plan and understand that students’ safety and success are our first priorities. *(Requirement #11)*

<table>
<thead>
<tr>
<th>COMMUNICATING RECOVERY PLAN, AND FAMILY &amp; COMMUNITY OUTREACH</th>
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<tbody>
<tr>
<td>Multiple means of communication with families, employees, and community stakeholders have been used throughout the closure of school buildings on March 13, 2020 and will continue to be utilized during the 2020-2021 school year. These communication means include, but are not limited to:</td>
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</tbody>
</table>

- Automated voice and email messaging to families and employees from the Superintendent and Principals
- Digital newsletters from schools
- Social media posts on various platforms, by district and schools
- News releases, photos and videos
- Television, radio, print and digital media news coverage
- Programs and videos on Public Access Channel 14 (PAC 14)
- School and Central Office support through email and phone
- Dedicated page on District website (wcboe.org) for COVID-19 news, resources and links
- Translated messages and resources in Spanish and Haitian Creole for families whose first language is not English.
- Outreach to and collaboration with community including but not limited to faith-based partners, businesses, local and state government officials and agencies, higher education, health experts, and civic, businesses and advocacy organizations such as WNAACP, United Way of the Lower Eastern Shore, Community Foundation, Greater Salisbury Committee, Salisbury Area Chamber of Commerce and the Wicomico County Education Foundation.
Part V: Path to Recovery

While we will start the year in a virtual learning environment, we will continue to monitor the ongoing health situation and return to in-person instruction, most likely using a hybrid model, as soon as conditions allow. As stated in the Executive Summary, the decision regarding that transition will take into account the prevalence of the pandemic; preferences and experiences of students, staff and parents/guardians during the initial weeks of school; and guidance from the Centers for Disease Control and Prevention (CDC), Maryland Department of Health, and Wicomico County Health Department.

On the New School Year Registration, the vast majority of parents preferring the hybrid model chose the schedule of having their student in school two days every week. We have been and will continue to develop this model in the hopes of returning to our buildings.

In a hybrid model we recognize there may still be parents who wish to not have their students return to school and therefore we will still plan to provide a full distance learning option. This virtual model would be delivered through WCPS teachers and curriculum. We will continue to collaborate with the Eastern Shore of Maryland Educational Consortium for ongoing planning of a comprehensive regional virtual instructional program.
## Appendix A: Recovery Planning Work Groups

### Recovery Planning Work Groups

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Division of Academics &amp; Instruction</th>
<th>Position</th>
<th>Name</th>
<th>Division of Business &amp; Operations</th>
<th>Position</th>
<th>Name</th>
<th>Division of Student &amp; Family Svs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Superintendent</td>
<td>Dr. Frederick L. Briggs</td>
<td>Assistant Superintendent</td>
<td>Micah Stauffer</td>
<td>Assistant Superintendent</td>
<td>Kim Miles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>Ruth Malone</td>
<td>Director</td>
<td>Bob Souza</td>
<td>Director</td>
<td>Kelley Morris-Springston</td>
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</tr>
<tr>
<td>Director</td>
<td>Dr. Susan Jones</td>
<td>Director</td>
<td>Eric Goslee</td>
<td>Director</td>
<td>Bonnie Walston</td>
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<tr>
<td>Director</td>
<td>Don Brady</td>
<td>Director</td>
<td>Vince Pavic</td>
<td>Director</td>
<td>Desmond Hughes</td>
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<tr>
<td>Director</td>
<td>Bob Langan</td>
<td>Director</td>
<td>Leisl Ashby</td>
<td>Health Services</td>
<td>Kathy Frisch</td>
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<tr>
<td>Communications</td>
<td>Paul Butler</td>
<td>Communications</td>
<td>Jesse Reid</td>
<td>Communications</td>
<td>Tracy Sahler</td>
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<tr>
<td>Communications</td>
<td>Tracy Sahler</td>
<td>Wicomic County Health Dept.</td>
<td>Lori Brewer</td>
<td>Mental Health</td>
<td>Meredith Miller</td>
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<tr>
<td>Transportation</td>
<td>Rick Smoak</td>
<td>Wicomic County Emergency Mgmt.</td>
<td>Dave Shipley</td>
<td>SPED – Compliance/Legal</td>
<td>Lynne Smoak</td>
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<tr>
<td>SU representative</td>
<td>Dr. Laurie Henry</td>
<td>Risk Management</td>
<td>Carl Vincent</td>
<td>PPW</td>
<td>Jackie Deal</td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>Aaron Deal</td>
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Appendix B: Educational Equity Policy

Wicomico County Board of Education

Educational Equity Policy

WCBOE is committed to equity in the areas established by the Maryland State Department of Education (MSDE) which are; Academic Achievement and Growth, Leadership and Human Capital, School Climate and Culture, and Educator and Staff Capacity. To that end, it is the policy of the Wicomico County Board of Education to ensure each student the opportunity for success in our school system regardless of a student’s ability (cognitive, social/emotional and physical), gender, ethnicity, family structure, gender identity and expression, language, race, religion, national origin, sexual orientation, and socio-economics.

This policy establishes that each school will provide every student equitable access, resources, and support for the educational rigor that is designed to maximize the student’s academic success and social/emotional well-being.

The Wicomico County Board of Education hereby directs the Superintendent of Schools to create procedures to implement this policy in compliance with COMAR 13A.01.06.01-05.
Appendix C: WCPS Guidelines for Videoconferencing

WCPS Guidelines for Videoconferencing 2020 - 2021

Please use these guidelines for general information about online learning environments and staff videoconferencing. Though the guide is provided for WCPS instructional staff, these are suggestions and recommended methods for all staff when using video collaboration tools.

During the COVID-19 health crisis, Wicomico County Public Schools is dedicated to providing engaging and effective distance learning opportunities for our students.

As part of distance learning, WCPS will offer educational opportunities via videoconferencing.

Videoconferencing encompasses the ability to capture video and sound within range of our staff and students’ computer cameras and/or microphones. Prior to engaging in virtual learning, WCPS wishes to clarify expectations around appropriate use of videoconferencing for educational purposes as follows:

For Instructional Staff

- There is an expectation that teachers will videoconference with students throughout the semester (during virtual learning).
- In keeping with the WCPS Social Media Procedure, a faculty member cannot engage in a 1-to-1 videoconference call with a student. One additional adult must be on the videoconference with the host teacher and student during the entirety of the video. Please utilize one of the following scenarios:
  o Request a parent be present for the entire video collaboration session.
  o Invite another staff member to participate in the session with you.
  o Include multiple students in the session.
- Following FERPA (Family Educational Rights and Privacy Act) guidelines, the recording of live audio/video classroom teacher-student interactions (including screenshots) is prohibited in order to protect student privacy, limit opportunities for cyberbullying, avoid the inadvertent distribution of copyrighted materials, and comply with Maryland law. (Please note that in Maryland, it is illegal to record another person through any medium without his/her knowledge.)
- Faculty should not publish meeting URLs on public websites or social media sites. Share them directly with students and parents. Meeting URLs should be updated periodically.
- Faculty are required to utilize a waiting room feature of the application. Only students with the recognized first name and last initial as a username will be permitted entry to the session.
- The use of breakout rooms for student discussions requires constant monitoring by staff.
- Here are tips and suggestions for instructional staff to help make a videoconference session with students successful:
  o The teacher is the host of the session and needs to maintain control of the meeting throughout. The host controls everything and is the session leader.
  o Mute all participants who are not speaking and encourage only one person to speak at a time.
  o Establish norms and expectations for the chat feature, monitoring it closely for inappropriate posts.
  o Private chat must be disabled for student use.
  o Rename participants if needed and don’t allow them to rename themselves.
  o Don’t allow participants to screen share unless appropriate for instructional purposes.
  o End the meeting properly - always utilize “End Meeting for All.”
For Parents & Students

- All students should log-in using their first name and last initial. WCPS understands parents of younger students will be logging in for their children.
- The recording of live audio-video interactions, including screenshots, is prohibited. Please note that in Maryland, it is illegal to record another person through any medium without his/her knowledge.
- Students are expected to actively participate in a manner consistent with the WCPS Code of Conduct. Students are expected to use an appropriate virtual background during videoconferences (students may also be permitted to turn their video off after attendance has been taken).
- Students, and where appropriate parents/guardians, agree to engage in virtual educational experiences with background noises and distractions minimized to the extent practical.
- Students and parents/guardians agree not to share any URL, link or password provided for accessing on-line virtual meetings or other on-line platforms. Links and passwords should be kept confidential.
- Parents/guardians and other household members who normally are not privy to day-to-day classroom and group service discussions agree to respect and keep confidential any personal or private information (e.g. disability status) inadvertently discovered about other students during videoconferencing.
- All expectations in the Student Handbook are also to be observed during remote learning when applicable.
  - In accordance with our dress code, students have the responsibility to choose attire conducive to the educational process.
  - Pajamas and visible undergarments are not appropriate attire for school or videoconferencing.
  - CAP school students will not be required to wear designated CAP attire during virtual learning.
- As a reminder, the WCPS Acceptable Use of Technology Policy applies during all aspects of virtual learning.
- For all additional questions, concerns, or inquiries, please contact your student’s principal.
Appendix D: Digital Tools

A multitude of digital resources are being used to support and enrich instruction to ensure students are actively engaged in instructionally sound and rigorous content. The school system will use Google Classroom and Zoom as the primary platforms for interacting with students and families. These are other resources for digital learning include, but are not limited to:

- Google Classroom
- Zoom
- Clever (All grades)
  Clever is our student portal for apps and links. In most cases, it will log students into sites, eliminating the need to remember additional usernames and passwords.
- Google Translate (All grades)
  View translations easily as you browse the web.
  Highlight or right-click on a section of text and click on Translate icon next to it to translate it to your language. Or, to translate the entire page you're visiting, click the translate icon on the browser toolbar.
- Playposit (All grades)
  Playposit is an interactive web-based video platform that allows educators to provide formative assessment both inside and outside the classroom. Teachers are able to embed quiz-type questions into videos on Youtube, Vimeo, Khan Academy and other popular video platforms. Data can then be analyzed on an individual or group level, providing powerful insight into educational trends in the classroom.
- ReadyRosie (Prek 3)
  ReadyRosie uses video modeling and mobile technology to build partnerships between families and educators to promote school readiness.
- Flipgrid (3 - 12)
  Flipgrid is simple. Educators spark discussions by posting Topics to a classroom, school, professional learning community, or public Grid. Students record, view, and respond to each other through short videos. Flipgrid is video the way students use video ... social, engaging, and fun!
- Google Earth (6 - 12)
  Explore the whole world from above with satellite imagery and 3D terrain of the entire globe and 3D buildings in hundreds of cities around the world.
- Read&Write for Google Chrome (All grades)
  Read&Write offers a range of powerful support tools to help you gain confidence with reading, writing, studying and research, including:
  - Text-to-speech to hear words, passages, or whole documents read aloud with easy-to-follow dual color highlighting
  - With speech-to-text, dictate words to assist with writing, proofreading & studying
  - Create and listen to voice notes directly inside of Google Docs
  - Simplify and summarize text on web pages to remove ads and other copy that can be distracting
• **Share to Classroom** (All grades)
  Get your class on the same (web)page, instantly.
  Google Classroom Teachers: Save time and create a more interactive class with the Share to Classroom extension. The extension allows you to push webpages to any of your Classroom classes, so they open instantly on your students’ computers. With this extension, you can get your students on the right page, quickly and reliably every time. You can also post announcements, create assignments, or save webpages to post to Classroom later.
  Students: The Share to Classroom extension gets you to webpages your teacher shares, without you having to type out the whole URL. You can also push web pages directly to your teacher.

• **ScreenCastify** (Teachers Only)
  🎥 Record
  • Desktop, browser tab or webcam capture
  • Narrate with your microphone’s audio
  ✄ Edit
  • Trim the start and end of your videos
  ☝️ Share
  • Share to Google Classroom
  • Publish directly to your YouTube channel

• **Fluency Tutor for Google** (All students)
  Great for time-stretched teachers, Fluency Tutor for Google makes reading aloud more fun and satisfying for students who need extra support. It’s a big help for struggling and reluctant readers, as well as students learning English as a second language.
  Easy to use with a sleek new look, Fluency Tutor for Google lets students record themselves reading and share with the teacher - away from the pressures of reading aloud in the classroom environment.

• **Nearpod** (All students)
  Access your Nearpod Library and assign Live and Student-Paced lessons directly to Google Classroom. Nearpod’s Google Chrome extension for Google Classroom allows teachers to create Nearpod Assignments within Classroom. Teachers will have the ability to access their Nearpod Library and assign Live and Student-Paced lessons directly to Google Classroom. This extension is free, easy-to-use, and available to users of any subscription type.

• **InsertLearning** (4-12)
  • Insert instructional content on any web page.
  • Scaffold text with questions and media to increase understanding of text
  • Integrates with YouTube FlipGrid, Edpuzzle, Newsela, National Geographic, and other primary sources
  • Students can annotate any web page and share what they think is important.

**ELEMENTARY READING**

**RAZ Kids** – digital leveled books platform
**Brainhive** – digital platform for on level books
**iReady Instruction** – supplemental reading lessons adapted to meet the student’s needs as they progress through standards

**SECONDARY READING**

**MY ACCESS!** - MY Access! is an award-winning, online writing instruction and assessment program, and teaching tool that improves student writing proficiency and motivates students to write more frequently by providing
immediate scores and continual, adaptive, prescriptive feedback and edit suggestions. MY Access!® scores and feedback are provided by IntelliMetric, Vantage Learning's automated essay-scoring technology, and its patented MY Editor® and MY Tutor® technologies. Teachers can access student writing portfolios online to monitor progress, provide additional differentiated feedback, and tailor instruction to address the specific needs of their students.

**BRAIN HIVE** - Online bookroom. Brain Hive has over 20K titles from our 20+ preferred publishers. In addition, we can get almost any title that you need, all on one invoice. Choose between our pre-selected collections or let us build you a truly **custom solution based on your criteria** (Budget, Levels, Genres, Topics, F/NF, etc..) We include labels, bins and custom packaging and **free shipping on all our orders.** The platform goes well beyond just reading ebooks and markups on those books. Every title comes with free **"Interactive Graphic Organizers" (GOs).** Certain titles come with free **“Interactive Black Line Masters (BLMs)”**. The GOs and BLMs can be used in used in **“Side by Side” mode,** providing a scaffolded way for students to fill out the GOs and BLMs next to the text they are reading, just as they would with print.

**ELEMENTARY MATHEMATICS**

**ST Math** - It's a PreK-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems. ST Math’s unique, patented approach provides students with equitable access to learning through challenging puzzles, non-routine problem solving, and informative feedback. With ST Math, students build deep conceptual understanding, and schools see proven, repeatable results.

**Flipgrid** - Flipgrid is a free website that allows teachers to create grids. Each grid can contain an infinite number of conversation starters or discussion questions that students reply to through video responses. Flipgrid provides a tool for teachers to give all students a voice using a format that is familiar to them from their favorite social media apps. Only users who have the password can access a grid. Flipgrid provides a safe location to spark students’ creativity and foster discussion in a way that engages all students.

**Playposit** - Playposit is a free*, web-based platform that allows users to turn videos into personalized interactive experiences by layering questions, skipping segments and more! Teachers have the ability to create an unlimited number of interactive videos and monitor an unlimited number of students.

**DreamBox** - Adaptive, online, PreK-5 math program designed to complement classroom instruction and proven to positively impact student outcomes. Combining a motivating, game-like environment with a rigorous and MD standards-aligned curriculum, it responds to learners’ actions and decisions by continuously adapting to support student competency with math concepts, and promoting strategies for fluency and application – all while empowering educators with real-time data and academic insights to inform instruction and just-in-time, content-specific professional development.

**SECONDARY MATH**

**Program-Specific Resources:**
- Illustrative Mathematics Platform from McGraw Hill (grades 6-8); digital platform containing online curriculum resources (lessons, activities, assessments)
- Discovery Math Techbook (grades 9-12); digital platform containing online curriculum resources (lessons, activities, assessments)
- Khan Academy (grades 6-12); digital resource containing videos/practice exercises assigned by the math teacher; Khan Academy will also be used for intervention/tutoring
- ALEKS (grades 6-12); adaptive digital intervention tool; topics are explored based on what students are ready to learn; resource will be used to support current instruction as well as for tutoring/remediation
- Math 180 (grades 6-8); digital intervention program for students 1-2 grade levels below in math

**Digital Math Tools:**
- Gizmos (grades 6-9); digital math simulations used as part of online instruction/practice
- Desmos (grades 6-12); online math tools/activities used as part of online instruction/practice
- GeoGebra (grades 6-12); online math tools/activities used as part of online instruction/practice
**General Digital Tools (grades 6-12)**

- Screencastify—screen recorder for teacher-made videos of instruction
- EdPuzzle—interactive lesson maker
- Kahoot—assessment/practice game
- Quizz-- assessment/practice game
- Playposit—interactive lesson maker
- Flipgrid—platform for digital discussion
- Mentimeter-- platform for digital discussion

**SCIENCE**

3-12 – **Gizmos** – Interactive science simulations aligned to the NGSS. Allow students to conduct investigations and gather/interpret data from real-world scenarios. Paid Subscription

K-5 – **Generation Genius** – A science teaching resource that brings school science standards to life through fun and educational videos paired with lesson plans, activities, quizzes, reading material, discussion questions and more. Covers 100% of K-5 NGSS. Paid Subscription

6-8 – **Discovery Education** – Online science resource, includes videos, simulations, lessons, reading passages and more.

**FINE ARTS**

Quaver Music: PreK-5 digital resource for General Music that features customizable lessons that are standards based. Assessments can be used for learning gaps, building instructional plans, and summative needs.

Google Arts and Culture: Online platform featuring content from museums and archives. Activities and content can be accessed on a variety of devices including smart phones. Intermediate-high school.

Art of Education University-Pro Learning: Resources and tutorials for K-12 art teachers.

Smart Music: Music practice and progress-tracking program for performance classes from grades 4-12

Finale: Music notation software for middle school and high school general and performance classes.

Sight Reading Factory: Cloud-based service for music teachers to generate music reading examples. Grades 4-12

**WORLD LANGUAGE**

**EMC Passport** (Carnegie Learning) - Using the online textbook and supplemental digital materials, students and teachers can engage with the target language through a variety of resources, including authentic informational texts, videos, and processing activities. These appropriately leveled learning opportunities engage students in all domains of learning.

**ENGLISH LANGUAGE LEARNERS**

**Imagine Learning Language and Literacy** - Using informational and literary text selections customized to individual student proficiencies, Imagine Learning gives “students equity of access regardless of their zone of proximal development.” Timely data tracks individual student progress and performance, allowing teachers to address individual learning needs.
**Reading A-Z** - Offers an extensive collection of leveled reading resources, allowing teachers to provide developmentally appropriate content-related material to all students. Additionally, corresponding resources enhance instruction and strengthen students' reading skills, such as guided lesson plans, worksheets, assessments, and much more.
Appendix E: Additional Professional Development

PROFESSIONAL DEVELOPMENT FOR SPECIAL EDUCATION STAFF

Special education teachers, related service providers, instructional assistants where appropriate On-Line, self-paced Professional Development modules on selected, pertinent instructional topics will be delivered through the Kyte Learning program to all staff. Once completed, small group virtual discussions with supervisors of special education will occur for extension and clarification activities. The modules will include, but are not limited to, the following:

- IEP changes for 2020 – 2021 focusing on Secondary Transition updates and general review of the document
- IEP development reminders with focus on development of age and grade appropriate content standard goals that are measurable and attainable (comprehensive MSDE audit results review)
- Lucy Calkins writing tool rubrics training for improved achievement for students in written literacy
- Training in the new Brigance assessment, the Comprehensive Inventory of Basic Skills (CIBS), an informal screening tool designed for students in Kindergarten through ninth grade, covering a variety of school based curriculum topics through a series of 12 assessments, focusing on reading and mathematics skills, in order to identify and address specific areas of need and allow more comprehensive and specific development of individualized students' present levels of academic achievement and functional performance
- Training in the administration, scoring and analyses of data for the new Jerry L. Johns, Basic Reading Inventory, 11th edition assessment
- Training and updates in the effective use of Goalbook for IEP goals development, scaffolded lesson planning, pre- and post- assessments, progress monitoring, etc.
  Goalbook Toolkit is an online source for Common Core State Standards-based (CCSS) learning goals and teaching interventions. The site includes hundreds of ready-to-use resources, as well as exemplars, to help teachers implement best practices in the classroom for ALL learners, and a special focus on working with specialized populations to embrace effective interventional instructional best practices which ensure student success.
- Updates on the Kindergarten Readiness Assessment (KRA) results for our district in order to address deficit areas and determine effective interventional best practices of eclectic instruction to meet the youngest learners' needs
- Effective strategies and templates for the collection of behavior data electronically during virtual instruction in order to monitor behavioral intervention progress for students with behavior intervention plans (BIPs)

Virtual Professional Development staff mini-sessions (45 minutes) with schools (assigned in small groups by feeder patterns thereby allowing for an interactive exchange of presentation, Q & A via Zoom) covering the following topics:

- Effective instructional strategies for Co-teaching virtually
- Understanding the basics of Blended Instruction as it combines classroom learning with online learning in which students can, in part, control the time, pace and place of their learning in order to maximize individualized learning and achievement of goals
- Requirements for IEP team meetings – when, why, how? Amendment processes and effective implementation (No pandemic excuse; must implement IEPs)
- Testing teams in schools (coaches) and in our district
- Requirements of the district regarding student attendance, participation and grading procedures along with extra-curricular opportunities
- Expectations of special education teachers, special education instructional assistants, health related service providers during virtual learning
- What gen ed is doing (block scheduling, course offerings, etc.) and ideas for co-planning and appropriate instructional strategies for the delivery of instruction to meet all students’ needs within the virtual general education environment
- Student coaching during asynchronous and synchronous instructional times
- Behavior Toolkit implementation during virtual instruction
- Other topics shared by staff and administrator requests

Student and Staff Mental Health and Well-Being:

Trainings and activities are being developed by an eclectic team of mental health professionals, including school psychologists, school social workers, school counselors, Local Behavior Health Authority representatives, to address the following areas for students, their families and our staff:

- Anxiety symptoms and effective coping strategies
- Effective stress management techniques
- Inspiring and sustaining student motivation
- Debunking COVID-19 myths
- Identifying the attributes of resilience and acquiring same
- Trauma-sensitive training
- Coping with grief and loss
- Understanding stressors associated with social justice, the pandemic and equity for all
- Anticipating and managing transitions
- Strategies for relationship building virtually

These topics will be covered by video presentation, recorded trainings posted on social media sites, checklists on the district and school websites, use of public television broadcasts and a variety of methods in order to meet the diverse technology and lack of technology needs of our community. Additionally, resource listings of potential shelter, food, mental health and medical providers, local community agencies and private providers are available at all schools, on their websites and Facebook pages along with the district website, Twitter and Facebook.

Student Digital Platforms proposed for use: (outside of the general education platforms such as Google Classroom, Zoom, Microsoft Teams, etc.)

- Vizzle, by Monarch Teaching Technologies, is a visual learning platform for students with special needs that helps teachers monitor progress on IEP goals and allows individualized scaffolded instruction on content standards for students with disabilities
- Imagine Learning - provides an adaptive digital curriculum and assessments for grade PreK-8. Allows for rigorous, differentiated instruction that research supports accelerates reading proficiency. The intervention program is designed to supplement core instruction through personalized learning. The program delivers differentiated instruction through a platform that engages students.
- Unique Learning System (n2Y) is an online, interactive, standards-based curriculum specifically designed for students with disabilities. Teachers download and interact with monthly, instructional, thematic units of study for addressing content and specially designed instructional goals for these students.
- Doxy.me and other HIPPA compliant virtual platforms for the provision of related service therapies i.e. speech language, occupational therapy, physical therapy, counseling services, etc.
- Reading intervention programs to address specific phonics, comprehension, fluency reading needs of students with disabilities i.e. **Wilson Reading, Fundations, Read Naturally, Reading A – Z, etc.**

**FINE ARTS**

**Elementary and Secondary Art**
- Teachers will develop project-based experiential lesson plans for each of their classes. Lessons will be stored in eDoctrina and can be shared with other teachers in a Master Google Classroom.
- Art of Education University’s Pro-Learning professional development product has been purchased and 18 teachers will be trained in using the product during August PD sessions.
- Teachers have been provided with Material of Instruction (MOI) funds and will have the flexibility of providing in-person and virtual resources.
- The Arts and Culture App is suggested for student engagement.

**Secondary Art**
- Photography and Graphic Design teachers will use the digital files from “Illustrator” and “Photoshop” for instruction.
- Students will be given projects that can be done using smart phones.

**Elementary Music**
- Teachers have been trained in using the digital resource Quaver for in-class and virtual lesson.
- Elementary instrumental teachers will use video lessons for beginner instruction.

**Secondary Music**
- Teachers will instruct in small groups for performance classes. Concerts may look like recitals.
- Programs and applications such as Smart Music, Finale, and Sightsinging Factory have been purchased for student and teacher use.

All teachers are encouraged to review and use resources that are found on the MSDE Fine Arts website.
Appendix F: Behavioral Health Resources

- Maryland 211: Call 211, press 1—provides various community resources
- Life Crisis Hotline: 410-749-4357—Available 24/7
- Maryland Crisis Hotline: 1-800-422-0009
- National Suicide Prevention Lifeline: 1-800-273-8255
- Crisis Text Line: Text “HOME” to 741741
- Eastern Shore Mobile Crisis: 1-888-407-8018
- Wicomico County DSS Community Support Line: 443-267-4049
- Substance Abuse and Mental Health Services Administration: 1-800-985-5990
- Wicomico Local Behavioral Health Authority (will assist with finding a behavioral health provider): 410-543-6981
- Substance Use Services: Contact Wicomico County COAT Program: 443-783-6875
- Disaster Distress Helpline: 1-800-985-5990 or text “TalkWithUs” to 66746
- COVID-19 Information and Triage Line: 410-912-6889