Frederick County Public Schools’ DRAFT Plan for Reopening and Advancing Forward
Report to the Board of Education of Frederick County
July 8, 2020

Stakeholder Work Groups – Reopening and Advancing Forward

Employee Relations and Communications
Donna Clabaugh and Tiana Haile, Chairpersons - (Jamie Cannon, Cabinet Member)

Instructional
Dan Lippy, Chairperson - (Kevin Cuppett, Cabinet Member)

Logistics
Bob Wilkinson, Chairperson - (Paul Lebo- Cabinet Member)

Special Services and Student Supports
Linda Chambers and Dana Falls, Chairpersons - (Keith Harris, Cabinet Member)

Charge of Workgroups
Parent Advisory Group

- Representation from established BOE committees, department committees and PTA Council
- Ensured multiple perspectives responding to ongoing plans from work groups
- Provided suggestions for work groups to consider

Guiding Decision-Making Principles

- Prioritize the safety and health of students, employees and families.
- Make all decisions through an equity lens.
- Provide high-quality instruction and maximize face-to-face interaction to the greatest extent possible.
- Support the social-emotional well-being of students and staff.
Guiding Decision-Making Principles (continued)

- Communicate concisely, accurately, and frequently.
- Engage stakeholders in the decision-making process as appropriate.
- Deploy resources strategically while adapting to ever-changing conditions and requirements.
- Return to full operational status as quickly as possible when safe health conditions exist.

Key Systemic Dates

Present Draft Plan to the Board of Education: July 8

Solicit staff and community feedback on the Draft Plan: July 9-24

Town Hall Discussion of the Draft Plan: July 15

Present Updated Plan to the Board of Education: August 5
State and Federal Guidance
Maryland State Department of Education
and
The Center for Disease Control

- MSDE Recovery Plan- Updated June, 2020
- The Center for Disease Control- Considerations for Schools

Selection of Stage

- Guided by:
  ✓ Governor
  ✓ State Superintendent of Schools
  ✓ State Health Department
  ✓ Local variations by County Executive/County Health Department
Key Reopening Focus Areas for All Three Stages:

- Assessing academic progress as well as potential learning loss.
- Focusing on the social-emotional wellbeing of students.
- Instituting safety and health measures to prevent the spread of COVID-19.
- Intensifying services and supports to address potential learning loss.
- Reestablishing relationships and routines.
Red Stage

If the conditions associated with the response to COVID-19 change and schools do not reopen in the fall, Virtual Learning will be in effect for all students.

FCPS will institute improvements in order to enhance its Virtual Learning instructional model.

**Parents may opt for a fully virtual option for any stage.**

Virtual Learning Improvements:

- Consolidate course and class management into Schoology, which will serve as a single platform for students, families and staff.
- Continue to invest in connectivity to ensure equitable access.
- Provide staff with Schoology blueprint resources to allow for more consistent course configurations and deployment of digital assignments and activities.
Virtual Learning Improvements:

- Provide synchronous instruction and support via Google Meet.
- Streamline communications through Schoology for day-to-day items.

Hybrid Model Option: Yellow Stage

If social distancing requirements are in effect, FCPS students will participate in a Hybrid Model of instruction.

School days would be regular length at all levels for face-to-face learning days.
Hybrid Model

Students participating in the Hybrid Model will be divided into Cohort A and Cohort B. This will allow 50% of students to attend school under social distancing restrictions with the other 50% of students learning at home.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Cohort A is in school.</td>
<td>Cohort A is in school.</td>
<td>Cohort A and B are in virtual learning. (Building cleaning)</td>
<td>Cohort B is in school.</td>
<td>Cohort B is in school.</td>
</tr>
<tr>
<td>Cohort B is in virtual learning.</td>
<td>Cohort B is in virtual learning.</td>
<td>Cohort A is in virtual learning.</td>
<td>Cohort A is in virtual learning.</td>
<td>Cohort A is in virtual learning.</td>
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Additional building cleaning will occur during Saturday and Sunday.

Student Cohort Assignment

- Academic Needs
- Course Selection
- School-Age Siblings
- Student Needs
- Student Mode of Transportation
Support for Students Using Virtual Learning

- General support Mon. – Tues. and Thurs. – Friday
  ✓ Brief synchronous session
  ✓ Email communication
  ✓ Additional supports such as screencasts.
  ✓ Wednesdays
    o Email
    o Office hours
    o Synchronous and/or asynchronous instruction

Grading

- Existing grading regulations (Regulation 500-05 and 500-06)
- Elements of FCPS Grading Regulations
  ✓ Account for students’ varied needs.
  ✓ Balance rigor and support.
  ✓ Incorporate multi-tiered systems of support.
  ✓ Partner between general and special education teachers.
  ✓ Provide frequent feedback on student work.
Attendance

- Attendance Criteria
  ✓ Based on Reg. 400-98 (does not address virtual learning).
  ✓ Create absence code to reflect COVID-19.
  ✓ Provide equitable opportunities for students.
  ✓ Identify multiple measures of engagement.
  ✓ Recognize unique learning barriers.
  ✓ Determination of Present (Page32)

Special Services and Student Supports

- Focus on academic as well as social-emotional needs
- Use staff flexibly to support students
- Consider scheduling options to support intervention, IEP, 504, or language acquisition needs of students
- Continue with systemic initiatives for social-emotional learning, restorative practices, and cultural proficiency
- Comply with federal, state, and local mandates
Logistics

• Ensure appropriate cleaning and disinfecting protocols and supplies are available
• Modify entrance and exit patterns for buses and buildings
• Support facility enhancements and modifications (for example: ventilation, protective barriers, furniture arrangements)

Logistics (continued)

• Provide options to ensure social distancing in schools
• Work with CTC to facilitate the safe sharing of equipment
• Distribute appropriate signage for buildings
• Ensure new requirements for Health Rooms are implemented
• Support screening protocols for staff and students
• Support modifications needed for meal distribution
Employee Relations and Communications Work Group

- Develop a guidebook to address FAQs of employees
- Monitor updated guidance on policies and practices
- Collaborate with employee associations on challenges associated with reopening implementation
- Develop a communication plan for staff and the community

Next Steps and Decisions Ahead

- Interscholastic Athletics
- Primary Level Class Size
- Length of Student School Day
- Textbook Distribution
- Appropriate Staffing
- Supervising Lunch
Next Steps and Decisions Ahead (continued)

• Protocol for Positive COVID Results
• Visitors
• Community User Groups
• Daycare Support

Providing Feedback

• Town Hall on Draft Plan
  • Wednesday, July 15
  • 6 p.m.
• Survey Responses (Staff and Community)
  • July 13-24
• Public Comment at BOE meeting
Questions