

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

February 9, 2021 (fifth version)

Reimagine, Reopen, Recover

MCPS Spring 2021: Recovery of Education Guide





Table of Contents

Letter from the Superintendent of Schools	3
Our Guiding Principles	4
Commitment to Safety	5
Proposed Phases of Student Return	6
In-School Student Rotations	7
Transportation and Bell Times Schedules	9
In-Person Experiences	10
Summary	10
Instructional Experience Models for Your Child	10
What to Expect: Elementary School	12
What to Expect: Middle School	16
What to Expect: High School	19
What to Expect: Special Education	24
What to Expect: ESOL Services	28
Virtual-Only Instruction	29
Summary	29
What to Expect: Elementary School	30
What to Expect: Middle School	33
What to Expect: High School	34
What to Expect: Special Education	37
What to Expect: ESOL Services	40
Grading, Attendance, and Engagement	41
Extracurricular Activities and Athletics	43
BeWell 365 Staff, Students, and Families	48
Technology	50
Operations, Logistics and Safety	51
Health and Safety Procedures	52
Transportation	53
Food and Nutrition Services	54
Design Timeline and Communication	55



Letter from Superintendent

Dear Parents, Guardians, Students and Staff:

I am pleased to share with you the MCPS Spring 2021 Recovery Guide. This Guide provides an overview of our plans for virtual and in-person learning experiences; extracurricular activities and athletics; operations, safety and logistics. We will continue to adjust and improve these plans as students begin to return to school buildings starting March 1. It is important to note that when students return for in-person learning experiences, it will look and feel much different from what they previously experienced in school buildings. Face coverings, physical distancing and frequent hand-washing will be required to reduce the spread of COVID-19.

MCPS is committed to a path that returns our students to school buildings as quickly as possible over the next few weeks and lessens the impact of COVID-19. However, because we are unable to predict the path of the pandemic—should the present downward trend in cases change—MCPS may need to revisit this plan to keep the well-being of our students and staff at the forefront of our planning.

Families will receive information on classroom-specific plans throughout February. Thank you for your continued support and collaboration as we work together to meet the needs of our families, students and staff.

Sincerely,

Jack R. Smith, Ph.D.
Superintendent of Schools

Our Guiding Principles

For Reopening Schools



Ensure the safety of students and staff



Provide rigorous and equitable in-person and virtual learning experiences



Optimize use of resources



Seek out community and stakeholder engagement in plan development

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

Commitment to Safety

COVID-19 cases and test positivity are trending downward in Montgomery County; access to the vaccine is increasing; and research now suggests, with proper mitigation strategies, school can reopen safely. MCPS is committed to providing high-quality instruction and keeping all students and staff safe. MCPS will follow applicable guidelines from the Maryland Department of Health, our local health department, and the Centers for Disease Control and Prevention (CDC) for safe reopening of in-person instruction. The [MCPS COVID-19 dashboard](#) provides the Montgomery County community with identified health metrics that continue to inform our conversations about the safe return to in-person learning.

MCPS will implement all required public health and safety measures, including face coverings and physical distancing as students and staff return back to school buildings.

Phases of Student Return

Students Return



MCPS will start to bring back small groups of students in specific special education programs (Autism K-12 program, extensions program, school community-based programs and special schools) and Career and Technical Education programs (automotive, construction, cosmetology, healthcare professions, restaurant management) beginning March 1.

Additional student groups are currently scheduled to return to in-person learning on March 15 (**Group 1.1**). Students will remain in virtual learning until their phase begins (**families who selected virtual-only on the Family Preference Survey will remain virtual**). The rollout of phases is dependent on the successful implementation of the previous phase, as well as health and safety conditions in the county.

March 1 Return

Special Education	Career and Technical Education
<ul style="list-style-type: none"> Autism K-12 Program Extensions Program School Community-based programs Special Schools 	<ul style="list-style-type: none"> Automotive Construction Cosmetology Healthcare Professions Restaurant Management

March 15 Return

Phase I	Group 1.1 (March 15)	Group 1.2 (by April 6)
	<ul style="list-style-type: none"> Specific Special Education Programs Specific Career and Technical Education (CTE) Programs Grades K-3 Alternative Education Programs CREA METS 	<ul style="list-style-type: none"> Specific Special Education Programs Grades 4-5 Prekindergarten Grade 6 Grade 12
Phase II	Group 2.1 (by April 19)	Group 2.2 (by April 26)
	<ul style="list-style-type: none"> Grade 8 Grade 9 Grade 11 	<ul style="list-style-type: none"> Grade 7 Grade 10

In-School Student Rotations

MCPS will start to bring back small groups of students in specific special education programs and Career and Technology Education (CTE) beginning March 1. Students in Group 1.1 are currently scheduled to return on March 15. The rollout of additional groups within each phase is dependent on the successful implementation of the previous phase, as well as health and safety conditions in the county.

Elementary Schools Guidance

* In all rotation models
WEDNESDAYS REMAIN VIRTUAL-ONLY

Title I

- Pre-K–Grade 5: 4 days per week (each week)

List of Title I Schools

- Arcola
- Bel Pre
- Brookhaven
- Brown Station
- Burnt Mills
- Clopper Mill
- Cresthaven
- Capt. James Daly
- Gaithersburg
- Georgian Forest
- Greencastle
- Harmony Hills
- Highland
- Jackson Road
- JoAnn Leleck at Broad Acres
- Kemp Mill
- New Hampshire Estates
- Roscoe Nix
- Oak View
- Rolling Terrace
- Sargent Shriver
- South Lake
- Strathmore
- Summit Hall
- Twinbrook
- Viers Mill
- Washington Grove
- Watkins Mill
- Weller Road
- Wheaton Woods
- Whetstone

MCPS Focus Schools

- Pre-K–Grade 3: 4 days per week (each week)
- Grades 4–5: 4 days per week, A/B Rotation ($\frac{1}{2}$ the students in-person every other week)

List of MCPS Focus Schools

- Burtonsville
- Cannon Road
- Charles R. Drew
- Dr. Sally K. Ride
- East Silver Spring
- Fairland
- Fields Road
- Flora M. Singer
- Flower Hill
- Forest Knolls
- Fox Chapel
- Galway
- Germantown
- Glen Haven
- Glenallan
- Goshen
- Great Seneca Creek
- Highland View
- Judith A. Resnik
- Lake Seneca
- Lucy V. Barnsley
- Maryvale
- Meadow Hall
- Mill Creek Towne
- Montgomery Knolls
- Oakland Terrace
- Pine Crest
- Piney Branch
- Rock Creek Forest
- Rock View
- Rosemont
- S. Christa McAuliffe
- Sequoyah
- Stedwick
- Strawberry Knoll
- Takoma Park
- Waters Landing
- William T. Page

In-School Student Rotations (cont'd)

* In all rotation models, WEDNESDAYS REMAIN VIRTUAL-ONLY

Elementary Schools Guidance

Non-Focus Schools

- Pre-K–2: 4 days per week (each week)
- Grades 3–5: 4 days per week, A/B Rotation (½ the students in-person every other week)

More Information

A/B Rotation, 4 days per week (1/2 the students one week and the other 1/2 of students the following week. Every other week is virtual instruction.)

**Specific special education programs will be 4 days each week.*

Secondary Schools (Middle and High Schools) Guidance

- Grades 6–12: 4 days per week, A/B Rotation (½ the students in-person every other week)
- Customized and interconnected with the individual student's schedule of classes

More Information

- A/B Rotation, 4 days per week (1/2 the students one week and the other 1/2 of students the following week. Every other week is virtual instruction.)

Important Points

- Secondary schools programming and the application of an in-person/virtual model may be adjusted as more students are able to return to in-person learning.
- Appointments: School-initiated support will be provided to individual secondary students not on track for graduation--including students enrolled in career programs, METS and CREA.

** Some specials and electives may remain virtual (Reason: Rooms dedicated to specials and electives may be needed for general education in order to appropriately physically distance students in buildings).*

Transportation and Bell Times Schedules

Guidelines

- Virtual and partial in-person schedules must be aligned; current start and end times will remain the foundation of transportation and bell times schedule.
- First period for middle and high schools will begin at 9 a.m. Support periods for secondary students will move to the morning to accommodate time between arrival and the start of first period.
- Transportation times for students in specific special education and CTE programs returning March 1 and March 15 will be shared directly with families.
- Transportation times for general education students will be similar to traditional school year times and will be posted on the [MCPS transportation webpage](#) by March 1.
- Note: Bus route times are approximate as two or more routes with fewer students may be combined and routes with many students may be split into two buses.

Tiered Transportation Schedule

Grade Level	Morning Arrival	Afternoon Departure
High School	7:45	2:30
Middle School	8:15	3:00
Elementary Tier 1	9:00	3:25
Elementary Tier 2	9:25	3:50



In-Person Experiences

When students return for in-person learning, it will look and feel much different from what they previously experienced in school buildings. How instruction will be delivered once students and staff return to buildings will be differentiated for students, given capacity restrictions and staff availability. In-person experiences will include a combination of the following:

Important Information

- Experiences can be mixed interchangeably and are dependent upon staffing available.
- Service delivery related to intervention, ESOL and special education may exist in any of the experiences.
- In-person and virtual schedules need to align in for staff to serve students in both experiences within the same school.

In-person experiences will include a combination of the following:

Direct Instruction

- Students are physically in the building with staff.
- Primary instruction is face-to-face and in-person model.
- Can be for all or a portion of the day.

Simultaneous Instruction

- Students are physically in the building with staff.
- The classroom teacher and another staff member support students in-person and virtually at the same time.
- Requires the assignment of staff to provide equal attention to both virtual and in-person students.

In-Person Experiences (cont'd)

Support Instruction

- Students are physically in the building with access to school staff to support their learning.
- Students receive supervision and individualized support to successfully access virtual learning.
- While students are enrolled and engaged in a virtual class, the support they receive will extend beyond just supervising their learning. This extended support could be, but is not limited to the following:
 - Academic interventions or small group instruction in English Language Arts/Math
 - Direct teaching opportunities that are conducive to the virtual schedule
 - Re-teaching and review of concepts from virtual instruction
 - Structured class discussions or peer-to-peer collaborative learning opportunities
 - Outside of the virtual class periods, there will be opportunities for students to attend recess, lunch, and specials (art, music, physical education)
 - Social-emotional learning or well-being activities

Virtual-Only Instruction

- Students are physically at a non-campus setting.
- Students remain enrolled and engaged in a virtual class.



What to Expect: In-Person Elementary Experience

Schools received a list of students that selected in-person instruction along with staff that qualify for accommodations and cannot participate in person. Using this information, schools have determined the number of students they can serve in person and are finalizing their planning and selection of instructional models to implement for these students. Schools will only be able to accommodate a limited number of students in person given space limitations, health and safety guidelines and staff availability.

Given the range of needs in elementary school, schools may use different instructional models throughout the school or a combination of models. For example, with an in-person schedule consisting of four days, an elementary school student may come to school and receive direct instruction for Monday/Tuesday and then be supervised and provided the necessary support within a support model Thursday/Friday.

Title I Schools	Focus Schools	Non-Focus Schools
K–Grade 3: 4 days every week (1.1) PK, Grade 4–5: 4 days every week (1.2)	K–Grade 3: 4 days every week (1.1) PK, Grade 4–5: A/B Rotation (1.2)	K–Grade 2: 4 days every week (1.1) Grade 3: A/B Rotation (1.1) Prekindergarten: 4 days every week (1.2) Grades 4-5: A/B Rotation (1.2)

A/B Rotation is when students are divided into two groups. Group A attends in person one week while Group B attends virtually. The next week the groups switch.

Differences in frequency by school is in direct relationship to available staff and rate of return

Sample Elementary Schedules

Sample Elementary School Schedule (Tier 1)

Time	In-Person	Virtual
8:40 – 9:00	Bus Arrival, Teacher Planning	Student Preparation, Planning
9:00 – 11:30	AM Instructional Block	
11:30 – 1:00	Lunch and Student Support	Lunch and Wellness Break
1:00 – 3:15	PM Instructional Block	
3:15 – 3:25	Student Support	Student Wrap-Up
3:25 – 3:45	Bus Dismissal, Teacher Planning	

Sample Elementary School Schedule (Tier 2)

Time	In-Person	Virtual
9:05– 9:25	Bus Arrival, Teacher Planning	Student Preparation, Planning
9:25 – 11:55	AM Instructional Block	
11:55 – 1:25	Lunch and Student Support	Lunch and Wellness Break
1:25 – 3:40	PM Instructional Block	
3:40 – 3:50	Student Support	Student Wrap-Up
3:50 – 4:10	Bus Dismissal, Teacher Planning	

What to Expect: In-Person Elementary Experience (con'td)



Specials, Lunch and Recess

Whether students are participating in the direct model or the support model, they will continue to receive instruction in art, music, and physical education. Art and music may be offered in-person or virtually depending on each school. Physical Education will remain virtual unless space for outdoor teaching is available and weather is permitting.

Students may eat lunch in their classrooms and in the all purpose room/cafeteria as long as physical distancing and appropriate seating arrangements are used. Students will have recess in a safe and supervised location that takes into account the number of students in accordance with health and safety guidelines. Both groups of students will be home on Wednesday learning virtually in the current schedule.



What to Expect: In-Person Elementary Experience (con'td)

Elementary Student #1

Virtual Student:

- Day begins either at 9 am (Tier 1) or 9:25 (Tier 2)
- Proceeds through online learning as we do presently

In-Person Student (Math Example):

- Logs in to math class
- Teacher is online
- A skilled staff member pulls small group and supports independent work in the classroom to reteach and extend learning.

Time	In-Person	Virtual
8:400 – 9:00	Bus Arrival, Teacher Planning	Student Preparation, Planning
9:00 – 11:30	AM Instructional Block	
11:30 – 1:00	Lunch and Student Support	Lunch and Wellness Break
1:00 – 3:15	PM Instructional Block	
3:15 – 3:25	Student Support	Student Wrap-Up
3:25 – 3:45	Bus Dismissal, Teacher Planning	

Elementary Student #2

Virtual Student:

- Day begins either at 9 am (Tier 1) or 9:25 (Tier 2)
- Proceeds through online learning as we do presently

In-Person Student (Reading Example):

- No virtual instruction
- Teacher in person works with all in person students for whole and small group for reading instruction
- Teacher goes to another class and the additional staff member remains to supervise students doing literacy centers

Time	In-Person	Virtual
9:05– 9:25	Bus Arrival, Teacher Planning	Student Preparation, Planning
9:25 – 11:55	AM Instructional Block	
11:55 – 1:25	Lunch and Student Support	Lunch and Wellness Break
1:25 – 3:40	PM Instructional Block	
3:40 – 3:50	Student Support	Student Wrap-Up
3:50 – 4:10	Bus Dismissal, Teacher Planning	

What to Expect: In-Person Middle School Experience

Schools have determined the number of students they can serve in person and are finalizing their planning. Schools will only be able to accommodate a limited number of students in person given space limitations, health and safety guidelines and staff availability.

There may also be a combination of instructional models across a student’s daily and weekly rotational schedule, as there may be a need to combine the virtual and in- person models to program for a student day. For example, a secondary student may come into the school for two classes taught in a simultaneous model and then be supervised in a support model to engage in their remaining classes virtually.

MIDDLE	HIGH
<p>All Grade Levels are on an A/B Rotation During the week a student attends it is 4 days (Monday, Tuesday, Thursday, Friday)</p>	
<p>Grade 6 (Phase 1.2) Grade 8 (Phase 2.1) Grade 7 (Phase 2.2)</p>	<p>Grade 12 (Phase 1.2) Grade 9 (Phase 2.1) Grade 11 (Phase 2.1) Grade 10 (Phase 2.2)</p>
<p>A/B Rotation is when students are divided into two groups. Group A attends in person one week while group B attends virtually. The next week the groups switch. This can include opportunities for school initiated support and/or appointments.</p>	

Sample Schedules

Sample Middle School Schedule

Time	In-Person	Virtual
7:55-8:15	Bus Arrival, Teacher Planning	Student Preparation, Planning
8:15-9:00	Breakfast, Student Support Period A.M. (moved from afternoon), Transition to Period 1	
9:00-10:00	Period 1/5	
10:00-10:15	Transition	Break
10:15-11:15	Period 2/6	
11:15 – 12:30	Lunch and Student Support	Lunch and Wellness Break
12:30-1:30	Period 3/7	
1:30-1:40	Transition	Break
1:40-2:40	Period 4/8	
2:45-3:00	Student Support Period P.M.	
3:00-3:10	Bus Dismissal	Student Closure

What to Expect: In-Person Middle School Experience (cont'd)

Middle School Student

Virtual Student:

- Day begins at 8:15 am, but first class is at 9 am
- Proceeds through online learning as we do presently

In-Person Student (Math Example):

1st period Math

- One teacher is teaching virtually for main lesson
- Another teacher is in the building supporting students with content to unscramble confusion, reteach, and work in small groups

Time	In-Person	Virtual
7:55-8:15	Bus Arrival, Teacher Planning	Student Preparation, Planning
8:15-9:00	Breakfast, Student Support Period A.M. (moved from afternoon), Transition to Period 1	
9:00-10:00	Period 1/5	
10:00-10:15	Transition	Break
10:15-11:15	Period 2/6	
11:15 – 12:30	Lunch and Student Support	Lunch and Wellness Break
12:30-1:30	Period 3/7	
1:30-1:40	Transition	Break
1:40-2:40	Period 4/8	
2:45-3:00	Student Support Period P.M.	
3:00-3:10	Bus Dismissal	Student Closure

What to Expect: In-Person High School Experience

Schools have determined the number of students they can serve in person and are finalizing their planning. Schools will only be able to accommodate a limited number of students in person given space limitations, health and safety guidelines and staff availability. Priority groups for the first phase of return include:

- Students in specific special education programs
- Seniors needing additional support to remain on track for graduation
- Students in selected Career and Technical education (CTE) programs
- Students who are not demonstrating success in the virtual model and at risk of failure

Please note that there may be a combination of instructional models across a student’s daily and/or weekly schedule. For example, a secondary student may come into the school for two classes taught in a simultaneous model and then be supervised in a support model to engage in their remaining classes virtually.

MIDDLE	HIGH
<p>All Grade Levels are on an A/B Rotation During the week a student attends 4 days (Monday, Tuesday, Thursday, Friday)</p>	
<p>Grade 6 (Phase 1.2) Grade 8 (Phase 2.1) Grade 7 (Phase 2.2)</p>	<p>Grade 12 (Phase 1.2) Grade 9 (Phase 2.1) Grade 11 (Phase 2.1) Grade 10 (Phase 2.2)</p>
<p>A/B Rotation is when students are divided into two groups. Group A attends in person one week while group B attends virtually. The next week the groups switch. This can also include school-initiated support and/or appointments.</p>	

What to Expect: In-Person High School Experience (cont'd)



Subject Areas

Students will remain enrolled in their core academic classes, required courses, electives, support classes and special programs, according to the school-developed master schedule. Students/parents/guardians may request a reduced course load using MCPS Form 280-98, in close consultation with the school counselor and approval by the principal. Students will have until the first week of the second marking period of the semester to withdraw from a course without notation on the academic record (extended from the 25th day of the semester).

Special education services will be provided through a combination of in person and virtual learning depending on the student's Individualized Education Program (IEP).



Sample Schedules

Sample High School Schedule

Time	In-Person	Virtual
7:25 – 7:45	Bus Arrival, Teacher Planning	Student Preparation, Planning
7:45 – 9:00	Breakfast, Student Support Period (moved from afternoon), Transition to Period 1	
9:00 – 10:00	Period 1/5	
10:00 – 10:15	Transition	Break
10:15 – 11:15	Period 2/6	
11:15 – 12:20*	Lunch and Student Support	Lunch and Wellness Break
12:20 – 1:20	Period 3/7	
1:20 – 1:30	Transition	Break
1:30 – 2:30	Period 4/8	
2:30 – 2:40	Bus Dismissal	Student Closure

Note: High school sample schedule adjusted 10 minutes earlier to match transportation schedule.

What to Expect: In-Person High School Experience (cont'd)

Spotlight Example: Career and Technology Education

An important part of the initial return is providing opportunities for in-person experiences in selected career and technical education programs, starting with programs that are more hands-on with specialized labs, tools and equipment, and facilities. These in-person experiences are vital in helping our students, particularly seniors, prepare for industry certification and licensure exams, as well as help them make decisions for their next steps after high school.

In this example, different models could be implemented based on different variables such as how many students prefer in-person, staff availability, and facility capacity. For example, at the automotive or construction programs at Thomas Edison High School of Technology, some students may wish to remain virtual while others prefer in-person experiences. That would be a set up for either the support model or simultaneous instruction, or a blend of the two.



In both of these scenarios, the teacher would teach from their classroom and be able to conduct demonstrations for students both in-person in the classroom and on Zoom. This could be applied to either a Support Model or Simultaneous Instruction, with support from additional school staff.



At designated times, students in-person would access the equipment and apply what they have learned in the hands-on setting, while students at home continue with virtual simulations.



In the support model, the teacher would continue to teach virtually while other staff supervise the in-person, hands-on work. Or vice versa--the certified teacher may need to lead the demonstration on the equipment while other staff engage with students virtually.



In some cases, there may be a class in which 100% of the students wish to come to school for in-person experiences, in a large space such as the automotive lab.



In each of these examples, students would attend the rest of their classes virtually, but while in the building and with available staff/technology support.

This example helps illustrate that there is no single approach and the instruction could vary or be combined for program delivery.

What to Expect: In-Person High School Experience (cont'd)

High School Student

Virtual Student:

- Day begins at 7:45 am, but first class is at 9 am
- Proceeds through online learning as we do presently

In-Person Student (English Example):

- Student is in classroom with a teacher and another staff member who will teach simultaneously
- Students at home log in to class
- Students in person receive instruction
- Both staff members work to support each group

Sample High School Schedule

Time	In-Person	Virtual
7:25 – 7:45	Bus Arrival, Teacher Planning	Student Preparation, Planning
7:45 – 9:00	Breakfast, Student Support Period (moved from afternoon), Transition to Period 1	
9:00 – 10:00	Period 1/5	
10:00 – 10:15	Transition	Break
10:15 – 11:15	Period 2/6	
11:15 – 12:20*	Lunch and Student Support	Lunch and Wellness Break
12:20 – 1:20	Period 3/7	
1:20 – 1:30	Transition	Break
1:30 – 2:30	Period 4/8	
2:30 – 2:40	Bus Dismissal	Student Closure

What to Expect: In-Person Special Education Programs

Students in specific special education programs will be among the first groups of students to return to school buildings for in-person experiences.

Special Education Group 1 (March 1, 2021)	
<ul style="list-style-type: none"> Autism K-12 Program Extensions Program School Community-based programs Special Schools 	In-person learning: <ul style="list-style-type: none"> Monday Tuesday Thursday Friday
Special Education Group 2 (March 15, 2021)	
<ul style="list-style-type: none"> Bridge Learning For Independence Learning Center Pre-K (Special Education Programs) Grades K–5, Grades 6, and 12: <ul style="list-style-type: none"> Asperger’s Autism Resource Services GTLD (Discrete Program) Social Emotional Special Education Services (SESES) D/HOH (Discrete Program) 	In-person learning: <ul style="list-style-type: none"> Monday Tuesday Thursday Friday Virtual learning: <ul style="list-style-type: none"> Wednesday
<ul style="list-style-type: none"> Physical Disabilities Classes Home School Model (HSM), Learning and Academic Disabilities (LAD) (E) Hours-based (HBS), LAD (M, H) 	Follows in-person instructional models
Special Education Group 3	
Grades 7, 8, 9, 10, 11 <ul style="list-style-type: none"> Asperger’s Program Autism Resource Services GTLD (Discrete Program) SESES D/HOH (Discrete Program) 	In-person learning: <ul style="list-style-type: none"> Monday Tuesday Thursday Friday Virtual learning: <ul style="list-style-type: none"> Wednesday
<ul style="list-style-type: none"> HSM, LAD (E) HBS, LAD (M, H) 	Follows in person instructional models
<p>Students who receive special education services who are not scheduled to attend four days a week may be scheduled to attend additional days as determined by the student’s progress on their IEP goals.</p>	

What to Expect: In-Person Special Education Programs (cont'd)



Subject Areas

Students enrolled in specific, self-contained special education programs who have opted to participate in an in-person experience will receive instruction delivered by a classroom teacher or supporting staff members, such as paraeducators. In-person experiences may look different, given the number of students who are returning and the instructional model determined by their school. Stable classroom cohorts (groups) will be established to limit the number of students and staff members moving between classrooms.

Special education students who receive services in general education classes may receive instruction virtually, with in-person direct support provided by classroom staff members.



Sample Schedule

Students in discrete special education programs working toward Alternate Learning Outcomes (ALO) may follow this sample schedule, where students opting for an in-person experience will be taught by the teacher in a direct instruction model, four days per week (Monday, Tuesday, Thursday, and Friday.) Wednesday will remain virtual. There may be additional classes, such as in a secondary school or specials/electives in an elementary school, where the students will remain in school under supervision of staff members and access their other classes, specials, or electives virtually.

What to Expect: In-Person Special Education Programs (cont'd)

ALO Scheduling Framework

Time	Monday & Friday	Wednesday -Virtual	Tuesday & Thursday
45 min	Morning Meeting (In Person)	Morning Meeting (Virtual)	Small Group Instruction (In Person)
15 Minute Break			
90 min	English Language Arts	Real World/Community Connections	Mathematics Lesson
75 min	Lunch Rotation (Motor/Outdoor Break)		
45 min	Mathematics Lesson	Real World/Community Connections	English Language Arts
45 min	Social Studies, Science, Adapted P.E., Be Well 365, Activities of Daily Living, Health, Transition Activities	Flexible Scheduling for Staff	Afternoon Meeting



Delivery of Related Services

Students will receive related services (e.g., speech/language, occupational, or physical therapies) remotely with in-person direct support provided by classroom staff members in a learning support model. Additional technology (e.g., large group webcam, student document camera with Chromebook) will be available in classrooms to help ensure the most effective delivery of instruction.

Critical needs that cannot be addressed through remote services may be provided by periodic pull-out or by appointment.



Personal Protective Equipment (PPE)

Special education staff members will be provided appropriate PPE to address the unique needs of students with disabilities. This type of consideration around PPE is also occurring in other content areas such as ESOL, World Language, music, and science.

PPE will match the unique needs of each program with flexible access to additional PPE to address special circumstances and crisis situations. Consideration for the type of PPE provided is based on the specific needs of the special education program and students.

What to Expect: In-Person Special Education Programs (cont'd)

Differentiated PPE



Enhanced PPE

Face shields, closed goggles, disposable masks, gloves, and gowns, KN-95 masks

Supplemented PPE

Face shields, disposable masks, gloves, and gowns

Access to maximum PPE level

Standard PPE

Disposable masks and gloves

What to Expect: ESOL Services

- ESOL students who completed the survey to return to the school building will return with their grade-level peers.
- ESOL students who return will receive English Language Development (ELD) instruction from a certified ESOL teacher based on their English Language Proficiency levels (1-4) in Literacy, Mathematics, Science, and Social Studies instruction will occur.
- This instruction will be delivered either virtually or by a teacher in the building.
- The students will be taught in a whole group, small group or by the classroom teacher and ESOL teacher together (co-teaching). These groups may be taught in person or virtually.
- In the co-teaching, both the classroom and ESOL teacher plan, teach, and assess together keeping student's language needs in mind.



- The number of daily minutes for students receiving these services depends on the number of students at each grade level during each grouping.
- Students attending Two-Way Immersion (TWI) schools will receive English (ELD) or Spanish Language Development instruction through a co-taught literacy or math block.

Our Plan for Virtual-Only Instruction

Summary



Virtual Learning

We continue to build on and make improvements to the virtual model to ensure excellence, access and equity in the learning experience. Our virtual learning model will continue to provide engaging and enriching instruction for all students at all grade levels.



Live Instruction and Engagement

All students will continue to have live, teacher-led instruction and a full day of instructional experiences.



Providing Ongoing Support and Resources

MCPS will provide a wide range of supports and resources to help students, staff and families successfully engage in virtual instruction.



Flexibility for Students and Families

Lessons will be recorded for students that cannot access the lesson at the scheduled time.

What to Expect: Elementary School

Learning Experiences

Learning experiences for elementary students will include time in small groups, independent work and teacher-led activities. Students will have live, teacher-led instruction and a full day of learning activities and supports. Students will also engage in non-screen related instructional activities (i.e. reading assignments and workbook problems).



Elementary Virtual-Only Instructional Week At-A-Glance

*Please note that the following are just sample schedules. Schools may adjust the order of classes and other components to meet the needs of their school community.

On average, elementary students can expect schedules that incorporate the following:

- Daily class meetings/social-emotional learning (15-30 min daily)
- Math (75 min daily)
- Literacy (90 min daily)
- Related and special services—English for Speakers of Other Languages (ESOL) and special education
- Interventions/individual support
- Social studies (30-45 min, once a week)/science (30-45 min, once a week)
- Art, music, P.E. (20-45 min each, weekly)

This schedule breakdown aligns with what a student would experience in school.



Targeted Support and Independent Work

The non-scheduled class time on Wednesdays is designed to provide additional time for connection and support outside of the daily class instructional blocks.

At **all levels**, non-scheduled class time provides:

1. Time to engage in directed, self-paced/independent work that supports content mastery.
2. Time to receive individualized student support, including working with staff members who serve students with disabilities and related service providers.

At the elementary level, non-scheduled class time also provides time for specials.

Staff will use the non-scheduled class time to plan, examine student work, grade or engage in professional development.

Sample Elementary School Schedule (Tier 1)

Time	Virtual
8:50 – 9:00	Student Preparation, Planning
9:00 – 11:30	AM Instructional Block
11:30 – 1:00	Lunch and Wellness Break
1:00 – 3:15	PM Instructional Block
3:15 – 3:40	Student Wrap-Up



Sample Instructional Experience: Elementary Math

Time	Format	Component	Purpose	Student Experience
9:15-9:25 10 minutes	<ul style="list-style-type: none"> 10 min: Whole Class 	Fluency	Practice and Automaticity	<ul style="list-style-type: none"> Students actively participate in counting and other fluency activities as led by the teacher.
9:25-9:35 10 minutes	<ul style="list-style-type: none"> 10 min: Whole Class with Breakout Rooms 	Application Problem	Reasoning through problems using a systematic approach	<ul style="list-style-type: none"> Students are given a problem to solve (can be done independently, with guided practice, or through interactive questioning). Students engaged in sharing out in breakout rooms
9:35-10:15 40 minutes	<ul style="list-style-type: none"> 30 min: Whole Class with Breakout Rooms 10 min: Off Screen 	Concept Development	New Content Being Studied	<ul style="list-style-type: none"> Teachers provide instruction on new mathematical content. Teachers could consider breakout rooms for collaborative, differentiated problem solving. Primary opportunity for co-teaching. Teachers purposefully select Problem Set questions to assign students to complete based on new learning provided. Teachers can put a timer on the screen for students to work and remain available for student questions.
10:15-10:30 15 minutes	<ul style="list-style-type: none"> 10 min: Whole Class 5 min: Off Screen 	Student Debrief	Gauge and Deepen Student Understanding	<ul style="list-style-type: none"> Whole group discussion and students share their thinking. Students complete an exit ticket at the end of or after the live learning and submit to the teacher.

- During this 75 minute instructional block, there is 60 minutes screen time and 15 minutes non-screen time.

What to Expect: Middle School



Subject Areas and Course Load

Students will remain enrolled in their core academic classes, required courses, electives, support classes and special programs, according to the school-developed master schedule. Students and parents/guardians may request a reduced course load using MCPS Form 280-98, Request for Approval of Part-Time Daily Attendance, in close consultation with the school counselor and with approval by the principal. Students will have until the first week of the fourth marking period to withdraw from a course without notation on the academic record (extended from the 25th day of the semester).

Adjustments will be made to required content, pacing, and assessment in some content areas.

Like a traditional in-person schedule, students will be assigned to their subject area teachers by class period. This includes courses required for graduation, electives, honors and advanced courses, and special programs.

Special education services will be provided through a combination of in-person and virtual learning depending on the student's Individualized Education Program (IEP).



Live Instructional Schedule

The live instructional schedule will include full class periods, with teachers fully engaged with their students for the duration of the lesson.

What to Expect: High School



Subject Areas and Course Load

Students will remain enrolled in their core academic classes, required courses, electives, support classes and special programs, according to the school-developed master schedule. Students and parents/guardians may request a reduced course load using MCPS Form 280-98, Request for Approval of Part-Time Daily Attendance, in close consultation with the school counselor and approval by the principal.

Students will have until the first week of the fourth marking period to withdraw from a course without notation on the academic record (extended from the 25th day of the semester).

Adjustments will be made to required content, pacing, and assessment in some content areas.

Like a traditional in-person schedule, students will be assigned to their subject area teachers by class period. This includes courses required for graduation, electives, Honors and advanced courses, and special programs such as career and technology education.

Special education services will be provided through a combination of in-person and virtual learning depending on the student's Individualized Education Program (IEP).



Career and Technical Education

MCPS is working closely with the Maryland State Department of Education to ensure students are able to meet all requirements in a virtual-only model. These include programs housed at Thomas Edison High School of Technology and Seneca Valley High School. All students, whether they are at the very beginning of a program or continuing on in a program they had already started, will engage in rigorous and meaningful career-related instruction and have the opportunity to complete their career program. Students will have relevant, real-world experiences through web conferences, virtual simulations, project-based learning, capstone projects and more. Students will be provided with the required software and technology for learning. Staff will continue to work on the development of modifications for some of the more equipment-intensive programs, such as Automotive, Construction, Cosmetology, and Restaurant Management. These programs will be prioritized in the first phase of return to in-person learning.

What to Expect: High School (cont'd)



Live Instructional Schedule

The live instructional schedule will include full class periods, with teachers fully engaged with their students for the duration of the lesson.



Class Periods and Additional Support

Generally, students will have four full class periods per day and will also be provided time for additional live academic and/or social-emotional support. Each class will meet at least two times each week.



Targeted Support and Independent Work

The non-scheduled class time on Wednesdays is designed to encourage connection and support outside of the daily classes.

The non-scheduled class time will focus on:

1. Time to engage in directed, self-paced/independent work.
2. Time to receive individualized student support, including working with staff members who serve students with disabilities and related service providers.

At the secondary level there are additional goals for this non-scheduled time, including:

- Time to check in with teachers by period and receive support on current course content.
- Time to engage in school sponsored and partnership programs.

During non-scheduled class time, staff will be engaged in activities that directly relate to planning, instruction and assessment. This includes individual and collaborative planning, examining student work, grading or professional development.

Middle and High School Sample Schedules

Sample Middle School Schedule

Time	Virtual
8:00-8:15	Student Preparation, Planning
8:15-9:00	Breakfast, Student Support Period A.M. (moved from afternoon), Transition to Period 1
9:00-10:00	Period 1/5
10:00-10:15	Break
10:15-11:15	Period 2/6
11:15 – 12:30	Lunch and Wellness Break
12:30-1:30	Period 3/6
1:30-1:40	Break
1:40-2:40	Period 4/8
2:45-3:00	Student Support Period P.M.
3:00-3:15	Student Closure

Sample High School Schedule

Time	Virtual
7:30 – 7:45	Student Preparation, Planning
7:45 – 9:00	Breakfast, Student Support Period (moved from afternoon), Transition to Period 1
9:00 – 10:00	Period 1/5
10:00 – 10:15	Break
10:15 – 11:15	Period 2/6
11:15 – 12:20	Lunch and Wellness Break
12:20 – 1:20	Period 3/6
1:20 – 1:30	Break
1:30 – 2:30	Period 4/8
2:30 – 2:45	Student Closure

What to Expect: Special Education



Virtual Learning

Montgomery County Public Schools (MCPS) students with Individualized Education Programs (IEPs) will continue to receive special education and related services.

Virtual learning for students receiving special education services may include:

- All students receive core instruction that addresses the standards at the grade level in which they are enrolled.
- During core instruction for English Language Arts (ELA) and mathematics, special educators and/or paraeducators may work with students from multiple classrooms in the same grade in a breakout group during small group instructional periods. This allows special educators and paraeducators to support students' IEP goals in these areas, while ensuring that all students receive core instruction with their general education peers.
- Receiving interventions in a small group or individual setting.
- Providing related services (e.g., speech, occupational, and physical therapy) through individual or small group televisits, or as plug-in services in classes. School schedules will need to accommodate the scheduling of related services throughout the instructional day.
- For students working towards Alternate Learning Outcomes (ALO), providing alternating morning and afternoon instructional opportunities in both ELA and mathematics, which are designed to address feedback from teachers and parents/guardians regarding the need for flexibility to address student and family schedules.



Documenting Special Education Services

Students will continue to have any necessary amendments to the special education services documented in the Prior Written Notice (PWN). The services described on the PWN align with each student's IEP and document any changes to the IEP necessary for the delivery of special education services in the virtual learning format. Special education teachers/case managers will continue to update the PWN in collaboration with parents/guardians.



Assessment Centers

MCPS has opened special education assessment centers at Hallie Wells, Sligo, and Julius West middle schools; families are able to receive support by appointment Monday through Thursday, Saturday, and Sunday. These assessment centers allow families to participate in in-person educational and psychological assessments to determine initial and ongoing special education eligibility.

What to Expect: Special Education (cont'd)



Related Services

Speech/language, occupational (OT) and physical therapies (PT) will be delivered using a variety of methodologies. Services can be provided through direct televisits and may include both individual and small group sessions. Services also may be delivered in a plug-in model, with a related service provider joining a student's virtual class to deliver direct services.



Child Find

Screening and evaluations for students aged three to kindergarten will continue to be conducted virtually. Opportunities for in-person assessments are available as determined by the parent/guardian and staff members. Screening and assessment measures include an extensive parent interview, a review of the preschool teacher questionnaire, and other documents as needed to determine special education eligibility.

Standardized measures, including parent rating scales, are administered virtually or in person as needed, given the parameters of each assessment and the individualized needs of the student. Direct virtual observations of the student in their home or child care environment are conducted when feasible.

Evaluations conducted by OTs, PTs, speech/language pathologists, and other related service providers also are conducted virtually with opportunities for in-person assessments as determined by the parent/guardian and staff members. Evaluations may include parent interviews, student observations in their home or child care environment, and standardized measures as appropriate.



Montgomery County Infants and Toddlers Program (MCITP) Early Intervention Services

Children with disabilities and their families enrolled in MCITP will continue to participate in family coaching services based on the Individualized Family Services Plan (IFSP) outcomes as modified and agreed upon by each family and staff member.

Services provided are documented and may include:

- Virtual group parent training
- Assessment of children referred for eligibility for the program and services
- Virtual small group sessions, facilitated by an MCITP provider, with children and families to facilitate direct interaction with peers
- Support to families through the transition from MCITP at age three to special education pre-K programs and services

What to Expect: Special Education (cont'd)



Assistive Technology

Montgomery County Public Schools will continue to provide access to existing assistive technology tools. These tools will allow teachers to engage and support more students with disabilities and allow home access for more of these supports.

MCPS will continue to provide professional development and parent training on multiple topics related to the use of assistive technology tools and devices for students with high and low incidence disabilities.

For questions related to technology access, parents/guardians and staff members may contact:

- High Incidence Accessibility Team (HIAT)—supporting students with high incidence disabilities. Contact Mrs. Linda B. Wilson, instructional specialist, via email, at [Linda B Wilson@mcpsmd.org](mailto:Linda_B_Wilson@mcpsmd.org)
- Interdisciplinary Augmentative Communication and Technology Team (InterACT)—supporting students with severe communication disabilities. Contact Ms. Marilyn K. Jacobs, instructional specialist, via email, at [Marilyn K Jacobs@mcpsmd.org](mailto:Marilyn_K_Jacobs@mcpsmd.org)

What to Expect: ESOL Services

- Students receiving ESOL support through virtual instruction, will also receive English Language Development (ELD) from a certified ESOL teacher and classroom teacher.
- Students receiving virtual instruction will receive their services using breakout rooms on Zoom.
- During virtual instruction, ESOL and classroom teaching staff work to support students with web tools that maximize student language engagement and learning.
- The ESOL and classroom teachers collaborate and make decisions to identify the language skills in each lesson.



- Both classroom and ESOL teachers ensure that students have all of the content and language resources necessary for the virtual and direct instruction settings.
- ESOL students will be provided with resources by teachers, resource teachers and content specialists (electronic and hard copies.)

Grading, Attendance and Engagement



Grading

MCPS will continue to use a traditional letter grade grading system. Based on feedback received throughout the first semester, teachers at the secondary level have been provided with updated guidance that promotes greater flexibility with due dates and deadlines, and careful attention to student workload and the number of graded assignments that students are expected to complete.

Also at the secondary level, middle and high school students are able to take up to two courses Credit/No Credit (Pass/Fail) in courses not specifically required for graduation, using [MCPS Form 270-32, High School](#) or [MCPS Form 270-32A, Middle School](#). This includes Certificate of Merit courses that are not required for graduation. Students/parents/guardians will have until the beginning of the fourth marking period to make the decision about Credit/No Credit or withdraw from a course, without notation on the transcript (extended from the 25th day of the semester). In addition, students/parents/guardians will be permitted to retroactively apply the Credit/No Credit option to courses taken during the first semester of the 2020-21 school year.



Reporting Attendance

Students are expected to attend all classes in which they are enrolled. A student will be marked present for a class in one of three ways:

- Student attends a class via Zoom or other similar platform (at home) or in-person (within the school building)
- Student completes an Attendance Check-in on myMCPS Classroom during a live or recorded class
- Student engages in an online discussion thread on myMCPS Classroom during a live or recorded class

Attendance will continue to be recorded in the student information system and will be visible to parents through the parent portal. In addition, ConnectEd calls and other parent outreach will occur regularly to inform parents if their child has not attended.

Parents/guardians must submit a note, phone call, or email to the attendance secretary if a student will be absent for a full or partial school day. All absences for which no documentation is received (i.e., parent note, doctor's note) will be listed as unexcused.

Grading, Attendance and Engagement (cont'd)



Engagement

The student engagement monitoring program mobilizes staff and resources across the district to meet individual student and family needs. The district tracks individual student engagement at the school and central office level and developing specific outreach plans to address student needs and connect with families who are struggling to engage in virtual learning.

NOTE: Montgomery County Board of Education policies and MCPS regulations remain in effect as stated on the [policies and regulation webpage](#). However, Board of Education resolutions and procedures in this Recovery of Education Guide may call for temporary adjustments to stated policies and procedures for the duration of the MCPS response to COVID-19, and those adjustments supersede existing policies and regulations.



Extracurricular Activities and Athletics

MCPS Athletics, Fine Arts, Student Leadership and Extracurricular Activities will continue to provide engaging virtual programs for students as necessary throughout the second semester. As students begin to return to school buildings for in-person learning, MCPS will also begin to transition to **in-person** activities and programs. All students are academically eligible to participate in athletics and extracurricular activities for the duration of the 2020-2021 school year. Students are also eligible to participate in in-person activities regardless of whether they engage in virtual or in-person learning during the school day.

The latest information and updates regarding program operations are available on the MCPS website:

- [R.A.I.S.E. Reimagined webpage](#) - provides the latest information regarding the virtual delivery of the MCPS Athletics program
- [COVID-19 Athletics Information webpage](#) - provides the latest information and updates regarding the return of in-person operations across the MCPS Athletics program
- [Student Leadership and Extracurricular Activities Unit webpage](#) - outlines independent activities, as well as school-based and local school partnership programs. This includes student-to-student content, a leadership development series and additional means for students to build their personal and professional skills.

Athletics – Virtual Program

The virtual delivery of the MCPS athletics program is outlined in the [R.A.I.S.E. Reimagined plan](#), which has been approved by the Maryland Public Secondary Schools Athletic Association (MPSSAA). Highlights of the plan include:

- The virtual athletic program does not include tryouts and is open to all students.
- Each season consists of:



Systemwide engagement opportunities, including speakers, character education and other resources as appropriate



Schoolwide engagement, per the athletics specialist or athletic coordinator



Sport-specific countywide engagement



Team-specific engagement

Extracurricular Activities and Athletics (cont'd)

Athletics – Virtual Program (cont'd)

- Curriculum and programming include activities that reflect the R.A.I.S.E. core values of MCPS Athletics, including the following:
 - **Respect & Sportsmanship**—team building, potential engagement with other schools
 - **Academic Excellence**—academic support and college recruiting support
 - **Integrity & Character**—character education, including speakers and programs
 - **Spirited & Safe Competition**—skills and sport instruction, along with COVID-19 safety education in preparation for in-person activities
 - **Equity & Access**—efforts supporting equity and social justice initiatives
- Outside of the confines of the formal season, coaches are also able to engage with students, consistent with the [out-of-season guidelines](#) for virtual engagement. Similar to the summer, this engagement would be team-based and not administered centrally.
- The virtual delivery and seasonal structure also applies to the middle school athletics program. Appropriate modifications to middle school sports have been made during the planning process, as needed.

Athletics – In-Person Program

Information regarding the return of in-person programming for MCPS Athletics is available on the [COVID-19 Athletics Information](#) webpage. In-person activities will be offered to the extent possible. Competitive seasons and calendars will operate consistent with the [designated seasons](#) established by the MPSSAA.



Second Semester Overview

An overview of second semester operations for MCPS Athletics is provided in the [Second Semester Return to R.A.I.S.E. Plan](#). The plan outlines the calendar and timeline for each season. Detailed information regarding the spring season and winter sports will be provided later in the semester.

Extracurricular Activities and Athletics (cont'd)

Athletics – In-Person Program



Return to R.A.I.S.E. Strategic Plan

Procedures and protocols regarding the safe return of in-person activities are outlined in the [Return to R.A.I.S.E. Strategic Plan](#). The plan aligns with the guidelines released by the Centers for Disease Control and Prevention, Maryland State Department of Education (MSDE), Maryland Public Secondary Schools Athletic Association (MPSSAA), and Montgomery County, including the following:

- The Centers for Disease Control and Prevention’s [Considerations for Youth Sports](#). These considerations include school-based open conditioning, exercise, weight training, non-sport specific student gatherings, in-season team-based practices, and full competition from teams from the same geographic area.
- Guidance from the Maryland State Department of Education (MSDE) and the Maryland Public Secondary Schools Athletic Association (MPSSAA) that is outlined in the MPSSAA [Roadmap for Return to Interscholastic Athletics](#).
- [Montgomery County Guidelines](#) for the safe return of sports.

Guidelines and procedures will be revised as needed, as guidelines change.

To the extent possible, activities will incrementally return and include conditioning/training, skills-based activities, and in-season team-based practices and competition, beginning with schools in the same geographic region.



Guiding Principles

As MCPS Athletics continues the implementation of the Return to R.A.I.S.E. Strategic Plan, the following guiding principles will drive operations. The guiding principles incorporate the R.A.I.S.E. core values of MCPS Athletics. MCPS Athletics is committed to:

1. Promoting our core values of equity and access to allow for the participation for ALL students.
2. Ensuring the gradual, safe return of student-athletes to in-person participation in interscholastic athletic activities, when health metrics allow.
3. Maximizing participation opportunities, including the timely implementation and incremental transition to new phases, in alignment with MCPS operations.
4. Providing ongoing communication regarding the current operations of the MCPS Athletics program, in alignment with state and local guidelines, considerations, and recommendations.

MCPS will implement and continue in-person opportunities per the approved recommendations of the COVID-19 Task Force for MCPS Athletics for the remainder of the 2020–2021 school year. Any program updates will be communicated as soon as they become available.

Extracurricular Activities and Athletics (cont'd)

Extracurricular Activities - Virtual Program

The MCPS Student Leadership and Extracurricular Activities Unit has successfully transitioned 1,650 extracurricular activities to a virtual program. All extracurricular activities at all school levels will continue the second semester using the virtual platform. In-person extracurricular activities, when allowed, would be optional for students and sponsors. The virtual delivery of the MCPS extracurricular activity program is outlined in the [Student Engagement Through Leadership, Service, and Extracurricular Activities - School Support plan](#).



The document provides guidance to schools for planning and hosting successful virtual programs.

Schools continue to build their virtual extracurricular activity program based on student and school interests and needs and student participation is accepted on a rolling basis. Secondary students will earn credit towards earning the MCPS Certificate of Student Engagement. Processes have been established to utilize the virtual platform for extracurricular events such as virtual field trips to attend meetings or competitions. MCPS continues to reimagine traditional programs and experiences and modify and accommodate them in the virtual space as needed.

Extracurricular Activities - In-Person Program

The return to in-person extracurricular activities may begin in April for some activities where students are able to follow all appropriate COVID safety protocols. This delayed return to in-person extracurricular activities is similar to the approach schools use at the beginning of a traditional school year where students and staff are able to establish school routines before adding the beyond the bell experiences.



Guidance for the safe return to operating in-person extracurricular activities include: arrival and departure procedures, proper management of materials, and accommodations needed to ensure the safety of students and staff. These guidelines and procedures will be revised as needed, as health metrics and/or MCPS operations change.

Extracurricular Activities and Athletics (cont'd)

Extracurricular Activities - In-Person Program (cont'd)

School-based extracurricular activity programs vary from school to school. Many of these programs have been redesigned to virtual experiences and will remain virtual. In-person experiences that can be accommodated in outside spaces and some indoor spaces that allow for appropriate social distancing will be prioritized. Extracurricular activities that can be conducted in a safe environment will be allowed if the following expectations are met:

- Preferential meeting space is available outside
- Limits the number of students participating
- Maintains proper social distancing
- Follows student sign-in protocols
- Uses activity-appropriate personal protective equipment (PPE)
- Dedicating required entrance/exit, path for travel during activity, and restrooms
- Cleaning and disinfecting protocols of meeting spaces and other COVID-19 guidelines



Extracurricular activities that generate aerosols including in-person choir, band, and drama should be held outside.

Student engagement in both virtual and in-person extracurricular activities will allow MCPS students to remain connected with their peers, sponsors, and schools in a safe, controlled, and responsible manner.

BeWell 365



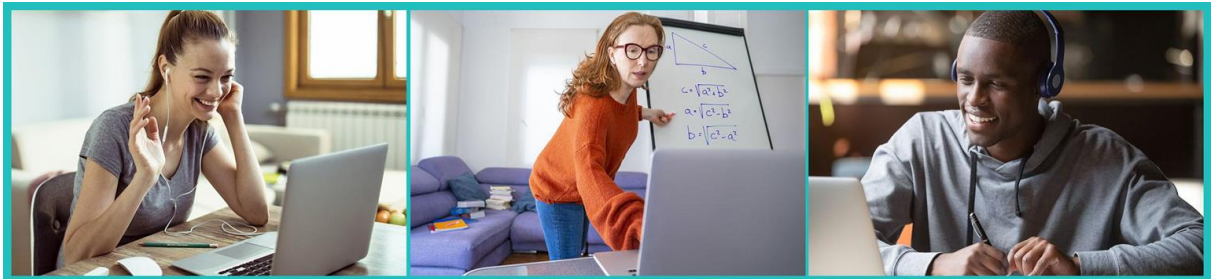
Supports for Staff

MCPS is committed to the physical, social and psychological well-being of its more than 24,000 employees. To navigate working remotely and coping with the ongoing impacts of the COVID-19 pandemic, it's especially important that we care for our mental, emotional and physical health. The district launched the [Be Well 365 Staff Page](#) to provide ongoing support and resources for your work, home and personal concerns. Staff members may also contact the [Employee Assistance Program \(EAP\)](#) at 240-314-1040 for timely supports and resources.



Professional Development

Ongoing professional development will be provided to staff on a wide range of topics including, but not limited to, delivering a combination of virtual and in-person instructional experiences; implementation of the direct, support, and simultaneous instructional teaching models; supporting the social-emotional health of students as they return to school, including restorative practices, de-escalation strategies, and trauma-informed teaching; and ongoing learning on delivering a virtual instructional model. The professional development webpage for staff and families will be updated throughout the second semester with resources and course offerings.



BeWell 365 (cont'd)

Supports for Students and Families



Students

MCPS will continue to address the physical, social and psychological needs of students, families and staff through district- and school- based programs and initiatives. The [Be Well 365](#) recovery plan provides steps for schools to take to address community and staff concerns on a wide range of topics. Social- emotional learning (SEL) lessons will be conducted as both standalone and integrated throughout Kindergarten through Grade 12 lessons. School-based mental health staff members (i.e. counselors, psychologists, and/or social workers) are available to provide virtual individual counseling services to students. Student Well-Being Teams are available to discuss the attendance/engagement, social emotional, and resource needs of students and families. Student Well-Being Teams can be accessed through your child's teachers, counselor, or administrator. When students return to school buildings, they will participate in a lesson that will discuss the impact of the pandemic and supports that are available to help them if needed.



Parents/Families

MCPS will continue to provide parents/guardians with the resources, tools and information they need to help their child(ren) succeed during this recovery period.

Staff are available to assist families with connections to school system and community resources, including food, housing, physical and mental health. Families can reach out to the school counselor, school psychologist, pupil personnel worker, ESOL transition counselor (ETC) or parent community coordinator (PCC) at your school for more information or assistance.

Parents can access a wide variety of trainings, workshops and recorded video sessions on a number of topics, including social-emotional wellness, distance learning strategies and supports, maintaining positive parent-child relationships, and navigating the technology:

- [Parent Academy](#)
- [Waymaking Series on mental health](#)
- [Virtual Parent Academy](#)
- [Mindfulness Moments](#)

Technology

MCPS will continue to provide students with the technology they need to fully engage both in virtual-only and in-person learning.



Chromebook devices have been provided to students at all levels.



Families who do not have internet access at home can continue to request mobile hotspots through their schools.

Chromebook and Technology Support

- Families can contact CommunityTechSupport@mcpsmd.org or 240-740-7020 Monday through Friday from 7 a.m. - 8 p.m. for Chromebook and other technology support.
- A list of Chromebook repair sites can be [found here](#).
- Chromebook distribution for students and staff will continue to take place at 45 W. Gude Drive in Rockville.
- Details on hours of operation can be [found here](#).

Operations, Logistics and Safety

MCPS will implement all required public health and safety measures, including face coverings and physical distancing as students and staff return back to school buildings. MCPS has also committed resources to ensure air quality in buildings meets the American Society of Heating, Refrigerating, and Air-Conditioning Engineers standards.



Meal Service

In addition to providing meals for students receiving instruction on-site, MCPS will continue to provide breakfast and lunch meals to students at designated food distribution sites throughout the county. More information can be found on the MCPS [Meal Service website](#).



Materials

MCPS will continue to make materials available for pickup or delivery to families, such as workbooks and other instructional supplies.



Facilities and HVAC

MCPS will continue to address preventive maintenance required for infrastructure and systems as well as upgrading the air filters in the mechanical systems of all MCPS schools. This ongoing project also includes installing air cleaners in the facilities that have HVAC systems that require supplemental measures for air ventilation. You can view the progress of this work on [this webpage](#).



Equity Hubs and Childcare

The Children's Opportunity Fund and the Black and Brown Coalition for Educational Equity and Excellence are coordinating low-cost childcare and distance learning support for MCPS students at facilities across the county. As students return to schools for in-person instruction, these services will be accommodated to the extent possible within space and capacity constraints in each school. Learn more at [EquityHubs.org](#) or by phone at 240-200-4999. Additionally, as students return for in person learning, approved childcare providers will offer before and after-care services to the extent possible. Individual school plans will provide families with more details about these opportunities.

Health and Safety Procedures

MCPS will implement the following health and safety practices across all schools and offices:



Health Questionnaire

Families will be required to complete a form before students ride a school bus and enter the school building. Staff will also be required to complete the form.



Face Coverings

Face coverings will be required and provided as needed to staff and students.



Limited Access

Access to schools will be limited to students and staff as much as possible.



Hand Sanitizer

Hand sanitizer will be provided, with hand sanitizing stations at building entrances, and in classrooms and shared spaces.



Physical Distancing

There will be increased spacing in the building and in classrooms with fewer students in spaces. Classroom layouts and arrival and dismissal processes will be modified to maintain physical distancing.



Training

Students and staff will receive training on COVID-19 prevention practices, including physical distancing and face covering use. Signage and ongoing communication will supplement and reinforce training.



Hand-Washing

Hand-washing will be encouraged throughout the day and required before and after meals.



Limit Supply Sharing

MCPS will increase ordering of all school supplies to limit sharing, particularly at the elementary level.



Ongoing Support

School administrators will be provided ongoing support to ensure effective systemwide implementation of health and safety practices.



MCPS Issued Devices

MCPS will continue to provide Chromebooks and other devices to students as needs are identified.



Storage Space

Increased ordering of containers to provide storage space for students in classrooms.



Cleaning

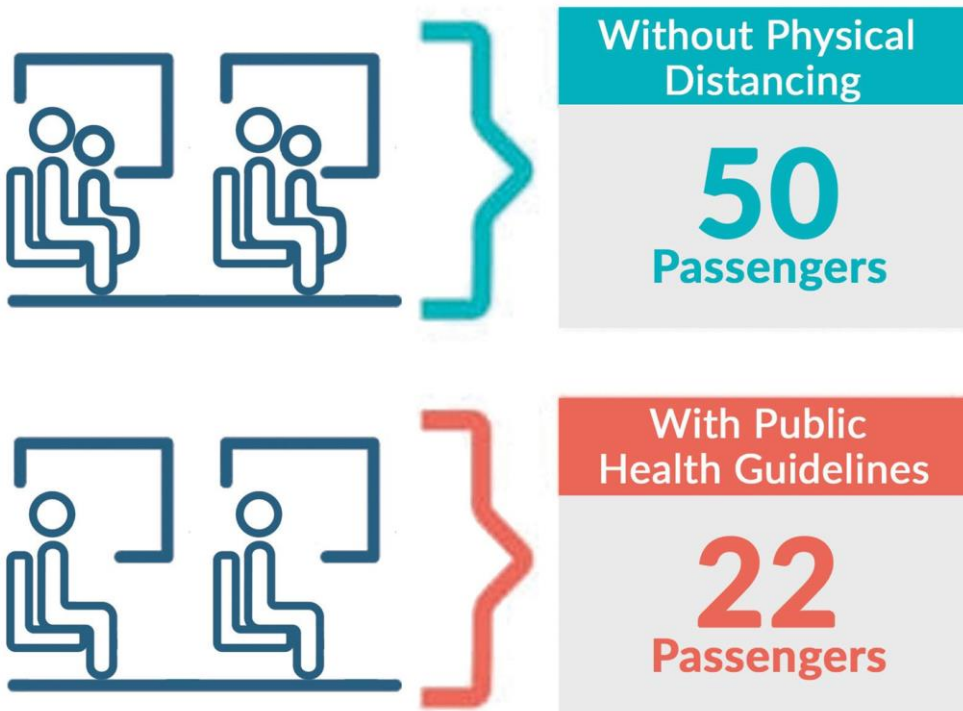
Frequent and routine cleaning of all MCPS schools, facilities and buses.



Transporting Students To and From School Safely

- MCPS will limit capacity to 22 passengers on an MCPS general education bus, in accordance with current public health guidelines.
- On general education buses, MCPS will allow one student per seat (with the exception of household members). Capacity limits on special education buses will vary based on the number of staff needed to ensure student safety.
- The seat behind the bus operator will remain vacant to provide additional physical distancing.
- Available school bus capacity will be prioritized for elementary and middle school students.
- The Department of Transportation will hold training sessions for staff to review COVID-19 protocols, including bus cleaning.

Bus Seating Capacity



Food and Nutrition Services

In addition to providing meals for students receiving in-person instruction, MCPS will continue to provide breakfast and lunch meals to students at designated food distribution sites throughout the county. More information will be posted on the MCPS [Meal Service website](#).



Meals in Classrooms

Encourage students to bring their own meals as feasible, or serve individual grab-and-go meals in classrooms and in flexible spaces like the cafeteria, while ensuring the safety of children with food allergies.



Enforce Hand-Washing

Enforce strict handwashing with soap and water after food contact.



Disinfect Surfaces

Disinfect surfaces after food contact is made.



No Sharing Food

Ensure that there is a “do not share” food policy among students.



Review Food Allergy Plans

Before school resumes, teachers and school leaders will review food allergy and 504 plans for all children with food allergies.

Design Timeline and Communication for March 15 Return



February 10-19, 2021

Schools begin to share initial planning ideas with families through meetings and other multi-media platforms



TBD

All schools will hold virtual orientation or other opportunities for staff and students to engage prior to March 15.



February 23, 2021

Schools inform families via electronic letter about the virtual or in-person experience, teacher, and schedule for student groups in Phase I.



March 1, 2021

In-person launch for students in specific special education and Career and Technical Education (CTE) programs.



February 26, 2021

Last day for families to contact their child's school to request changes from their original selection.



March 15, 2021

In-person launch for Phase 1 (Group 1.1).



March 1-12, 2021

Blackout period--no changes to selection permitted to allow schools to finalize planning

Submit Feedback



Feedback

Your comments and feedback are important and continue to help inform our planning.

Go to www.mcpssubmitfeedback.org to provide feedback.

