Kent County Public Schools
Recovery Plan
2020-2021
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Overview

Kent County Public Schools is devoted to staying firmly anchored in excellence. We remain deeply committed to ensuring that every child receives a quality education that promotes equity, rigorous and engaging curriculum, and offers a safe and nurturing learning environment. Kent County Public Schools has taken careful consideration in developing the reopening plan for our district. The instructional models will depend on which Phase of Reopening is permitted. Each model has been thoroughly reviewed and has included input from stakeholder groups and then reviewed by taskforce groups to ensure the following:

- Promoting the safety, welfare, and health of students, employees, and families.
- Mitigate educational inequities by creating structures and supports that respond to challenges faced by various populations as informed by data.
- Providing high quality teaching and learning to all students.
- Prioritizing the social–emotional well-being of students and staff.

Continuity of Learning

In March of 2020, all Maryland Schools were required to close and provide only remote learning for all students due to the outbreak of Covid–19. The remainder of the 2019–2020 school year students engaged in learning that was articulated in our KCPS Continuity of Learning Plan. The design of this plan was to resume instruction for students as quickly and effectively as possible. The plan was not intended to be long-term, or replace traditional teaching but designed to support families and students in a very tumultuous time. While our preferred model of instruction is face to face, we recognize that there will be continued public health restrictions when we resume in the fall. The purpose of this plan is to outline KCPS’s commitment to provide the greatest amount of face to face learning, while also taking careful steps to consider the health, safety and well–being of our staff, students, and community. This plan recognizes that there may be shifts between our learning models depending on the Phase of Reopening of the state of Maryland and CDC guidelines and outlines our plans as adjustments require.

Coordination

KCPS Superintendent, Dr. Couch is the communication officer. She works in collaboration with the Central Management Team (CMT) and principals to direct public communications, and address inquiries from parents, media, and the general public. We believe the KCPS plan for reopening will be better supported if communications are integrated from the outset.
Stakeholder Groups and Coordination of Communication

**Requirement** - Kent County Public Schools established a Recovery Plan stakeholder group that is representative of our schools and our district.

**Requirement** - Kent County Public Schools has developed their own plan for communication.

KCPS has engaged with stakeholder groups through the use of surveys to families in order to elicit input on various models of instruction. KCPS has presented plans for Board of Education input and has created Stakeholder groups through our taskforce members to help develop a recovery plan. The full KCPS Communication Plan and Response to Infection P can be accessed through the following links:

- KCPS Communication Plan
- KCPS - Guidance for Students with Suspected or Confirmed COVID-19
- KCPS Reopening Plan – If an employee has suspected or confirmed COVID-19.docx

KCPS will support families and staff in planning for remote learning through both traditional and new outreach strategies. Staff will reach out to families with a back-to-school campaign using multiple and ongoing strategies including automated messages, informational events, and by providing practical tips through emails, facebook and through parent networks. These supports will include remote learning tips, access to learning materials including technology, tech support, and family health education (e.g., COVID-19, mental health).

The following Kent County key messages reflect the guiding principles of the school system recovery plan. These messages are a reference point for all communication:

- We will create a safe, inclusive culture that meets the social and emotional needs of all students.
- Students will have equitable access to rigorous instruction aligned to MCCRS.
- Student and staff recent experiences with distance learning has informed the recovery planning.
- Teachers and support staff will have access to professional learning to support optimal student outcomes.
- We are moving fast and we must stay flexible; we will explore, reflect, and acquire new knowledge to ensure continuous improvements are achieved.

KCPS will develop and maintain positive, collaborative relationships with all stakeholders to strengthen support for KCPS. KCPS will utilize a variety of communication tools to meet individual family needs.
Key Dates

- September 8, 2020 – Remote learning will begin for all students, K-6, 9
- September 9, 2020 – Remote learning will begin for all students, K-12
- September 10, 2020 – Remote learning will begin for all students, Pre-K
- October 26–30, 2020: KCPS will survey families. If safe to do so, families will have the option to continue fully remote learning or to opt into hybrid instruction beginning November 11th.
- November 11– June 2021: If it is safe to do so, KCPS will implement a hybrid instructional model with in-person and fully remote learning. Fully remote learning will remain an option for parents grades pre-k through 8.
- January 29, 2021: If it is safe to do so, KCPS will implement a hybrid instructional model with in-person and fully remote learning. Fully remote learning will remain an option for parents grades 9–12.
Technology

Access and Accountability

In order to ensure equitable learning for all students, whether face to face or remote, KCPS has increased Wifi Hotspots at all school building parking lots as well as added mobile hotspots to school buses which can travel to locations as needed. KCPS will be 1:1 pre-k through grade 12 with devices and is currently working with the local government’s IT department to extend the existing fiber network, offer additional hotspots throughout the county, and identify high need areas. Early in the year, KCPS staff will use common local assessments to determine where students are instructionally, identify the gaps in learning, and prepare a learning plan for success.

Instructional Technology & Enhancements to Remote Learning Experience

Through Schoology, teachers will be able to utilize resources to engage students and customize learning for students and families. KCPS has also implemented PowerSchool Performance Matters Assessment and Analytics to support virtual learning, as well as the implementation of Online Enrollment through PowerSchool Enrollment.

Learning Management System

KCPS has recently shifted to a single digital platform for grades pre-k through twelve. The Schoology Learning Management System will be utilized by all staff, students, and families in the upcoming 2020-2021 academic year. This new LMS allows for digital teaching, grading, communication, and remote learning on one platform.

Digital Tools

KCPS has a variety of vetting digital tools that have existed over the past few years and were added during digital learning in the spring of 2020. The comprehensive list of digital tools can be found on the following document: KCPS Online Resources and Tools

Ensuring that all students have equal access to technology and internet services is a top priority of KCPS.
Assessment, Curriculum, and Scheduling Considerations

Educational Equity

Among those students whose needs demand equity are our students who are disproportionately impacted by structural inequities, students with disabilities, English learners, students who are living in and experiencing poverty, and students with limited to no educational engagement during the Continuity of Learning this past spring. Additional consideration may also be given to students at the transitional grade levels: Kindergarten, Grade 6, and Grade 9.

Subcommittees will work to make sure that the following are kept in mind:
• Providing every student with equitable access to the educational rigor, resources & support
• Academic Success
• Social-emotional well-being
• Eliminating any obstacles students may have to access educational opportunities
• Applying an equity lens as we develop every aspect of our transition plan
• Identifying & addressing the impact on all students with strategic focus on marginalized student groups

Additional small group instruction/support sessions will be provided to identified students in order to meet their need for additional academic or social-emotional support. Moreover, each school will provide additional learning opportunities based on needs as identified by the schools. These extended learning opportunities may include one-on-one and/or small group instructional support from teachers and instructional assistants, either remotely or site based.

KCPS is working with community partners to provide learning hubs county-wide in order for students to access internet connections and adult support. Families may choose to transport students to these geographically located hubs.

Interventions and Targeted Tutoring

KCPS offers services to students based on a multi-tiered system of support. These supports begin with students receiving supplemental supports in the general education setting, and based on need, may require additional supplemental instruction in small groups or individually at varying levels of intensity in order to provide explicit instruction on content below grade level standards. KCPS students who need further instructional support may participate in an approved intervention program. Remote tutoring options will be available to address learning gaps and accelerate learning. Student Support Teams (SST) will consider what data should be reviewed to determine if intervention groupings should be shifted or work with teachers to assess the group to determine if the intervention plan is moving forward. Interventionists in Title I schools and classroom teachers will work together to identify students in need of intensive interventions and when deemed safe will continue to offer in-person and synchronous instruction throughout the week to continue the frequency and intensity of the interventions.
Curriculum Plan

Requirement: MD College and Career Ready Standards PreK–12 will be taught in all content areas and the State Frameworks are followed for each content.

In order to shift to remote learning, KCPS prioritized key standards identified by the Maryland State Department of Education during the Spring of 2020. Grade level and curriculum teams designed lessons and resources to support standard specific instruction which focused less on the entire scope and sequence and more on the key standards essential for the next grade level or course. Future planning will ensure that all MD College and Career Ready standards (MDCCRS) from pre-k through grade 12 are taught in all areas and that the frameworks for each content are followed. KCPS will administer common local assessments early in the year to determine where students are instructionally and identify gaps in learning in order to prepare a path for instructional success and recovery. KCPS administrators will continue working with teacher leaders to streamline curriculum to prioritize content for each KCPS course. Curriculum, instruction, and assessment will align with Maryland College and Career Ready Standards.

Assessment Plan

Requirement: Early in the school year, KCPS staff will determine where their students are instructionally, identify the learning gaps, and prepare a path for instructional success and recovery.

KCPS recognizes that despite our best efforts to engage all students during Continuity of Learning, many students experienced challenges that have taken a toll on their learning progress. We know this loss of learning was most critical for those who were already experiencing learning gaps prior to the closure of schools, but we also recognize significant learning gaps for students who were on grade level. In order to plan instruction targeting these learning gaps and decrease significant learning loss during the spring of 2020, KCPS plans to implement a comprehensive assessment plan in September to diagnose learning gaps and accelerate learning. Assessments will be provided by teachers in order to understand the most critical skills and content knowledge necessary for bridging learning gaps. Intervention strategies and remediation will be redesigned to accelerate student learning in order to engage in grade level standards. Teachers will engage in professional development to learn how to best address learning gaps through best practices, differentiated instruction, grade level standards, and respond to the social, emotional, and cultural needs of our student body. We will scaffold instruction based on data in order to determine standards, and implement the best model for curriculum development.

- Diagnostic tasks administered to determine unfinished student learning
- Local systemic reading assessments will be provided to students in kindergarten through grade 8 to determine students’ independent reading ability.
- Content supervisors and coordinators will work with teachers to determine appropriate assessments to identify student learning gaps and how to address any gaps. This may occur through formative assessment strategies such as observations of students, remote representations, student feedback, summaries, self-assessment, or short quizzes.
- In many courses, students will complete a benchmark, unit, topic, or performance-based assessment that will inform the teacher of the student’s mastery of the standards measured.

KCPS will utilize assessment data to frequently monitor and adjust instruction and attend to learning gaps to provide equitable access to rigorous learning experiences.
Kent County Public Schools is committed to continuous support and professional development for teachers and staff in order to enhance the quality of instruction provided in a variety of ways to fully support all students. We recognize that the social and emotional well-being of our faculty and staff is vital to ensuring that all students' academic needs are met and that we are supporting students to become resilient. We understand the importance of supporting our teachers in order to build a culture of trust, respect, and collaboration. During Summer 2020, professional learning experiences will be available for teachers and administrators. Targeted competencies in Digital Teaching and Learning will be the focus. KCPS also plans to ensure that we build and support strong instructional teams in all of our buildings to support their efforts in supporting students and bridging learning gaps.

Intentional professional learning will provide all teachers with extensive enhanced knowledge of Schoology, the Kent County Public Schools learning management system. Professional learning modules will be provided in synchronous and asynchronous formats. KCPS believes in continuous learning and will offer professional learning throughout the 2020–21 school year.

KCPS will provide ongoing professional development that builds cultural responsiveness and addresses identified areas of inequity.
Monitoring Progress and Grading

Providing Student Feedback & Grading

Under the Continuity of Learning Plan implemented for the fourth quarter of the 2020 school year, grading policies were modified to reflect a pass or incomplete. While this plan was suited for the Spring 2020 closure, challenges arose with decreased student engagement and participation. Because of this, KCPS will reinstate its existing grading policy and procedures from the 2020/2021 academic year with the following considerations:

- KCPS will focus on equitable grading practices. Secondary gradebooks will reflect 50% formative work and 50% summative assessment
- Content teams will work to identify opportunities for project-based learning and assessment, when feasible
- Teacher feedback will be an integral form of communication as to whether students are meeting the expectations and mastery of content standards
- Tasks will be designed to be both rigorous and support students
- Whether instruction is remote or face to face, teachers will continue to monitor informally to provide oral and written feedback through the learning process

Handling of Instructional Material/Collection of Work

Requirement: Kent County will follow safety protocols for the collection of work.

Sharing instructional materials will be greatly minimized to decrease exposure. Procedures for cleaning and disinfecting materials between student use will be in place. KCPS will:

- Discourage sharing of items that are difficult to clean or disinfect
- Keep each child’s belongings separated from others’ and in individually labeled containers, cubbies, or areas
- Avoid sharing electronic devices, toys, books, and other games or learning aids.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible

Connectivity and use of Chromebooks will be the primary vehicle for instruction for 2020/2021. A limited number of hot spots will be available for FARMS students. In addition, the school system can deploy buses with Wifi to critical areas of need. KCPS is not planning to create, print and distribute packets on a large scale. As individual needs dictate, staff will work to provide access to resources.
Instructional Models

The Kent County Public School re-opening plan recognizes the need to plan for multiple scenarios that anticipate varying phases of re-opening. These plans include the traditional full opening, fully remote synchronous learning where students attend school daily from home with a structured schedule, and a hybrid model which blends remote and in-person learning guided by a structured schedule. KCPS recognizes the potential need to move from various models given the health crisis and state guidelines. These plans are designed to minimize impact on students and is based on feedback from surveys, stakeholder groups, and task force groups.

The KCPS Superintendent’s Office, in coordination with members of the Kent County Board of Education, local education recovery stakeholder groups, and experts at the Kent County Department of Health, monitor key health metrics and identify the appropriate stage within Maryland’s Roadmap to Recovery. The KCPS Superintendent of Schools, in consultation with the KCPS Board of Education, subsequently determines the operational status of schools within each phase.

<table>
<thead>
<tr>
<th>Impacts on Kent County Public School System Decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option 1:</strong> Fully Remote Learning for all students</td>
</tr>
<tr>
<td><strong>Option 2:</strong> Hybrid Learning combines face-to-face and remote</td>
</tr>
<tr>
<td><strong>Option 3:</strong> Face-to-Face Learning for all students</td>
</tr>
</tbody>
</table>

Fully Remote option will remain available for families regardless of return phase

Kent County School System under the direction of the Superintendent of Schools will make determinations regarding which groups of students and staff will be able to re-enter buildings. Specific schedules, calendar modifications, and delivery of instruction are all at the discretion of the local school system.

Option 2 prioritizes students who need the most support through an in school setting.

In both the Fully Remote and Hybrid instructional models, the remote experience will be enhanced for students in the 2020–2021 school year based on student, staff, and parent feedback. KCPS has been building the digital platform for several years. Several high-quality tools were available during the initial Continuity of Learning period such as Google Classroom, Zoom, and Screencastify. That work continues and has been adjusted based on feedback to ensure the Fully Remote option is improved from the spring of 2020.

KCPS families requested a desire for students to use one digital platform for the Fully Remote option. For this reason, the Schoology Learning Management System (LMS) will be utilized by all staff for course management in the coming school year. Consistent teacher feedback requested training to use the tools in a remote setting. KCPS has identified lead teachers that will continue to offer a flexible professional learning model to support the training and needs of teachers. All staff will be introduced to Schoology and participate in live webinars and training sessions.
Daily Learning Experiences

Each day, elementary students will have an opportunity to:

❖ Receive live, remote instruction from their teacher, 4 days weekly
❖ Join their classmates for class meetings and social-emotional learning experiences.
❖ Engage in small groups for instruction as needed.
❖ Work independently on assignments and projects.
❖ Take movement breaks and screen breaks throughout the day.
❖ Have lunch and playtime independently and with family.
❖ Participate in special area class instruction in art, music, library, and physical education.

Each day, middle or high school students will have an opportunity to:

❖ Receive live, remote instruction in all of their courses for a total of 3.5 hours each day, 4 days each week.
❖ Engage in small groups for instruction as needed.
❖ Request individual support from their school counselor. Work independently on assignments and projects.
❖ Take movement, lunch, and screen breaks throughout the day

Examples of tools and resources added and/or expanded this year include, but are not limited to:

● Gizmos
● Illustrative Mathematics K-8
● Lexia Core 5
● Dreambox
● Imagine Math
● Imagine Reading
Fully Remote Learning Option

The safety of students and staff are KCPS’ first priority. KCPS hopes the school system will return to normal operation as soon as possible because five days of in school face-to-face schooling is generally the most effective option for students. KCPS recognizes that some families may need a full remote model that facilitates five days of remote learning because of health and/or family considerations.

KCPS will institute enhancements to its fully remote approach in order to maximize teaching and learning. These enhancements are a product of the many lessons learned during the emergency school closure in the spring and feedback from students, parents, teachers, and administrators. Beginning in the fall of 2020, the remote instructional approach will differ from the spring Continuity of Learning Plan.

The Fully Remote option will require students to participate in remote assignments and activities, view videos for learning, submit assignments for feedback, and grading, engage with digital tools and software and attend teacher-led synchronous sessions. This model will vary across the elementary, middle and high school levels. Schools will maintain a schedule, and the amount of live instruction provided by teachers will increase as compared to what was provided during the Continuity of Learning Plan this past spring.

The delivery structure or instructional interval for the hours of live instruction will vary based upon the developmental age of the students, research on effective models for online instruction, and course enrollment. Student attendance will be recorded daily and teachers will follow traditional grading and reporting procedures for student work and assignments. Special education and related services will be provided in accordance with all applicable local, state, and federal regulations.

The school-based Fully Remote option ensures:

- Relationships are valued.
- Maryland College and Career Ready Standards will serve as the foundation for instruction.
- Emphasis will be placed on moving from maintenance of skills to fully engaging students in the approved curriculum.
- Learning options and supports are provided through staff at the building level.
- Change is minimized when students transition from Fully Remote to face-to-face.

As part of the Fully Remote option, staff will provide academic instruction to students Monday – Thursday by engaging with students in Schoology, responding to work submitted in the platform or via phone or email. Office hours, email communication, and additional supports such as screencasts and recorded examples will be available daily.

Independent assignments and projects will be provided each Friday. This time will be dedicated to staff to provide some small group and/or individual synchronous instruction and support to student equity. It will also allow for continued professional learning opportunities to increase proficiency with Schoology and other remote learning tools. Teaching teams will meet on Fridays to continue to plan and coordinate instruction for all three learning options (fully remote, hybrid, and face-to-face).
## Sample Elementary Student Schedule (Grades 1 – 2)

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td></td>
<td>Illustrative Math</td>
<td>Illustrative Math</td>
<td>Illustrative Math</td>
<td>Illustrative Math</td>
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<td>10:00-10:30</td>
<td>Specials</td>
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<td></td>
<td>Art</td>
<td>PE</td>
<td>Music</td>
<td>Media</td>
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<td>11:20-12:00</td>
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<td>Language Arts Wonders</td>
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<td>12:00-1:30</td>
<td>Lunch</td>
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<tr>
<td>2:30 - 3:30</td>
<td>Small Group / Individual Support / Teacher Office</td>
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</tr>
</tbody>
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* *Synchronous- teacher led

## Sample Elementary Teacher Schedule (Grades 1 – 2)

<table>
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<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>8:45-9:15</td>
<td>Teacher Planning</td>
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<td>9:15-9:55</td>
<td>*Synchronous Teaching</td>
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<tr>
<td></td>
<td>Math/Science (Group A)</td>
<td>Math/Science (Group A)</td>
<td>Math/Science (Group A)</td>
<td>Math/Science (Group A)</td>
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<td>10:00 - 10:30</td>
<td>Teacher Planning (Student Specials)</td>
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<tr>
<td>10:40-11:20</td>
<td>*Synchronous Teaching</td>
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<tr>
<td></td>
<td>Math/Science (Group B)</td>
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<td>11:20 - 12:00</td>
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<td>Reading/SS (Group A)</td>
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<td>12:00-1:30</td>
<td>Lunch</td>
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<tr>
<td>1:30 - 2:10</td>
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<td>2:15-4:00</td>
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* *Synchronous- teacher led
### Middle School Student Schedule

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<th>Tuesday</th>
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<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>8:30-9:20</td>
<td>Math Lesson</td>
<td>Independent Work (SPED Support)</td>
<td>Math Lesson</td>
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<td>9:30-10:20</td>
<td>Independent Work (SPED Support)</td>
<td>ELA Lesson</td>
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<td>10:30-11:20</td>
<td>Independent Work (SPED Support)</td>
<td>Social Studies Lesson</td>
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<td>11:30-12:20</td>
<td>Science Lesson</td>
<td>Independent Work (SPED Support)</td>
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<td>12:20-1:15</td>
<td>Lunch</td>
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<tr>
<td>1:15-1:45</td>
<td>Health/PE</td>
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<tr>
<td>1:40-2:40</td>
<td>Teacher Office Hours</td>
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<td>Small Group or Individual Support</td>
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<td>SEL Groups</td>
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*Synchronous- teacher led

### Middle School Teacher Schedule

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<tr>
<th>Time</th>
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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>7:20-8:30</td>
<td>Planning</td>
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<tr>
<td>8:30-9:20</td>
<td>Synchronous Teaching</td>
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<td>“Equity Day”</td>
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<td>9:30-10:20</td>
<td>Synchronous Teaching</td>
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<td>Guidance and Admin Grade Level Meetings</td>
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<td>10:30-11:20</td>
<td>Synchronous Teaching</td>
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<td>Planning</td>
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<tr>
<td>11:30-12:20</td>
<td>Synchronous Teaching</td>
<td></td>
<td></td>
<td></td>
<td>Student/Parent Conferences</td>
</tr>
<tr>
<td>12:20-12:50</td>
<td>Lunch</td>
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<td></td>
<td></td>
<td>Small Group or Individual Student Support</td>
</tr>
<tr>
<td>12:50-1:40</td>
<td>Collaborative Planning</td>
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<tr>
<td>1:40-2:40</td>
<td>Office Hours: Small Group or Individual Student Support</td>
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*Synchronous- teacher led
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tr>
<td>7:20-7:50</td>
<td>Planning</td>
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<td>7:50-8:35</td>
<td><strong>Period 1</strong> Instructional Time</td>
<td><strong>Period 1</strong> Instructional Time</td>
<td><strong>Period 1</strong> Instructional Time</td>
<td><strong>Period 1</strong> Instructional Time</td>
<td>Scope and Sequence Team Planning 7:20-9:00</td>
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<td>8:35-9:10</td>
<td>Teacher Supervised Student Work</td>
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<tr>
<td>9:10-9:20</td>
<td>Break</td>
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<tr>
<td>9:20-10:05</td>
<td><strong>Period 2</strong> Instructional Time</td>
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<td><strong>Period 2</strong> Instructional Time</td>
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<tr>
<td>10:05-10:40</td>
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<td>Teacher Supervised Student Work</td>
<td>Teacher Supervised Student Work</td>
<td>Teacher Supervised Student Work</td>
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<tr>
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<tr>
<td>10:50-11:35</td>
<td><strong>Period 3</strong> Instructional Time</td>
<td><strong>Period 3</strong> Instructional Time</td>
<td><strong>Period 3</strong> Instructional Time</td>
<td><strong>Period 3</strong> Instructional Time</td>
<td>PD/TeamPlanning 10:30-12:00</td>
</tr>
<tr>
<td>11:35-12:10</td>
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<td>Teacher Supervised Student Work</td>
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<tr>
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<td>Lunch</td>
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<tr>
<td>12:50-1:35</td>
<td><strong>Period 4</strong> Instructional Time</td>
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<td><strong>Period 4</strong> Instructional Time</td>
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</tr>
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<td>Planning</td>
<td></td>
<td></td>
<td></td>
<td>PD/TeamPlanning 2:10-2:40</td>
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</table>
Hybrid Option

The Hybrid option marries both face-to-face instruction with remote learning. While KCPS believes a fully face-to-face option would be optimal, many indicators suggest that schools may need to consider the hybrid option for at least a portion of the 2020/2021 school year. Decisions about options will continue to be reassessed from the direction of the state, as well as, the Superintendent of Schools with guidance from the health department.

The Hybrid option affords students face-to-face five (5) days and remote five (5) days in a two week cycle. It is important to note that remote learning does not equate to seven hours per day of synchronous learning. KCPS does not have the staff to provide both face-to-face instruction and synchronous instruction daily for both face-to-face and remote.

In this option, the primary mode of transportation will be identified. This is significant in order to determine KCPS capacity to transport students to school given the modified schedule and bus capacity limitations.

Principals will work with families to assign students to either an “A” or “B” cohort which will designate which day of the week in which they have face-to-face instruction. The factors below will help determine placement into cohorts:

- Academic needs
- Course selection
- Siblings in school
- Special student needs
- Mode of transportation
Hybrid Sample Schedules

Elementary Hybrid Master Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>PreK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
<td>9:15-9:45</td>
<td>Reading</td>
<td>Math</td>
<td>Specials</td>
<td>Math</td>
<td>Math</td>
<td>Reading</td>
<td>Math</td>
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<tr>
<td>9:55-10:25</td>
<td>Specials</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10:35-11:05</td>
<td>Science/SS</td>
<td>Specials</td>
<td></td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td>11:15-11:45</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
<td>Reading</td>
<td>Reading</td>
<td>Lunch</td>
<td>Specials</td>
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<tr>
<td>11:55-12:25</td>
<td>Math</td>
<td>Science/SS</td>
<td>Lunch</td>
<td></td>
<td>Specials</td>
<td>Lunch</td>
<td></td>
</tr>
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<td>Reading</td>
<td>Math</td>
<td></td>
<td>Math</td>
<td>Reading</td>
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</tr>
<tr>
<td>1:15-1:45</td>
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<td>Specials</td>
<td></td>
<td>Science/SS</td>
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</tr>
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<td>1:55-2:25</td>
<td>Dismissal</td>
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Middle School Hybrid Master Schedule

<table>
<thead>
<tr>
<th>6th Grade</th>
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<th>8th Grade</th>
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<tbody>
<tr>
<td>7:20–7:30</td>
<td>7:20–7:30</td>
<td>7:20–7:30</td>
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<tr>
<td>7:30–8:30 (60)</td>
<td>7:30–8:30 (60)</td>
<td>7:30–8:30 (60)</td>
</tr>
<tr>
<td>8:30–9:45 (75)</td>
<td>8:30–9:45 (75)</td>
<td>8:30–9:15</td>
</tr>
<tr>
<td>9:45–10:30 (75)</td>
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<tr>
<td>10:30–11:00 (60)</td>
<td>10:45–12:00(75)</td>
<td>10:30–11:30 (60)</td>
</tr>
<tr>
<td>11:00–12:00 (60)</td>
<td>12:00–12:30</td>
<td>11:30–12:00 Lunch</td>
</tr>
<tr>
<td>12:00–1:15 (75)</td>
<td>12:30–1:15 (75)</td>
<td>12:00–1:15 (75)</td>
</tr>
<tr>
<td>1:15</td>
<td>Dismissal</td>
<td>1:15</td>
</tr>
<tr>
<td>1:15–2:00</td>
<td>1:15–2:00</td>
<td>1:15–2:00</td>
</tr>
<tr>
<td>Digital Teaching and Learning</td>
<td>Digital Teaching and Learning</td>
<td>Digital Teaching and Learning</td>
</tr>
<tr>
<td>2:00–2:45</td>
<td>Teacher Planning</td>
<td>2:00–2:40</td>
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<tr>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
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<tr>
<td>(A Day)</td>
<td>(A Day)</td>
<td>(B Day)</td>
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<tr>
<td>Bell Change 8:55-8:59</td>
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<td>Bagged Lunch Pickup and Dismissal 1:07-1:15</td>
<td>Bagged Lunch Pickup and Dismissal 1:07-1:15</td>
</tr>
</tbody>
</table>
Student Services and Emotional Support

Resources for social-emotional support will be accessible to families and staff to create supportive learning environments.

Attendance

**Requirement** - Kent County Public Schools will establish a system for tracking attendance when students are engaged in distance learning.

KCPS recognizes that the definition of "present" will look significantly different during blended synchronous learning in order to provide an equitable opportunity for all students. Clarification on "present" will be redefined and shared with staff, students, and families. Students marked "present" will have engaged in some type of school activity, whether it be assignment completion, attendance at virtual meetings, logging onto the learning management system, or completion of assignments within our online learning programs. Attendance in learning is integral to students' academic growth and success. KCPS recognizes the need for consistent attendance regardless of the learning model; however, our procedures will not fail a student for attendance but every effort will be made to contact families if the student's presence is unclear. Mental health and community service staff will help support families in order to encourage and promote consistent attendance.

While under unique learning circumstances due to the COVID-19 pandemic, students will be accountable for their attendance. KCPS will return to the attendance policy and procedures with exception to the loss of grades due to attendance. Students not in attendance will be monitored by the truancy office and held accountable. To provide equitable opportunities for all students the documentation of attendance when students are not in a school building will consider the following:

- A student should be counted as present for the day in Powerschool if they engaged in some type of school activity. Teachers will engage with students on a daily basis either face to face or remotely.
- Schoology will be another tool used to help track student attendance/engagement history. While we recognize that this will work for the majority of students, we will not use this method solely. Instead we will also consider those who are unable to log in consistently due to outside constraints.
- Barriers may occur from completing activities during school hours. Students must still meet requirements for engagement/attendance each academic day.
- Clear and consistent communication regarding attendance and engagement are vital. KCPS will utilize all resources to promote student attendance and support families during the blended learning model of instruction.
KCPS will emphasize social-emotional learning (SEL) and community-building for students, staff, and families. Every effort will be made to reconnect, support, and build relationships as staff and students convene in remote spaces. KCPS recognizes the importance of SEL instruction, SEL supports, and community building. To support reopening, Student Services is developing additional strategies, supporting documents, and recommendations/guidance for students and staff well-being. Crisis teams will be available and support information will be provided to parents/guardians about available school and community resources to students and families. Faculty and staff will hold staff meetings to provide information on signs and symptoms of stress.

Kent County Public Schools will continue to utilize Changing Perspectives, Second Step, and Center on the Social and Emotional Foundations for Early Learning (CSEFEL) to address social emotional learning.

- **Changing Perspectives** offers schools and youth programs highly flexible, customizable options for supporting social-emotional learning: Pre-K–Grade 12 curricular resources and customized school consultation services. These services can be engaged independently or combined based on each partner school or program’s unique needs and goals.

- **Second Step** Social Emotional Learning (SEL) gives students the tools to excel in and out of the classroom. Students will learn how to recognize strong emotions and unhelpful thoughts, and they learn to apply strategies for managing their emotions and reducing stress.

- **CSEFEL** is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

**Home Hospital Instruction**

Home Hospital Instruction (HHT) was only provided to special needs students who were cognitively unable to learn via remote teaching during the Continuity of Learning period, Spring 2019–2020. All other HHT students received instruction remotely or paper packets with their classmates.

- For the start of the 2020–21 school year, students who are immunocompromised or live with someone who may be considered high risk may have documentation stating that attendance in the building is not medically in their best interest. Those students will still need to access their education. If the remote setting is not appropriate, HHT may be the best way for them to access the curriculum.

- Home and Hospital Teaching services will continue to be delivered in a remote setting until all COVID-19 mandates have been lifted.

- HHT teachers must have access to the curriculum and teacher assignments (ie–schoology, google classroom)

- HHT services will be delivered for students with an emotional or physical condition that impacts the student’s ability to attend school as certified by the corresponding medical provider. Recertification requirements will be flexible so as not to expose immunocompromised students to a doctor’s visit.
English Learners

The KCPS ESOL (English to speakers of other languages) is an English language acquisition program for students in grades pre-kindergarten through grade 12. Students are identified as English language based on a home language survey and an English proficiency screening assessment – (KW-APT and W-APT). Currently there are 80 EL in KCPS, grades K – 12 and approximately 10 PK students a year.

Two of the three elementary schools as well as the middle and high school have an ESOL teacher who provides EL services to students and EL case management. In the remote learning setting, KCPS is continuing to provide EL services to students at all levels. The goal of these services is to promote successful English language acquisition through concurrent language and content learning.

Elementary Level EL teachers work collaboratively with classroom teachers to recommend and create instructional materials as needed to maximize equitable access to grade-level content. In addition, EL teachers create linguistically differentiated standards-focused lessons to support Newcomers (students arriving to the country after July 1, 2019) and Entering level, English proficient students. EL teachers and county interpreters act as family liaisons to communicate instructional and school-based initiatives.

Secondary Level EL teachers are continuing to support ELs in sheltered courses. EL teachers craft remote learning with the use of EL textbooks, content resources, and supplemental digital resources. Distance learning is designed and organized using a variety of tools specifically Google classroom and Lexia.

Communication with students and families has been a challenge, but KCPS has made ample use of interpreters and translators to reach non-English speaking families; 99% of the non-English speaking families speak Spanish. Although concerted efforts were put forward to supply all families with a device for online learning, many families do not have internet access. Many of the “free” services being offered either require families to provide information they do not have or have a long waitlist. Parents with limited formal education and limited English proficiency struggled to support students at an equitable rate commensurate with their English-speaking peers.

Looking forward to the 2020-2021 school year, schools will have to consider the proficiency levels of their non-English speaking students in instruction factoring in the loss of three months instructional times in the spring. Classroom teachers now more than ever will need the support of ESOL staff in sheltering content and using strategies to convey material. Immigrant students need to be considered with their set of unique needs in instruction as well as acclimation.

The ESOL staff will work closely with content and classroom teachers, providing support and lesson input using ESOL-specific standards and strategies. EL students will be quickly identified and they and their families will have linguistic support.
Special Education Services

Requirement - Kent County Public Schools will follow the established Special Education protocols.

During the COVID-19 pandemic, Kent County Public Schools and the Kent County Infants and Toddlers program provided services to all families through a virtual platform. In light of the current circumstances, IEPs and IFSPs with parental input were amended to provide services. All services were provided virtually to help ensure the health and safety of staff, families, and children. Our children were always our TOP concern during this pandemic.

On June 10, 2020, when Governor Hogan and Dr. Salmon, Superintendent of Maryland Public Schools, announced that schools systems may now begin to bring small groups of students and staff into school buildings, planning immediately began to determine how KCPS and KCI&T would continue to provide services to our students with disabilities. Through collaboration with the Kent County Health Department (KCHD) and Kent County Department of Social Services (KCDSS), Kent County Public Schools (KCPS) developed plans to service students with disabilities to meet their IEP and IFSP goals and objectives through virtual and face to face sessions after July 1, 2020. KCPS also brought in individual students into the school setting to complete assessments that were authorized prior to or during the pandemic.

Questionnaires and screenings were conducted prior to students being served face to face or before entering in the school setting through school based infants and toddlers services. All forms were sent to the central office in case contact tracing needed to take place. On July 22, 2020, Dr. Salmon announced that MSDE will extend flexibility to local school systems to determine reopening schools while instituting procedures and guidelines for in-person instruction.

During this phase of the pandemic, data will continue to be reviewed by the health officer of KCDH and representatives from KCPS and KCDSS to ensure that the health and safety of Kent County citizens, staff, and students are of the utmost priority when providing face to face services. However, KCPS recognizes that equity is an integral part of our reopening plan and not all students benefited or engaged in virtual instruction. Some students who received special education and/or related services were considered in our most at risk group and could benefit from face to face services to receive their Free Appropriate Public Education (FAPE), however, some students with disabilities do receive FAPE through virtual instruction and make progress in the general education curriculum.

In order to determine students whom may be considered at a higher risk of not receiving FAPE, case managers will complete a risk form (Appendix A) identifying key factors that help to determine those who may not have received FAPE or did not benefit from to those who did not engage in online learning during the Spring of 2020. This form will be reviewed with every parent, where parents will also have input in how their child did with virtual learning during the Spring.
and if circumstances have changed in their home. Although a student may be found at a higher risk of not receiving FAPE, parental input will be the determining factor if a child does or does not receive instruction face to face. If a parent does not feel comfortable with sending their child to school during the pandemic, all services will be provided virtually.

After each case manager completes the risk ratio form, a meeting will be scheduled with each parent to review the form and determine how services will be implemented until schools open completely for all students. If a parent does not feel comfortable with their child receiving face to face instruction, the child will receive instruction virtually. The health and safety of staff and students is KCPS top concern, therefore, any child who has severe health concerns that would be significantly impacted by the virus will be offered services virtually.

IEP meetings (formal and informal) will be held for each student prior to the start of SY 2020. The team will consist of the parent, special educator, any related service providers, child (if applicable), and a general educator who taught the student in the previous year. This team will review the risk form and together determine if the child needs face to face services or virtual services to receive FAPE. The approved IEP prior to the COVID pandemic will be reviewed to determine what can and cannot be done during this phase of the pandemic. Of course, all services in the approved Pre-COVID IEP will be reverted to if schools open fully during the life of the IEP. If in person or face to face services are deemed necessary for FAPE, KCPS buildings will be open to provide services for four hours a day Monday through Thursday. While the delivery mode, intensity, and frequency of services may vary from student to student, services will be offered at the student’s home school in small groups of less than 15 students and teachers in a classroom. Due to the need of services needing to be consistent for some special programs offered through KCPS, the following schedule will be used as a recommendation for classroom instruction as outlined in the IEP:

- Students with disabilities in the language support, life skills, academic support classrooms, and behavior support programs (including the Kent Alternative Program) will attend school for 4 hours per day Monday through Thursday with support from the special educator and instructional assistant.
- Students with disabilities who are found 80% or above using the Rubric for the Risk Form will be brought into school for up to four days per week, Monday through Thursday, for up to four hours per day with support from the special educator and instructional assistant.
- Other students may be found needing face to face or in person services based upon needs on the risk form and determined by the IEP team with support from the special education and/or instructional assistant.
- Students may be found eligible for related services through virtual or face to face services based upon the risk form even if they are not found eligible for face to face services in classroom instruction.

All staff will engage in cleaning procedures between student visits and at the end of the day. This includes using approved cleaning wipes to wipe down all materials, tables, and chairs used. Frequent handwashing is encouraged for students and staff, along with using hand sanitizer. Masks and gloves will be required of students and staff, with changing masks between visits or services. Each room that has been used during the school day for these services will be cleaned and sanitized by staff using approved cleaning procedures. This will be done after all students have departed for the day.

Some students can receive FAPE by accessing their special education and/or related services through a virtual means as determined by the IEP team. Those students may access their special
education and/or related services through using schoology, google classroom, or other virtual platforms where they will receive their specially designed instruction designed by the special educator to make progress in the general education curriculum. These schedules will vary based upon the individual needs of the students as outlined in the child’s IEP and consist of utilizing the specially designed instruction the child needs to access and make progress in the curriculum. This may include:

- Break out rooms in small groups provided by a special education teacher or instructional assistant.
- Individually meeting with a special education teacher or instructional assistant.
- Teaching specific goals from the amended IEP that are foundational to the student’s mastery of the general content.
- Assisting students to organize their projects and assignments.
- Working through a student’s anxiety.
- Pre-teaching a concept that will be covered in the general content in the coming days utilizing SDI the child needs to access and make progress in the curriculum.
- Re-teaching a concept that was recently covered in the general content that proves difficult for the student.

General education and special education teachers will co-plan, co-teach, and co-assess students through the virtual platform used for instruction in the general education classroom. Instructional assistants and or special education teachers will support students with disabilities in these virtual classrooms.

**IEP Meetings and Assessments**

Due to no extensions in timelines under IDEA, KCPS must meet all IDEA obligations to locate and find children eligible for special education services. Since the June 10, 2020 relaxation of restrictions, KCPS began assessing students face to face and assessments immediately after July 1, 2020. At this point, KCPS will continue to assess students in person to determine eligibility for special education and/or related services.

Precautions will be taken by staff and families to help prevent further transmission of the virus among students and staff. All testing will be completed in a school building located closest to the child’s home when possible. If transportation is needed to complete this testing, case managers must contact the Special Education Office to arrange these services. All participants must wear masks during the assessments and while in the school building. A plastic shield will also be placed between the assessor and student and social distancing is encouraged as appropriate. After all testing sessions, the examiner will wipe down all materials and areas with approved cleaning wipes. Students will not be allowed to travel the building alone. If a student needs to use the bathroom, the examiner must notify the custodial staff that the student traveled to a different part of the building to ensure that all cleaning procedures are followed.

IEP meetings will still be held virtually, unless parent asks to meet in person. The IEP chair will contact the parent to determine his/her preference. Parents will continue to receive all IEP documents as outlined under IDEA timelines. If parents have questions, these questions are to be directed to the Office of Special Education. Through the COVID pandemic, it is important that the IEP team collaborate with the parents/guardians on how to further support the student and if necessary, IEP meetings will be held to re-evaluate the child’s circumstances to ensure that he/she is receiving FAPE.
PAATH Program (Promoting Adult Achievement through Transition and Health)

Students in our PAATH Program in collaboration with Queen Anne’s and Talbot Counties will have the opportunity to receive their virtual instruction at KCHS with the support from the special education teacher and instructional assistant. Students who do not attend face to face services will still have the ability to access this program with the support of the classroom teacher and instructional assistant. Students will continue to receive all components of the program, including life and wellness, work based learning, employment skill training and career development.

Transition Planning and Programming

- All students ages fourteen and up will continue to receive transition assessments through the virtual setting to drive their transition planning process. Additionally, students will meet with the Transition Facilitator to discuss the assessments and receive coaching to learn advocating skills for themselves and their career goals and needs.
- Case Managers will continue to work with students to complete transition activities outlined in the student’s IEP virtually or face to face if necessary.
- KCMS will offer an elective that focuses on career awareness and development to introduce students to the world of secondary transition.
- The Division of Rehabilitative Services (DORS) has paused all in person Pre-Employment Transition Service programs at KCHS which include Work Readiness and Work Based Learning. Paid Work Based Learning Program between KCPS and community partners will resume once DORS has reestablished in person services. KCHS will provide an extracurricular virtual work readiness program. In collaboration with the KCPS Career Technical Education (CTE) Department, a virtual job shadowing program will be offered to students to help individuals shape their career goals.

Services Plans and Parentally Placed Private School Students

Students who are placed in private or parochial schools by parents may be eligible for services as outlined in the approved Parentally Placed Private School Students (PPPSS). These students will receive their services as outlined in their approved service plan either virtually or in person as determined by the IEP team. If the private school is not open for in person services or allowing outside community partners in their buildings, services may be provided at the child’s home school or through a virtual platform.

Infants and Toddlers

Beginning July 1, 2020, families were given the choice to resume services in person or remain virtual. Although it is still encouraged to provide services virtually when possible, KCPS, KCDSS, and KCHD recognize that some children need direct services from therapists and teachers. While multiple home visits can increase the risk of the virus being transmitted between homes and families, safety precautions were established and will remain to prevent possibly spreading the COVID-19 virus. All staff will be provided with Personal Protective Equipment (hand sanitizer, disposable and individual masks, sanitizing wipes, and gloves). Screening procedures and monitoring of staff is essential during the delivery of instruction to prevent further transmission of the virus.
In effort to reduce the spread of the virus, when possible and appropriate, families will be encouraged to accept virtual services. KCPS and KCI&T staff will start each visit with the Evaluation of Personal Risk interview. This allows staff to make appropriate decisions about future face to face services and appropriate delivery models of services for our families. Any parent who does not complete this interview will not receive face to face services during this time, instead they will be offered a virtual visit. KCPS and KCI&T program will monitor staff exposure and all staff will complete a COVID-19 questionnaire, along with temperature checks, prior to beginning work or visits that day. Any staff member who does not feel well or becomes ill during their work day will not be permitted to work and will be sent home immediately.

While some services cannot be provided virtually and require face to face interactions, KCPS and KCI&T programs are encouraged to limit the number of staff in a home. If appropriate, the KCI&T interpreter will conduct all visits through a virtual or telephone service. To protect parents and staff, masks will be required during the delivery of services. Any child over the age of 2 will also be asked to wear a mask. To help families prepare for face to face visits and the importance of teaching children to wear masks, social stories and videos will be shared with families ahead of time. Social distancing (6 feet) will be encouraged as appropriate during visits.

After visits, staff will dispose of gloves and masks in plastic bags. A new mask is required to be put on between each visit. Staff will also use hand sanitizer when they are not able to use soap and water to properly wash their hands between visits. Cleaning wipes will also be provided for staff to wipe down any personal materials (books, pens, calendars, materials) and their cars where they or others frequently touch throughout the day.

At the end of each day, staff will submit all evaluations of personal risk forms to the KCPS Office of Special Education. Any concerns that staff should have about a home visit must be reported immediately to the Supervisor of Special Education. If needed, consultation with the Supervisor of Student Services and/or Human Resources will determine if future visits to the home should occur to protect the health and safety of staff and families.

KCPS will ensure measures are taken to minimize the impact on distance learning for all special education students and families.
Safety and Maintaining Healthy Environments

Requirement: Kent County will follow the CDC guidelines for schools, which stress the importance of handwashing, physical distancing, and cloth face covering. Face coverings must be worn by all staff and students, particularly when physical distancing is not possible. Kent County schools will adhere to protocols instituted by state health officials for addressing an outbreak.

See Parent Resource for Reopening during hybrid of face to face instruction

Parent Companion Link for hybrid model
Parent Companion Link for virtual model

Cleaning Protocol

Requirement: Kent County will follow safety protocols for the cleaning of schools and other facilities, daily cleaning, and nutrition as established by MSDE in collaboration with MD Department of Health.

Enhanced routine cleaning and disinfection of shared objects and common areas will occur throughout the day. These include but are not limited to:

- Continuous sanitation of high traffic areas (ie- tables, doorknobs, light switches, phones, bathrooms, etc.)
- Record/monitor cleaning times with date, time, initials of custodian in high traffic areas
- Lead custodian will monitor the record of cleaning times and resolve issues that may arise.
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible. Filters are changed every six months.

Health Room

Schools are required to designate a COVID–19 related isolation space that is separate from the nurse’s office or other space where routine medical care for minor issues (medication, cuts, etc.) is provided. A student who shows COVID–19 symptoms during the school day should be moved to the specific room pre-designated for medical–related isolation until they can be picked up by a family member. These rooms will be frequently cleaned according to CDC guidelines.

Building/Classroom Modifications

- All excess furniture (i.e. area rugs) will be removed from classrooms.
- All classroom physical layouts will maintain a 6 foot distance between desks with rows where feasible and only 2 persons per table.
- Hallway & stairwells– directional arrows for one–way routes
- Arrival area & dismissal area– post signs reminding social distancing, designated areas for parents to pick-up/drop off
- Group gathering areas are not permitted (ie- reading corner, lab work)
- Declutter classrooms
  ○ KCPS will provide a water bottle filling station in each school. Staff and students are encouraged to bring their own water bottles.

Health and safety guidelines will be continually monitored and aligned with the recommendations for the Centers for Disease Control and Covid–19 Checklist to ensure the safety of the entire school community.
Face Coverings & Personal Protective Equipment

- School staff must wear cloth face coverings or face shield while in the school building, on school grounds when not contraindicated due to a medical condition, or safety concerns;

- All students, school staff, and bus drivers must wear a cloth face covering or a face shield while on school bus when not contraindicated due to a medical condition or developmental or safety considerations;

- Other adults must wear cloth face coverings when they must enter the school building or grounds for essential functions;

- Students must wear cloth face coverings in the school building and on school grounds when social distancing is not possible, when not contraindicated due to a medical condition or developmental or safety considerations;

- The use of cloth face coverings or face shield is most important at times when physical distancing measures cannot be effectively implemented especially when indoors;

- Local education agencies should examine the structure and schedule of the education program to identify when physical distancing may be a challenge;

- Cloth face coverings should not be worn by children under 2 years and anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove a face covering without assistance.

Bus Cleaning

Buses will be cleaned and disinfected between runs, approximately every 15 minutes.

Handwashing & Respiratory Etiquette

Portable sanitizing stations have been ordered and will be in place in all school buildings. Student and staff education on hand washing and respiratory etiquette will be taught and reinforced.

Social Distancing Guidelines

To practice social or physical distancing, stay at least 6 feet (about 2 arms’ length) from other people who are not from your household in both indoor and outdoor spaces. Sneeze guards/shields will be installed in key areas. In addition hallways and stairwells will have directional arrows for one-way routes in order to limit physical interaction in these locations. Each school will have a designated area for parents to pick up/drop off in order to not pass through the lobby area and that will have posted signage reminding students, families, and staff of social distancing guidelines.

Staff/Student Screening

Staff will be expected to report to their work space at the beginning of the work day. The nursing staff will come to the work space to screen the employee. Staff will not be allowed to collaborate or use common space areas until cleared by the nursing staff. Likewise, when students are in the building the nursing staff will do a classroom check-in.

Resources and materials will be provided in order to educate staff and parents about when he or she should stay home and when he or she can safely return to school. Student temperatures are not required to be taken.
Response to Covid-19 Infections

Requirement: Responding to Positive COVID-19 Cases In the event that a staff member tests positive KCPS will follow procedures developed jointly by MSDE and the MD Department of Health. The following procedures will be followed:

1. Staff members will be required to notify the principal/supervisor of a positive test or quarantine due to exposure.

2. Schools/offices notify Human Resources, which will identify and notify close contacts immediately.

3. Human Resources will consult with the Kent County Department of Health (KCDH).

4. Human Resources will notify the entire facility (school or building staff) of the confirmed case by next work day.

5. School cleaning and closing decision (if indicated) based on KCHD guidance.

6. Persons who test positive return to work/school when the following criteria have been met:
   - At least 24 hours have passed fever-free without the use of fever-reducing medications; AND
   - Improvement in symptoms (e.g., cough, shortness of breath); AND,
   - At least 10 days have passed since symptoms first appeared
   - At least 10 days have passed after a positive test even for a person showing no symptoms

7. Close contacts of a person who tests positive, should self-quarantine for a period of 14 days from the last close contact with the infectious person.
   - If the staff member/student develops no symptoms, they may return to school.
   - If staff member/student develops symptoms, then they may return to school when the following criteria have been met:
     ■ At least 24 hours have passed fever-free without the use of fever-reducing medications; AND
     ■ Improvement in symptoms (e.g., cough, shortness of breath); AND, At least 10 days have passed since symptoms first appeared.

Note: Aspects of this plan may be adjusted as conditions warrant.
**Requirement:** KCPS will follow protocols for the safe transportation of students to and from school.

### Visitors and After School Activities

All visitors to buildings will require an appointment. At this time volunteers are not permitted until students are able to return to school full-time. Any paid tutors must follow the same safety protocols as staff members. Onsite after school programs (Parks and Rec) will be limited to one area of the building. After school clubs can operate as long as they follow social distancing protocols. All parent nights and school assemblies are suspended until school resumes full time; however, these can be held remotely. Any building use from outside organizations is also suspended until school resumes full time.

### Athletics

**Requirement:** KCPS will follow MPSSAA guidelines in the local Return to Play plan.

Kent County Public Schools has followed the Maryland Public Secondary School Athletic Association (MPSSAA) Roadmap for Return of Interscholastic Athletics and the Center for Disease Control guidelines for “Return to Play.” In compliance with the CPD, the MPSSAA and the Bayside Athletic Conference an Athletic Recovery Plan has been developed. This working draft outlines procedures for interscholastic athletics non-sport specific pre-conditioning activities. Decisions will be made using factual data and recommendations that align with local and state guidelines when determining which sports will be active in competitive play.

### Transportation

- Transport 22–24 students per bus (one student per seat, family members seated together).
- Parent Survey—currently 57% of parents indicated that student would opt out of bus transportation.
- Drivers will sanitize the interior of the bus between different runs.

### Food and Nutrition Operations

- Teachers will take lunch orders in the morning at all school levels.
- Individually plated meals will be served in “clamshell” containers.
- For students in the building, meals will be packed in cooler bags and served in classrooms instead of in the cafeteria, while ensuring the safety of students with allergies.
- For community distribution, cooler bags will be used to store meals and buses will deliver to students at bus stops at designated times. A bus attendant may be assigned to a bus in order to account for meal distribution.
- Food service items (e.g., utensils, dishes) will be disposable
- Pre-packaged condiments will be provided with all meals.
- Enhanced sanitation measures will be implemented regarding student meal service in the meal preparation and food distribution.

When students return to school, student meals will be provided in the classroom. KCPS will continue to provide breakfast and lunches with all required safety measures in place. In the case of a full return, breakfast and lunch will continue in classrooms in pre-k through grade 8 with breakfast provided at kiosks at the high school. In the case of a partial return, meals will be provided on “remote days” through meal packets using coolers on school buses.

Food delivery will continue and with accommodations made for identified students and families.