Frederick County Public Schools
Continuity of Learning 1.0 Report
to the
Maryland State Department of Education

April 24, 2020
REVISED: May 22, 2020*

*All revisions are highlighted*

Note on hyperlinks in this document: This report is being used to inform a number of stakeholders both in and outside of Frederick County Public Schools.

Readers of this report who are outside of Frederick County Public Schools will not be able to use all of the hyperlinks included in the document.
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Frederick County Public Schools Continuity of Learning Vision

FCPS is committed to the success of each and every student, regardless of ability or learning disposition, exhausting every viable strategy and resource to provide them continuity of learning during this period of school closure. Equity serves as an FCPS anchor value; therefore, staff from every department throughout the school system (curriculum, special education, English Learning, accountability and school administration, student services, professional learning, and our business services departments) is relentlessly seeking every possible avenue to engage and support all of our students. FCPS recognizes the tremendous stress and anxiety stemming from these unprecedented times. We have and will continue to foster the social and emotional wellbeing of our students. As we have fully developed and implemented academic learning materials, resources and opportunities for students, we have equally developed and implemented social, emotional and therapeutic resources and supports for students, including providing teletherapy and telehealth to students who require these supports.

When our community returns to school and enters a period of normalcy, FCPS will be prepared to maintain the safety of students and staff, address learning loss that some students may have experienced during the closure, restore normal learning structures and routines and support the overall wellbeing of all students. In the coming months, as it has done in the past five weeks, FCPS staff will remain agile and work collaboratively to rapidly create a robust menu of resources, tools, and best practices that will ensure the success of our students. FCPS will serve as a catalyst in restoring, strengthening and offering a brighter future for our Frederick County community.

Introduction

On March 12, 2020, Dr. Karen Salmon, State Superintendent of Schools, informed the public that all Maryland public schools would be closed from Monday, March 16th through Friday, March 27th. She also directed administrators, faculty, staff, and parents/guardians to “begin to immediately prepare for, and put into place, measures for the continuity of educational services during this prolonged period of school closure.”

This announcement prompted Frederick County Public Schools’ (FCPS) central office staff to accelerate work that had already been initiated to prepare for Continuity of Learning (COL). The draft COVID-19 Pandemic Plan was reviewed in person with administrators on Tuesday, March 10th with an overview of the virus provided by Dr. Barbara Brookmeyer, Director of Frederick County Health Department. On Friday, March 13th, FCPS asked all secondary students to take home their FCPS Chromebooks in preparation for online learning.

Central office staff reviewed FCPS’ Continuity of Learning (COL) plan with school principals via level-specific conference calls on Thursday, March 19th and Friday, March 20th.

On Friday, March 20th, FCPS teachers received a message from Superintendent Alban along with a link to the COL professional learning module to complete. The professional learning module was designed to:

Not all hyperlinks can be viewed by readers outside of Frederick County Public Schools.
- Provide a working definition of COL and expectations for distance learning.
- Help teachers create their distance learning plan.
- Share the many resources and supports that are available for teachers
- Address many of the questions teachers had on FCPS’ COL plan.

On Monday, March 23rd, teachers completed the professional learning module that they received on Friday, March 20th. Teachers were required to complete the module before 7:00 a.m. on Tuesday, March 24th. FCPS management worked collaboratively with the Frederick County Teachers Association (FCTA) to modify the teachers’ work year, in order to secure 7 hours of professional learning time needed to prepare for COL.

Principals engaged in virtual planning meetings with their staff on Tuesday, March 24th and Wednesday, March 25th. These virtual planning meetings were held through a variety of platforms (i.e., Skype for Business, Google Meet, phone conference, etc.). Principals were asked to meet with small groups of teachers in order to ensure that there was an opportunity for an open dialogue to address any questions or concerns.

On March 25th, Dr. Salmon informed superintendents that distance learning would count as instructional days for students; FCPS announced to the community that staff would begin the implementation of the school system’s COL plan on Monday, March 30th.

Thursday, March 26th and Friday, March 27th were days dedicated to teachers to use the rest of their 7 hours of professional learning time for planning and developing lessons resources for COL.

School principals and teachers began directly communicating specific information to their families on Friday, March 27th.
Essential Component 1:

An overall description of how they will deliver COL to all students. This will include their distance learning platform, the technology they have available, and how they will accommodate students who do not have access to a device or the internet.

In FCPS, COL is the delivery and receipt of standards-based activities and assignments within a course or grade-level framework that can be completed with limited instruction during a period of absence. FCPS teachers will provide COL by using distance learning.

Distance learning is conducting educational activities when teachers and students are not located in the same physical location but are connected either digitally or by the exchange of written materials. FCPS teachers are sending assignments and activities that are connected to the learning standards for each content area or course. This is occurring through two approaches: digital and print materials.

Digital and Printed Materials Approach

The activities and assignments are being sent through Schoology, Google Classroom, email or via printed materials. Teachers have communicated the distance learning system that they are using to students and families.

FCPS purchased Schoology two years ago recognizing the systemic need for a learning management system and a platform to further promote 21st century instructional and learning approaches. Schoology offers capabilities to significantly assist educators with distance learning which positioned FCPS extremely well during the unforeseen school closure. Housed within our curriculum site is the FCPS’ Distance Learning Resource Center which offers a wide-range of activities and assignments directly connected to courses and standards as well as professional learning resources for distance learning.

In addition, teachers have access to a wide range of digital learning and teaching tools in the FCPS digital ecosystem. Those digital tools include but are not limited to:

- ABC CLIO
- Adobe Spark
- Agile Mind
- Dreambox
- EverFi
- FlipGrid
- Gale Resources in Context
- Google Read-Write Extension (with EquatIO)
- Intensified Algebra
- Jason Learning
- Learn 360
- Naviance
- Newsela
- Pear Deck
- PebbleGo
- PebbleGo Next
- Playposit
- Read 180
- SIRS Databases
- Study Island
- System 44
- WeVideo
Print Materials Approach

In a few instances, families have elected to pick-up print materials to support distance learning; this is more often selected for FCPS’ youngest students in primary grades. Some teachers and families see benefits to having offline materials to reduce screen time and free up computer time for siblings or parents. Elementary students are generally less familiar with Schoology which is more readily used at the middle and high school levels, and use of Google Classroom and print materials are more evident at the elementary level.

Print Materials Data and Production

Print packets for elementary schools are developed by teachers, teacher specialists and curriculum specialists and are submitted to a common folder on Tuesdays by noon. They are reviewed by a team of four to six teacher curriculum specialists for correctness, continuity and formatting by the close of business, 4:30 p.m. on the same day. On Wednesday mornings, a photo ready pack is delivered to FCPS’ Public Affairs Department who deploys them to two printing contractors for publication. The packets are printed, collated and sorted by school and delivered to the FCPS’ warehouse by close of business Thursday. The warehouse then delivers packets to schools by close of business Friday for distribution. A project manager has been identified to monitor the implementation of the plan.

Print packets for middle schools follows a similar plan with slight modifications to the timeline. Middle school print packets are printed in the schools and distributed throughout the school system using the internal courier system. For the first three weeks of COL, print packets were created and printed for every student, pre-kindergarten through grade 5. The number of print packets has been reduced based on the needs identified by individual schools. Middle school print packets are printed based on needs identified by individual schools. All print packages are available online.

The very limited use of print materials at each high school are created by teachers and mailed to families.

At this time, evaluation of learning via printed materials can occur through digital sharing of a photo via email or text message, or by phone conference with a student.

Supplemental Learning Resources

In addition, if families are seeking additional learning opportunities beyond what is assigned by teachers, they can visit the Supplemental Resources for FCPS Families site.

Technology for Students

In the school system’s middle and high schools, where there is an existing 1:1 program, devices were sent home with students on March 13th, the last day school was in session. In the final days prior to closure, FCPS teachers polled all students to determine if they had (a) internet access and (b) a computer at home. Data were collected at the school and central levels to best inform the action plan.
for increasing connectivity for students. Due to this proactive response, staff knew which students would need devices and/or internet access. FCPS ordered 1,000 mobile hotspots to deploy to homes without internet access. The hotspot devices were tested by FCPS’ Department of Technology Infrastructure (DTI) in the months prior to the school closure as part of FCPS’ ongoing equity-focused approach to technology access for families.

FCPS designed and implemented a three-phase deployment plan for the distribution of technology to FCPS families that did not have the resources to access online learning. On Friday March 27th at the school system’s ten high schools, Chromebooks for elementary students and internet-capable Wi-Fi hotspots were distributed to students who needed a device or internet connection to participate in online learning opportunities. Parents and guardians were encouraged to contact their school’s principal if they had questions and/or were experiencing challenges with their child's COL.

In addition, school staff contacted families to determine if they were aware of the free internet options available in the Frederick area. These options were researched by the DTI for viability, shared with parents, and in many cases became a viable option for FCPS’ families.

The table below shows the levels of connectivity for our 44,000+ students in FCPS reported as of April 15th.

<table>
<thead>
<tr>
<th>Level</th>
<th># of Students Without a Chromebook*</th>
<th># of Students Unable to be Reached**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>122*</td>
<td>140**</td>
</tr>
<tr>
<td>Middle</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>High</td>
<td>1*</td>
<td>25**</td>
</tr>
</tbody>
</table>

*A student in this column may not have a device because they’ve scheduled pick-up and have not yet picked it up or because the student/family has elected to use printed materials. In many instances, these are FCPS’ youngest students. Schools have indicated and it has been confirmed by DTI that at this time there is no request for a device which cannot be met with existing FCPS resources.

** The majority of cases in which staff was unable to reach families are occurring in Frederick County neighborhoods with higher levels of poverty and mobility. In consideration of the 140 reported at the elementary level, there are three Title I schools reporting more than 10 but no more than 25. All other elementary schools range from 0-10.

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Teacher Guidance

Teachers were presented with possible avenues to provide students with instruction and guidance. These included:

- Audio messages
- Screencasts
- Video explanations
- Written direction and content

Teachers developed a distance learning plan using a Google Form: Distance Learning Plan. Principals were asked to guide and support teachers with the development of their distance learning plans.

The following expectations were clearly established for teachers for the provision of distance learning:

- Connect with and support students.
- Enter one grade per week per subject (applicable to most teachers).
- Provide appropriate activities and assignments.
- Receive and review completed work as appropriate and when possible.
Essential Component 2:

A description of the roles and responsibilities of district staff, school administrators, teachers, instructional assistants, students and parents.

Advanced Academics/Gifted and Talented Office

Supervisor of Advanced Academics and Gifted and Talented

The Supervisor of Advanced Academics and Gifted and Talented fulfills the following responsibilities during the school closure:

- Attends Maryland State Department of Education (MSDE) and other virtual meetings and professional development meetings.
- Develops supplementary instructional tools and resources for teachers to deepen and enrich the virtual learning of students.
- Maintains regular office hours, central office and school-based staff, to address questions and concerns as they arise.
- Provides guidance to central office and school-based staff on the facilitation of advanced and gifted learning opportunities for students.

Teacher Specialists for Advanced Academics/Gifted and Talented

Advanced Academics and Gifted and Talented teacher specialists fulfill the following responsibilities during the school closure:

- Develop resources and lessons for school-based staff.
- Support school-based teachers with developing and implementing lessons and resources to meet the needs of advanced and gifted learners.
- Provide professional learning to teachers requesting support, as needed.

English Learners Office

English Learners Supervisor and Specialist

The English Learners (EL) supervisor and specialist fulfill the following responsibilities during the school closure:

- Attend MSDE and other virtual meetings and professional development meetings.
- Provide guidance to central office and school-based staff on the facilitation of EL supports and services.
- Meet regularly with all central office and school-based staff to address questions and concerns as they arise.

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**EL Teacher Specialists**

The EL teacher specialists fulfills the following responsibilities during the school closure:

- Support school-based staff on the implementation of virtual instruction.
- Translate instructional materials and systemic documents into families’ native languages.

**Equity Office**

*Supervisor and Teacher Specialist of Equity*

The Equity Supervisor and teacher specialist have been asked to fulfill the following responsibilities during the school closure:

- Develop guidance for all central office and school-based staff to provide distance learning through an equity lens.
- Develop guidance documents for staff in providing equitable and culturally-sensitive digital learning materials.
- Maintain regular office hours to respond to and address questions as they arise.
- Support school-based staff on the implementation of virtual instruction through an equity lens.
- Maintain regular office hours to respond to and address questions as they arise.

**Special Education Department**

*Directors of Special Education*

The Directors of Special Education fulfill the following responsibilities during the school closure:

- Attend MSDE and other virtual meetings and professional development meetings.
- Facilitate guidance for 504 Coordinators.
- Meet regularly with all central office and school-based special education staff to address questions and concerns as they arise.
- Provide guidance to central office and school-based staff on the facilitation of individualized education program (IEP) Services.

**Special Education Supervisors and Coordinators**

Special education supervisors and coordinators fulfill the following responsibilities during the school closure:

- Facilitate virtual IEP Meetings.
• Provide guidance to school-based special education and general teaching staff on the implementation of specially-designed instruction, Distance Learning Plans, and IEP modifications.

Special Education Teachers and Related Service Providers (e.g. speech pathologists, occupational therapists/counselors etc.)

Special Education Teachers and Related Service Providers fulfill the following responsibilities during the school closure:

• Provide specially-designed instruction, to the greatest extent possible, for all students with disabilities, focusing on those goals and objectives identified from the IEP within each students’ distance learning plan. These services may be provided synchronously or asynchronously, depending on the individual student’s needs.

• Ensure reasonable accommodations and modifications are provided to students in meeting their virtual learning needs.

• Work collaboratively with general educators to determine appropriate and reasonable services while planning to provide continuity of instruction in distance learning. Other services such as specially-designed instruction and related services are being considered by each case manager in consultation with service providers to determine what is appropriate and reasonable in the circumstances while planning to provide continuity of instruction in distance learning.

• Ensure students with disabilities have access to a Free Appropriate Public Education (FAPE), an equal opportunity to participate in distance learning lessons that are available to their peers in the general education setting. FCPS special education teachers are working collaboratively with general education teachers to determine how to provide specially designed instruction to students with disabilities during COL. Educators use the below questions to guide their work in this area.

  ■ Is the work being provided accessible to all students?
  ■ Is the work focused on one or more IEP goal(s)? Is the learning goal focused and uniquely tailored?
  ■ What reasonable “good faith” efforts are you making to engage students?
  ■ How will services be documented?

• Consult the Special Education Distance Learning document for resources to utilize when designing distance learning and when completing the following:

  ■ Complete online training on the delivery of COL (Special Education Distance Learning Schoology). Resources on this site include
  ■ Access to resources needed in planning for distance learning.
  ■ Answers to key questions.

• Access resources folder and other colleague-developed distance learning resources.

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- Participate in professional learning on how to facilitate IEP Meetings and special education processes through distance learning ([Special Education FAQs for Distance Learning](#)). The FAQ list covers questions related to the following areas:
  - Compliance
  - Parent Communication
  - Planning for Instruction
  - Prioritizing Goals and Supplementary Aids
  - Services / Interventions
- Complete the [Special Education Caseload Matrix for Distance Learning](#) and submit to their school-based administrator.
- Prepare communication for parents/communication.
- Use the [COL for Special Education Services](#) template for communicating with parents/guardians.
- Conduct the [Distance Learning Inventory](#) with parents/guardians to collect information on what is needed for distance learning for each student on assigned caseload (prioritize supplementary aids and accommodations and determine materials needed for learning in the home environment).
- Document the established distance learning plans and weekly progress monitoring on the OIEP Contact Log.
- Review the internal [Supplementary Aids/Accommodations: Teacher Resource Tool](#) or [Pre K Supplementary Aids/Accommodations: Teacher Resource Tool](#) document to assist in determining priority supplementary aids. This document should be used for providing suggestions to families when answering questions about instruction or responding to progress monitoring reports.
- Use the [IEP Planning Tool](#) to draft distance learning instructional opportunities related to prioritized goals. This is a planning tool only.
- Determine the method of progress monitoring to be utilized to monitor services and supports and adjust distance learning accordingly.
- Monitor students’ progress using Progress [Monitoring via Distance Learning](#) document for templates, examples, and tools.
- Complete Quarterly IEP Progress Report Form.
- Document all parent contact logs on the Maryland Online IEP.
- Document all IEP services using the [Service Log](#).

**Special Education Teacher Specialists**

Special education teacher specialists support school-based staff on the implementation and fulfillment of the aforementioned responsibilities.

- Support school-based staff on the implementation of virtual learning.

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Special Education Instructional Assistants (SEIA)

Under the direction of special education teachers, special education instructional assistants fulfill the following responsibilities during the school closure:

- Complete online professional learning modules.
- Conduct weekly check-ins with students they serve, particularly those that are assigned dedicated adult support.
- Create modified instructional materials.
- Document service hours for students provided by special education teachers.
- Host virtual check-in meetings with students and families to assess the understanding and the progress during virtual learning.
- Provide assistive technology coaching support to students and families.
- Review student work and provide additional support to students and families as needed.
- Send out IEP paperwork and documents for virtual IEP team meetings.
- Support the development of print resources and material of instruction for students and families.

Curriculum, Instruction and Innovation (CII) Staff

The department of Curriculum, Instruction and Innovation provides support for all school administrators charged with implementation of the distance learning program. Curriculum specialists, teacher specialists and support staff continue to serve the schools and system in FCPS’ current implementation of COL. Activities directly related to COL include:

- Holding office hours to directly conference with teachers and leaders;
- Creating digital resources for use in distance learning;
- Consulting with teachers on distance learning strategies;
- Developing onboarding videos for teachers, students and families for using digital stools;
- Troubleshooting digital tools integration and rostering issues with vendors; and
- Developing print materials for students.

System Accountability and School Administration (SASA) Staff

District staff in this department include Directors, Supervisors, Coordinators, Teacher Specialists, and a variety of other support staff. These staff maintain a variety of roles, including maintenance of the Student Information System (SIS), required state reporting, surveys and evaluation, local and state assessment plans, provision of intervention services and support, and ultimately supervision of all school administrators charged with implementation of the distance learning program. All district SASA staff continue to serve the schools and system in its current implementation of distance learning. While many tasks are routine or business as usual, such as the continuation of hiring processes for teachers...
and administrators, grade processing, data integrations for digital tools, state reporting, etc., some roles are adjusting based on new needs for distance learning.

Staff from this department are partnering on state workgroups and/or leading county workgroups pertaining to grading and reporting, graduation requirements, graduation celebrations, guidance for athletic directors and coaches, possible adjustments to teacher and principal evaluation, adjusted strategic plan reporting, and updated local assessment plans in light of changes at the state level.

Special projects that were in process are continuing, such as supporting implementation of multi-grade classroom instruction, continued upgrades to our multi-tiered system of supports, and an updated plan to meet the varied needs for principal professional learning and coaching in line with the Professional Standards for Educational Leaders.

Survey and evaluation staff are supporting the system and currently working with division leaders to implement a survey to collect formative feedback on the first four weeks of distance learning in FCPS. This information will serve to inform action steps that staff can administer in order to continually improve throughout this endeavor. It is critical that FCPS gain stakeholder input and reflect upon what is working well and identify opportunities for refinement, enhancements and upgrades.

School improvement staff are evaluating and revising school improvement plan processes in light of the many changes faced by schools. Grant funded summer programs and Title I plans are all being considered in the FCPS planning to supplement student learning moving forward.

Principal supervisors are holding virtual meetings with principals and supporting them with key communications and changes in standard operating procedures during this time of continual change. The SASA leadership group is responsible for synthesizing all direction communicated from various departments in the organization (budget, food and nutrition services, custodial, maintenance, curriculum, special education, English learner, equity, professional learning, human resources, etc.) to ensure quality implementation of distance learning and to continue business as usual (i.e., hiring, budget submissions, continued program implementations, grading, etc.). This group is also exploring innovative plans for a potential blended version of distance and in-person learning in the future.

School Administrators

School administrators (principals and assistant principals) have engaged all school-based staff in the implementation of distance learning in FCPS. This includes teachers, counselors, school-based specialists, instructional assistants and special education instructional assistants. Teachers and instructional assistants deliver the core educational program. In addition, school administrators maintain the following responsibilities during the closure:

- Create a school meeting schedule that ensures grade levels/departments have coordinated times to meet, that support staff (EL, Special Education, Specialists, Counselors, Social Workers) and school leaders are able to attend as needed.
● Communicate key information to the school community (e.g. families; staff; school partners).
● Coordinate and conduct Accelerated Learning Process (ALP) with staff meetings as needed.
● Monitor and respond to emails and phone calls from families, community, and central office staff.
● Monitor student engagement in distance learning and direct staff to connect with students/families not actively participating in the daily learning.
● Read and disseminate FCPS communication to leaders, staff and community.
● Continue all routine responsibilities including hiring, staffing, scheduling, budget, etc. to close out the 19-20 SY and prepare to open the 20-21 SY.

**General Education Teachers**

General education teachers have been asked to fulfill the following responsibilities during the school closure.

<table>
<thead>
<tr>
<th>All Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a daily schedule of your responsibilities in a manner that supports your and your home situation</td>
</tr>
<tr>
<td>Monitor email to respond to student/parent questions and/or inquiries</td>
</tr>
<tr>
<td>Monitor student engagement in the course materials at regular intervals to ensure participation. Report engagement concerns to school administration.</td>
</tr>
<tr>
<td>Provide additional, individualized support for students with specialized learning needs by way of phone and/or email or Google Meet synchronous support sessions.</td>
</tr>
<tr>
<td>Provide modified activities/instruction that will allow students to continue to learn essential elements of the curriculum.</td>
</tr>
<tr>
<td>Utilize Curriculum NOW website resources to develop activities for distribution and instruction with students.</td>
</tr>
<tr>
<td>Attend Schoology virtual trainings or access Schoology on demand training videos as needed</td>
</tr>
</tbody>
</table>

_Not all hyperlinks can be viewed by readers outside of Frederick County Public Schools._
<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend office hours provided by FCPS Vanguard teachers</td>
<td>for support with Schoology, tech tools and distance learning strategies.</td>
</tr>
<tr>
<td>Attend office hours for central staff</td>
<td>in the Curriculum, Organizational Development, EL, Special Education Advanced Academics and Equity departments.</td>
</tr>
<tr>
<td>Connect with teachers in their Professional Learning Network</td>
<td>to exchange ideas on distance learning practices.</td>
</tr>
<tr>
<td>Prepare and attend Accelerated Learning process meetings</td>
<td>with your school leadership, school specialists and grade level or content teams.</td>
</tr>
<tr>
<td>Provide feedback to students on the assignments during established</td>
<td>office hours.</td>
</tr>
<tr>
<td>Enter one grade a week per content area</td>
<td></td>
</tr>
<tr>
<td>Connect with special educators, EL teachers, specialists, counselors</td>
<td>as need to plan instruction or troubleshoot issues with students and families</td>
</tr>
<tr>
<td>Notify the school support team about students who are not engaged in</td>
<td>distance learning</td>
</tr>
<tr>
<td>Direct families seeking additional learning activities to the</td>
<td>Supplemental Resources for Families site</td>
</tr>
<tr>
<td>Attend virtual IEP meeting as they are scheduled</td>
<td></td>
</tr>
</tbody>
</table>

**Elementary School Specific**

Provide information for Magnet Program nominations, Pathways identification or middle school placements.
<table>
<thead>
<tr>
<th>Provide office hours for students and families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend school-based Accelerated Learning Process (ALP) meetings to prioritize learning content, determine student evidence of learning, and approaches to meet the academic needs of all students</td>
</tr>
<tr>
<td>If conducting live synchronous support sessions for students, provide schedule which includes multiple options for time and multiple days of the week</td>
</tr>
<tr>
<td>Attend virtual training sessions focused on implementation of programs and curriculum for Fall 2020.</td>
</tr>
<tr>
<td><strong>Middle School Specific</strong></td>
</tr>
<tr>
<td>Provide information for Pathways identification, high school placements,</td>
</tr>
<tr>
<td>Provide office hours for students and families</td>
</tr>
<tr>
<td>Attend school-based Accelerated Learning Process (ALP) meetings to prioritize learning content, determine student evidence of learning, and approaches to meet the academic needs of all students</td>
</tr>
<tr>
<td><strong>High School Specific</strong></td>
</tr>
<tr>
<td>Provide office hours for students and families</td>
</tr>
<tr>
<td>Attend school-based Accelerated Learning Process (ALP) meetings to prioritize learning content, determine student evidence of learning, and approaches to meet the academic needs of all students</td>
</tr>
<tr>
<td>If conducting live synchronous support sessions for students, provide schedule which includes multiple options for time and multiple days of the week</td>
</tr>
</tbody>
</table>

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School Support Teams

Unique to FCPS is the creation of a “school support team,” which includes administrators, counselors, school-based specialists, and some instructional assistants. This team reaches out to students and/or families who may have unique needs during the implementation of distance learning. They may identify needed community resources or simply coordinate needs to ensure each student meets with success. This team was an intentional part of FCPS’ COL plan. While teachers serve as the primary contact for students and families, the support team is monitoring student and family engagement and reaching out in the event staff are not receiving any response from students/families. They are available to support students who may be struggling with the learning material, having difficulty navigating distance learning in general, or struggling with the social/emotional strain of this national pandemic. These teams will continue to serve in this supportive role as new information is shared from teachers to the support team.

Student Services Department Staff

Behavior Specialists and Student Support Teacher

Behavior Specialists and Student Support Teachers have been asked to fulfill the following responsibilities during the school closure:

- Attempt to contact approximately five students/families per day (this number may vary based on caseload).
- Collaborate with school administration and counselors to assess school climate and develop professional learning specific to school needs in the areas social/emotional learning and school climate.
- Collaborate with school administration to determine school-based professional learning needs and create accompanying presentations (content must be evidence-based).
- Collaborate with and support counselors in contacting students and monitoring engagement/grades.
- Complete Seclusion Learning module.
- Develop a reentry plan that specifically details priorities/supports for students upon return to school.
- Read literature disseminated by supervisor and summarize in writing.
- Review assigned student behavior data collection system.
- Schedule weekly meetings with school counselors, social workers, behavior support specialists, behavior teacher specialists, CASS workers, etc. to monitor students and plan for support to the greatest extent possible.
- Work with parents to provide strategies/recommendations if their child is experiencing difficulties during the extended closure.
Community Agency School Services (CASS) Workers

CASS workers have been asked to fulfill the following responsibilities during the school closure:

- Create the CASS section of Student Services Manual.
- Develop a request for proposal for mental health supports.
- Identify caseload and provide regular check in.
- Procure or link families to needed resources.
- Publish a weekly blog on mental health during the COVID-19 pandemic. Sample blog: superintendent.fcps.org
- Submit data reports weekly.

Counselors

Counselors have been asked to fulfill the following responsibilities during the school closure.

<table>
<thead>
<tr>
<th>High School Counselors</th>
<th>Middle School Counselors</th>
<th>Elementary School Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check in with students &amp; families with the goal of reaching 20 families each day.</td>
<td>Check in with students &amp; families with the goal of reaching 20 families each day.</td>
<td>Check in with students &amp; families with the goal of reaching 20 families each day.</td>
</tr>
<tr>
<td>Review senior transcripts &amp; audits.</td>
<td>Create &amp; review master schedule with administration.</td>
<td>Share mindfulness moments with parents and students or ask teachers to include in the lessons they send home</td>
</tr>
<tr>
<td>Create &amp; review master schedule with administration.</td>
<td>Create mindfulness activities through Schoology or google classroom. Share strategies with parents via email, model activities live on Schoology.</td>
<td>Create mindfulness activities through Schoology or google classroom. Share strategies with parents via email, model activities live on Schoology.</td>
</tr>
<tr>
<td>Convene ICR virtual meetings with students.</td>
<td>Create a Schoology lesson.</td>
<td>Create a Schoology lesson.</td>
</tr>
<tr>
<td>Administer Senior Survey.</td>
<td>Create &amp; share social/emotional learning (SEL) activities with teachers for them to include with their lessons</td>
<td>Read and share books and mini-lessons on facebook.</td>
</tr>
<tr>
<td><strong>Update, organize and review 504 Plans with an emphasis on reviewing accommodations impacted by virtual instruction.</strong></td>
<td><strong>Update, organize and review 504 Plans with an emphasis on reviewing accommodations impacted by virtual instruction.</strong></td>
<td><strong>Create and publicize virtual office hours. Provide contact information with these hours.</strong></td>
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<tr>
<td><strong>Support teachers.</strong></td>
<td><strong>Support teachers.</strong></td>
<td><strong>Support teachers.</strong></td>
</tr>
<tr>
<td><strong>Complete special projects as requested by administration.</strong></td>
<td><strong>Complete special projects as requested by administration.</strong></td>
<td><strong>Complete special projects as requested by administration.</strong></td>
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<tr>
<td><strong>Respond to issues or concerns at the direction of the principal.</strong></td>
<td><strong>Respond to issues or concerns at the direction of the principal.</strong></td>
<td><strong>Respond to issues or concerns at the direction of the principal.</strong></td>
</tr>
<tr>
<td><strong>Provide counseling to students (virtually or over the phone as needed).</strong></td>
<td><strong>Provide counseling to students (virtually or over the phone as needed).</strong></td>
<td><strong>Provide counseling to students (virtually or over the phone as needed).</strong></td>
</tr>
<tr>
<td><strong>Ensure that students have phone numbers to community resources.</strong></td>
<td><strong>Ensure that students have phone numbers to community resources.</strong></td>
<td><strong>Ensure that students have phone numbers to community resources.</strong></td>
</tr>
<tr>
<td><strong>Continue with professional learning with a focus on distance counseling, creating a trauma informed school, trauma &amp; the brain.</strong></td>
<td><strong>Continue with professional learning with a focus on distance counseling, creating a trauma informed school, trauma &amp; the brain.</strong></td>
<td><strong>Continue with professional learning with a focus on distance counseling, creating a trauma informed school, trauma &amp; the brain.</strong></td>
</tr>
<tr>
<td><strong>Create mindfulness activities through schoology or google classroom. Share strategies with parents via email, model activities live on Schoology.</strong></td>
<td><strong>Create and publicize virtual office hours. Provide contact information with these hours.</strong></td>
<td><strong>Create and publicize virtual office hours. Provide contact information with these hours.</strong></td>
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**School Psychologists**

School psychologists have been asked to fulfill the following responsibilities during the school closure:

- Collaborate with school administration and school counselors to identify students at-risk and who may require check-ins during the closure; contact students via phone or virtually.
- Compile all mental health newsletters and house in a central location.

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• Convene focus groups with teachers regarding Promoting Alternative Thinking Strategies (PATHS).
• Create a process for determining the conditions in which psychologists are able to act as the related service provider on an IEP.
• Create a process for streamlining assessments and reports.
• Create professional learning sessions (online webinars) for teachers.
• Create Psychological Services Sections of Student Services Handbook.
• Determine data points needed and ways to collect them for psychologists assigned to a single school.
• Document challenging cases and discuss virtually with colleagues.
• Record reviews for students due for re-evaluation for the 2020/2021 school year.
• Schedule weekly meetings with school counselors, behavior support specialists, school social workers and CASS workers to discuss students and families.
• Write evaluations.

_Pupil Personnel Workers_

Pupil personnel workers (PPWs) have been asked to fulfill the following responsibilities during the school closure.

• Assist schools with contacting students who are not engaged in continuity of learning.
• Assist schools with delivery of chrome books, work packets and hot spots as needed.
• Assist schools with enrollments, withdrawals and transfers.
• Continue to monitor Home Hospital Teaching (HHT) and continuity of learning.
• Create a Student Services Manual that provides guidance and resources to all central office and school staff (and eventually parents/community).
• Participate in department professional learning opportunities; starting with book studies.
• Participate in virtual, weekly Student Support Team (SST) meetings with assigned schools.
• Participate in weekly PPW meetings to discuss updates, collaboratively problem-solve situations and answer questions.
• Review regulations associated with the PPW role.
• Update/align the current PPW evaluation with the Framework for Teaching.
• Work with students/families interested in dropping-out and clarifying/encouraging continuity of learning options.

_Social Workers_

Social workers have been asked to fulfill the following responsibilities during the school closure:

• Articulate forms and procedures to the community.
• Communicate with administration and counselors to support additional students in crisis.
• Create the vision for therapy services.
• Deliver current services virtually.

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Parents/Guardians

FCPS recognizes the success of its COL hinges largely on a strong partnership between parents/guardians and FCPS educators. More than ever, children need the support and guidance from their parents/guardians in order to successfully navigate this new learning environment. Parents/guardians can significantly contribute to their child(ren)’s learning and success during distance learning by following the recommendations below:

- Assist your child(ren) as much as possible with navigating distance learning.
- Be cognizant of the amount of time your child(ren) spends on technology. Encourage them to “unplug” and engage in activities not associated with technology.
- Contact child(ren)’s school administrator if you are experiencing challenges associated with distance learning, need learning resources, and/or have questions and/or concerns.
- Establish a daily and weekly schedule for your child(ren) and maintain it.
- If possible, designate a space in your house that will allow your child(ren) to learn without distractions and interruptions.
- Maintain realistic goals and expectations for you and your child(ren). This is a stressful period of time for all; allow yourself and your child(ren) down time to relax and breathe.
- Monitor their virtual content as much as possible.
- Schedule breaks, free time, meals and social time.
- Seek input from your child(ren) regarding the schedule, expectations, and goals associated with distance learning.

Student Roles and Responsibilities

Students have been asked to fulfill the following responsibilities during the school closure.

<table>
<thead>
<tr>
<th>All Levels</th>
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<tbody>
<tr>
<td>Develop a daily schedule that works for them and their family. If they have school aged siblings, coordinate all schedules so that you share access to devices. Students are encouraged to make every effort to stick with their schedules.</td>
</tr>
<tr>
<td>Create a workspace for completing their tasks that minimizes distractions. This includes removing access to other devices such as phones.</td>
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Students are encouraged to be patient with themselves and not stress out if they cannot complete all the work; it is a new way of learning.

Avoid TV, TikTok, social media, YouTube, or multi-tasking when working.

Connect with teachers regularly and attend Google Meet synchronous support sessions when needed. Seek help via email, Schoology or google Classroom when needed.

Contact their teacher, counselor, or principal if they do not understand the assignment and/or have a question.

Eat, sleep and exercise; it is vital for good health.

Take a break from technology every 30 minutes

Access the Supplemental Resources for Families as they need additional learning activities.

Participate in Google Meet teacher office hours or tutoring sessions to get support for learning.

**Essential Component 3**

**All plans are to include: A sample teacher’s day and student’s day is to be included for elementary, middle and high school students.**

**Sample Teacher Day**

8:00-8:30 Email check in; organize to do list for the day

8:30-9:15 Review submitted student work; offer feedback; return feedback

9:30-10:30 Create assignment and activities; record screencasts

11:00 -11:45 Attend ALP meeting via Google Meet
11:45-12:15 Lunch
12:30-1:30 Hold asynchronous support session with students via Google Meet
1:45-2:30 Email check in; handle school operational items; respond to student and parent emails
2:45-3:15 Create assignment and activities; record screencasts
3:15-4:00 Review submitted student work; offer feedback; return feedback

**Sample Student Day: Elementary School/Primary**

8:00-8:30 Review Schoology/Google Classroom to review assignment and develop work plan for the day
9:30-10:15 Complete assignments and activities; contact teachers when needed via communication tools
12:00-12:30 Attend synchronous support session via Google Meet
1:00-1:30 Complete assignments and activities; contact teachers when needed via communication tools

**Sample Student Day: Elementary School/Intermediate**

8:30-9:00 Review Schoology/Google Classroom to review assignment and develop work plan for the day
9:30-10:30 Complete assignments and activities; contact teachers when needed via communication tools
11:00-11:30 Attend synchronous support session via Google Meet
1:00-1:30 Complete assignments and activities; contact teachers when needed via communication tools

**Sample Student Day: Middle School**

8:30-9:00 Review Schoology/Google Classroom to review assignment and develop work plan for the day
9:30-10:15 Complete assignments and activities; contact teachers when needed via communication tools
10:45-11:15 Attend synchronous support sessions via Google Meet if applicable

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11:30-12:30  Complete assignments and activities; contact teachers when needed via communication tools

**Sample Student Day: High School**

“Attend” any Dual Enrollment sessions per Frederick Community College guidelines, if applicable

8:00-8:30  Review Schoology/Google Classroom to review assignment and develop work plan for the day

8:30-9:30  Complete assignments and activities; contact teachers when needed via communication tools

9:45-10:30  Complete assignments and activities; contact teachers when needed via communication tools

10:45-11:15  Attend synchronous support sessions via Google Meet if applicable

11:30-12:30  Complete assignments and activities; contact teachers when needed via communication tools

1:30-2:00  Complete assignments and activities; contact teachers when needed via communication tools
Essential Component 4:

A plan of accountability is to be included and should identify how they will monitor and assess student performance. This should include how they will grade students for the 3rd and 4th quarter.

Implementation & Evaluation

FCPS is a school system that embraces the process of continuous improvement in all that we do. Now, more than ever, delivering a Continuity of Learning (COL) plan during distance learning, that continuous improvement mindset is critical. Some of the most important initial data to report to our board and leadership included an update just 10 student days into FCPS COL implementation. The focus for the update included metrics such as the number of FCPS students with a device, the number of students unable to be reached, and student access to the internet. See Addendum E (COL Update dated 4.16.20) for more details.

Moving further into COL in FCPS, it was critical to gauge stakeholder input on how COL was going. From families, FCPS sought information about how well students could access course materials, how well material was explained, the level of feedback students were receiving, the level of appropriate challenge, and overall satisfaction with COL. From staff, perceptions were garnered around teachers having the necessary training and resources to implement COL, their ability to meet student academic needs, ongoing communication, and opportunities to collaborate with colleagues. Open ended responses were also analyzed for themes. See Addendum F (FCPS COL Survey Summary) for more formative evaluation information.

The most recent data review and update incorporates updated participation data and modes of student access to distance learning, as well as, Term 4 interim data. These data help us to gauge the degree to which students are participating and engaging in their assignments through COL. For the most recent accountability report, please see Addendum G (COL Update dated 5.14.20).

FCPS will use all of these data to assist in designing our recovery plan, which will include virtual or in person summer programs and a modified or blended approach to our instructional program moving into the 2020-21 school year. Established guiding principles will serve as the foundation for the plan and will guide our formative evaluation checkpoints as we navigate an ongoing continuous improvement process in FCPS.

Term 3 Grades

Prior to the COVID-19 pandemic, term 3 was scheduled to end on April 8th. Student grades were calculated and recorded primarily during the period of January 30th to March 13th, the last day prior to the closure. The first 8 days of distance learning may have offered students an opportunity to complete
missing work and/or improve their grade for term 3. FCPS teachers were instructed to err on the side of students when determining term 3 grades.

Our FCPS educational philosophy is that no child should be harmed because of this global pandemic. We work to motivate students to stay engaged, strive to remain compassionate to the challenges our students and families are facing, and maintain our equity lens throughout our work. As always, our mission is to reach, challenge, and prepare each and every student. To this end, FCPS will adopt a term 4 grading policy similar to that of many other school districts across Maryland and the nation. The default grade for a student in term 4 will be either a Pass (P) or Incomplete (ICOL). More details follow.

Term 4 Grades

Students in Grades 2-12:
- All students are expected to participate in Continuity of Learning by completing the assignments teachers provide and following the course guidance.
- Students who participate in the FCPS Continuity of Learning plan will receive a term 4 grade of Pass (P) for each class, while students who do not participate or are unable to access classwork will receive an Incomplete (ICOL).
  - Pass indicates that there is evidence that the student has met the learning expectations during COL.
  - Incomplete indicates that there is not enough evidence that the student has met the learning expectations during COL.
- Teachers will continue to provide feedback/grades for each assignment so that parents/students who wish to elect for a traditional letter grade (A, B, C, etc.) at the end of the term may do so.*
- If a student earns an Incomplete in term 4, school staff will evaluate the need for providing additional learning opportunities to be provided in subsequent semesters. FCPS may require a supplemental learning experience or require that the course be repeated at the high school level.

Students in Grades P-1:
- All students are expected to participate in Continuity of Learning by completing the assignments teachers provide and following the course guidance.
- Students will continue to earn the grades of Exceeds Expectations (EE), Meets Expectations (ME), Approaches Expectations (AE), Developing Expectations (DE), or Not Evaluated (NE) for term 4.

Final Grades
Grades P-5
- Final Grades Elementary: Final grades are not reported at the elementary level.**

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Grades 6-8
- Final Grades Middle School: Performance in terms 1-3 will determine the final grade unless a parent/student opts to receive a traditional letter grade of A, B, C, etc. for term 4. The four grades will be converted into the final grade as described in **FCPS Regulation 500-5**.

Grades 9-12
- Final Grades High School: Performance in term 3 will determine the final grade unless a parent/student opts to receive a traditional letter grade of A, B, C, etc. for term 4. The two grades will be converted into the final grade as described in **FCPS Regulation 500-05**. Only students who failed term 3 and received an ICOL for term 4 will not earn credit for the course.***

*Parents/students can request a child receive a traditional letter grade no later than 5 days prior to the last day of school. In addition, administrators and school staff will evaluate term 4 performance to determine the term 4 grade that will result in the best outcome for a student’s final grade given the options provided.
**FCPS will not provide personal and social development ratings during Continuity of Learning at the elementary level.
***GPA or Class Rank will not be impacted by Pass (P) or Incomplete (ICOL). As always, GPA will be calculated based on final (semester 2) letter grades. All students will be eligible for fall sports and extracurricular activities. The first time the students could be ineligible would be the end of term 1.

Grading information unique to Frederick County Virtual School or dual enrollment courses will be shared by teachers.

Timeline for Final Term 4 Grade Determination

Parents/students can request that a traditional letter grade be awarded no later than 5 days prior to the last day of school. School support teams should review the 2020 Final Grade Decision Report within the last 5 days of school to determine the term 4 grade that will result in the best outcome for a student’s final grade.

Communication Plan

Wednesday, April 15, 2020 & Thursday April 16, 2020: SASA staff shared plans with school principals.
Thursday, April 16, 2020 & Friday, April 17, 2020: Principals shared grading plans with school-based staff.
Friday, April 17,2020: Formal communication sent to parents/families via systemic FindOutFirst announcement.
Week of April 20th: Teachers share grading plans with students.
Wednesday, April 22th: Letter detailing the term 4 and final grading plan mailed to families with the term 3 report card. A Spanish translation of the communication will be provided.
Eligibility

All students will be eligible for fall sports and extracurricular activities. The first time the students could be ineligible would be the end of term 1.
Essential Component 5:

A description of how the school system plans to address Equity and should address Special Education, English Learners, Students with Academic Needs, Homeless Students, Gifted Students and Advanced Learners.

Educational Equity During COL

Prior to COL being in place, all FCPS staff received required training on providing equitable learning, instructional, and pedagogical practices when meeting the needs of all students. Additionally, all staff received training and understanding of our FCPS Board of Education policy on Educational Equity and Excellence. This policy clearly outlines for staff the expectation to develop and implement all curricular resources, instruction, and practices through an equity lens. This expectation was reinforced with all staff at the beginning of Distance Learning. In the Distance Learning Guidebook: Using an Equity Lens, staff are afforded a variety of resources and questions to consider when planning instruction through a distance learning format. Additionally, the Supervisor of Equity and Teacher Specialist for Equity maintains regular office hours to support staff during distance learning, when planning for instruction and implementing practices throughout COL. During office hours, personalized professional learning is provided to staff to develop instructional resources and materials, and provide support with pedagogical strategies. These office hours are included in the guidebook.

Equity Plan for Students with Disabilities

Providing for students with disabilities during COL is complex and entails many facets. Not only must the instructional needs of students with disabilities be met during this time, but staff must also ensure compliance with special education and IEP processes and timelines. Families will also need support in working with their student, some with mild needs, and others with moderate to severe needs. A great number of resources for each of these components were developed for staff and families to support students with disabilities through COL.

Beginning distance learning for students with disabilities is initiated through a collaborative approach with the student’s primary teacher, special education teacher, and family. Through a collaborative approach, the specific goals and objectives that will be targeted through distance learning are documented on an IEP Planning Tool. The unique needs of each individual student must be taken into consideration. As such, curriculum resources were developed for students demonstrating a variety of special needs, including those in pre-kindergarten and those in our most restrictive settings, birth to 21 (Rock Creek and SUCCESS Program). Regardless of the student-need, curricular resources and instructional lessons were developed for each and every student with a disability, in each subject area. Resources and supports for students receiving related services (PT, adapted PE) and those requiring vocational, life skills, and augmentative communication supports are also available for staff in working with these students. Additionally, resources for students in our specialized programs, meeting the needs...
of students with intellectual disabilities, autism, and emotional disabilities, were developed. These resources can be found through the Content-Specific Resources: Special Education Google page.

Students may access reasonable accommodations and modifications directly from teachers, sign language interpreters, and online through Google Read Write Extension (https://bit.ly/fcpsreadandwrite).

Resources for staff and families supporting students in need of Augmentative Communication and Technology supports are provided to staff and families through the ACTT Distance Learning Resources, developed for them to access during distance learning.

We also recognize that family engagement for students with disabilities is essential. As such, we developed and provided a number of at-home resources for families of students with disabilities. These tools and supports include instructional resources, communicating with staff and teachers, and guidance on navigating the IEP process during distance learning, including parental rights, and requesting and holding IEP Meetings. There are a number of technical assistance bulletins issued by MSDE for use and guidance during distance learning. These bulletins are also made available for families as a resource. The FCPS Parent Guide to Special Education places all of these resources and supports in one location for families.

**Equity Plan for Students with 504 Plans**

To meet the needs of students with 504 Plans, a step-by-step guidance document was created for all 504 Coordinators to outline their roles and responsibilities in planning for COL and the implementation of 504 plan accommodations during distance learning. These expectations are outlined in the Step by Step 504 Distance Learning Guidelines document. Within this document, examples of accommodations and how to provide these accommodations for students in a distance learning format are provided. Additionally, expectations for documenting and reviewing 504 plans with students are provided.

All FCPS students, whether those requiring accommodations or not, are provided access to Google Read Write Extension with Equatio. Read Write Extension supports reading and writing access through Google Chrome with features such as text to speech and highlighting. Equatio is the read write extension for mathematics.

**Equity Plan for English Learners**

A plethora of resources and supports for English learner (EL) students and families were developed for COL through distance learning. These resources are organized by grade level (elementary, middle, and high) as well as English proficiency level (beginner, intermediate, advanced). To support teachers’ providing distance learning for English learners, central office staff developed 15 days of sample lessons for EL instruction. Additionally, many strategies, graphic organizers, and other resources were developed and organized for teachers of English learners. Supplementary Content Resources,
Language Learning Tools, and guidance on the delivery of instruction provides teachers of English learner students with a great deal of support.

We also recognize that family engagement for English learner students is essential. As such, we developed and provided a number of home/school communication tools for staff. These tools and supports include those on how to communicate with families (available tools and platforms), how to engage families meaningfully, and how to receive translation supports. English learner families are provided with English Learner Resources for Families, which provides videos, tools, and tips for supporting their student through distance learning. These resources are provided in Spanish, which is the dominant foreign language in FCPS. If families speak other languages, support is provided through our language line where translation services are provided in any language necessary. The majority of these resources can be accessed through the Content: Specific Resources: English Learners Google Page.

While all students in FCPS, including English learner students, were provided with devices and hotspots for internet usage, additionally, learning packets are developed for families each week. These learning packets are written in Spanish. A sample learning packet for Week 5 of distance learning is as follows: https://docs.google.com/document/d/1CrqiTID2DeT3zU9d0qnsydrHJv7thWEFstQggIJa4n8/edit?usp=sharing

All FCPS students, whether English Learner or not, are provided access to Google Read Write Extension with Equatio. Read Write Extension supports reading and writing access through Google Chrome with features such as text to speech and highlighting. Equatio is the read write extension for mathematics.

Equity Plan for Students with Academic Needs

The focus for all students is on maintaining skills, with the expectation from FCPS is that “the delivery and receipt of standards-based activities and assignments within a course or grade level framework can be completed with limited instruction during a period of absence.” This is especially true for students with academic needs. Instruction provided during distance learning requires necessary guidance and content to be provided so that students with academic needs can complete learning activities and assignments successfully. Students with academic needs receive additional support in several ways.

These include:

- Audio messages
- Screencasts
- Video explanations
- Written directions and content

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Live video conferencing is also provided for students with academic need to accomplish instructional outcomes. The decision for live video conferencing is made through collaborative planning between instructors, specialists and service providers. This could be as much as delivering interventions and therapies, or as minimal as weekly check-ins.

For staff teaching students with academic needs, resources for Math and Reading Interventions are available. If core classroom teachers are providing assignments that meet the prioritized goals, it may be unnecessary to provide additional COL assignments. Collaboration is key, and this needs to be documented by the intervention teacher, special educator, or other service provider. It is important to note that parents should not be required to teach any lesson in whole or in part from a scripted or research validated intervention. If structured literacy and math instruction is provided, it may be provided synchronously or asynchronously by literacy and math specialists and certified academic language therapists. The following are examples of how these interventions may be provided:

**Example 1**

The interventionist and special education case manager serving students enrolled in Language Foundations should collaborate to plan for each student’s COL plan. They should work together to determine the goals and objectives in the student’s IEP that should be a focus during this time.

Materials should be provided to the student that support the specially designed instruction that was determined appropriate. It is important that ongoing, regular communication occurs with the family to provide progress monitoring and programming updates. Collaboration between the interventionists and special education case managers should continue to ensure that the student’s needs are met. Work on a communication plan with families to meet the needs of each family. See these Digital Resources from Distance Learning Guidebook for more information.

**Example 2**

Students enrolled in Sounds in Syllables (SIS) will receive specially designed instruction during COL. The special education case manager and the SIS academic therapist will collaborate to design a plan for COL. They will work together to determine the goals and objectives in the student’s IEP that should be a focus during this time. Materials will be provided to the student to work on that support the specially designed instruction that was determined appropriate. The COL will be provided by the academic therapist with ongoing collaboration with the special education case manager. Academic therapists and case managers will create a parent communication plan and maintain a parent-log as well as a service-log. This plan should be communicated with the parent and ongoing, regular communication should occur to provide progress monitoring updates.
**Example 3**

**ES Math Intervention:** The interventionist and special education case manager serving students enrolled in an FCPS approved math RVIP or IIP should collaborate to plan for each student’s COL plan. They should work together to determine the goals and objectives in the student’s IEP that should be a focus during this time. Materials should be provided to the student to work on that support the specially designed instruction that was determined appropriate. It is important that ongoing, regular communication occurs with the parent to provide progress monitoring and programming updates.

Collaboration between the interventionists and special education case managers should continue to ensure that the student’s needs are met and that appropriate communication with the student’s parents is occurring. A combination of *DreamBox* learning as a supplemental resource along with activities that support the student’s IEP goals and objectives would provide for a well-rounded intervention experience during this COL time period. Teachers can reference the *Distance Learning Guidebook* that includes tips and recommendations to assist teachers with the implementation of distance learning. This resource also includes content-specific resources developed by the Accelerating Achievement and Equity (AAE), Curriculum Instruction and Innovation (CII), and System Accountability and School Administration (SASA) departments.

**Example 4**

**MS Math Workshop and MS/HS EL Math Foundations:** A student enrolled in MS Math Workshop will also be receiving COL resources from the teacher of record for the grade level math course in which they are enrolled. The primary focus of COL for the Math Workshop and EL Math Foundations courses should be to maintain the skills that have already been taught to the students. Maintenance efforts could take many forms, and the choice for a learning plan is ultimately up to the Math Workshop and EL Math Foundations teachers to develop. To assist teachers with their learning plans, the FCPS intervention office has provided *DreamBox* licenses for all Math Workshop and EL Math Foundations students to utilize as a supplemental resource. The FCPS intervention office will also be providing a series of unit reviews that teachers can utilize. One grade per week is the expectation. Teachers can reference the *Distance Learning Guidebook* that includes tips and recommendations to assist teachers with the implementation of distance learning. This resource also includes content-specific resources developed by the AAE, CII, and SASA departments.

**Example 5**

**HS Algebra 1 Acquisitions:** The primary focus of COL for the Algebra 1 Acquisitions course should be to maintain the skills that have already been taught to the students in Units 1 through 7. Maintenance efforts could take many forms, and the choice for a learning plan is ultimately up to the Algebra 1 Acquisition teacher to develop.
Algebra 1 Acquisitions classes are currently in Unit 7, the Systems of Equations unit. The majority of the classes have nearly completed this unit, and the initial goal for this course during the COL time period is to complete Unit 7. After completion of Unit 7, the focus for the Algebra 1 Acquisitions course should be to maintain the skills that have already been taught to the students. Students can access their Agile Mind accounts and should work through the classroom lesson slides for Unit 7, Topic 21, Lesson 1 through Lesson 8, picking up where their class had left off. Students should complete one lesson about every two to three days. One grade per week is the expectation. Teachers can reference the Distance Learning Guidebook that includes tips and recommendations to assist teachers with the implementation of distance learning. This resource also includes content-specific resources developed by the AAE, CII, and SASA department.

**Equity Plan for Homeless Students**

A description of FCPS' plan to support homeless students is detailed below.

The FCPS Student Services Team: PPWs, school counselors, CASS workers and McKinney-Vento (MV) Liaisons are ensuring all homeless students have access to devices, hot spots and instructional materials and are receiving FCPS communications.

Student Services Team is communicating with families/students via email and phone to:

- Assess emergency needs and provide collaboration with community organizations to work to fulfill needs that are barriers to student learning.
- Ensure all students and families have up to date community resources and are aware of 211.
- Ensure contact information in eSchool (student database) is current.
- Understand the barriers of COL for homeless students in order to adequately advocate for the removal of barriers or to assist.
- Devise a plan to connect with students and provide social and emotional supports.

FCPS procedures for addressing new entrants/transfers of homeless students are below.

The Student Services Team is working with school staff to ensure enrollment of homeless students and that students receive all necessary tools for learning.

Homeless Education Program Administrator is working with Family Shelter as they set-up a temporary shelter to ensure that any new FCPS students are enrolled and receive necessary devices or learning packets, while staying in communication with families to assess other needs.

**Equity Plan for Home and Hospital Students**

Students who were receiving Home and Hospital (H&H) teaching services were provided an option to receive instruction through COL or via virtual instruction from an H&H teacher. Approximately 20% of
the H&H students joined their classmates for COL instruction. Others are receiving a minimum of six hours of instruction per week of direct virtual instruction in accordance with COMAR.

*Equity Plan for Gifted Students and Advanced Learners*

During COL, not only must the needs of students struggling to meet enrolled grade level standards be addressed, but also the needs of advanced learners. As such, a plethora of resources and materials were developed to support staff with providing distance learning during continuity of learning. These materials have been reviewed to determine their usefulness, ADA accessibility, adherence to MSDE Gifted and Talented COMAR, and appropriateness for gifted and advanced learners. The resources developed are differentiated for students based on level (elementary primary, elementary intermediate, middle, and high school levels). They are also differentiated by curricular standard. Some of the resources provided are classroom instructional lessons, and others are links to resources to develop lessons. Additionally, teachers have an opportunity to share resources gathered and lessons developed through our online learning portal, Schoology. Project-based Learning Resources are also developed and provided to staff. Staff are also provided with access to the GT Discover Website, a website developed in partnership between MSDE and the Johns Hopkins School of Education, IDEALS Institute. A link to all of these resources are all organized on a Google Document entitled, *Advanced Academics: Extensions for Students.*
Essential Component 6:

A section that identifies the professional development plan for staff.

Background

FCPS has been working with teachers for years on using digital tools as part of instruction. Schoology and Google Classroom have been in place for years now. FCPS staff developed a significant professional learning support system for Schoology in the last two years which included webinars, face to face sessions, on-demand training video, and a Schoology 101 course. In addition, FCPS developed a Vanguard Teacher program, which is a three-year teacher leadership development program focusing on personalized instruction with a focus on blended learning. Vanguard teachers have been a valuable part of our system of support for distance learning.

Initial Training

During the week of March 23rd, FCPS teachers participated in a training module that established expectations and informed teachers of the many supports available to them in order to advance distance learning. All teachers completed seven hours of professional learning and preparation before beginning distance learning. Principals and school leaders met with teachers during that week to establish school procedures and coordinate various supports for teachers and their students. The training module addressed the following topics:

- Accommodations *(English Learners, Students w/Disabilities)*
- Communication
- Communication Best Practices
- Content Specific Resources
- Digital Tools *including Schoology*
- Content-Specific Supports
- Grading Expectations
- Instructional Delivery
- Instructional Time
- Partnering with Students
- Using an Equity Lens
- Social/Emotional Considerations

Accommodations

Accommodations outlined in the student's IEP, 504 Plan, and English Learner Plan must be considered and implemented, to the extent possible, in the distance learning environment. During COL planning, educators should consult with the special educator, 504 Coordinator, or the English Learning staff in the building for questions regarding the implementation of accommodations in distance learning. [Maryland Assessment, Accessibility and Accommodations Policy Manual](#) serves as an additional reference for accommodation guidance.
Communication

Screencast instruction is an effective technique disseminating content, instruction, and providing feedback. A few of the common tools are Screencastify, Schoology Video Feature, and Screencast O Matic.

Students' paced lessons can easily be accomplished utilizing tools such as Pear Deck and Playposit. Educators can also turn any Google Slide into a Pear Deck, which prevents the duplication of material if a presentation already exists.

It is imperative that lessons and activities are delivered in the simplest form. Students and/or parents must be able to understand what they need to do. Teachers should provide an overview of the coming week’s topic or a recap of the previous week’s work, or both. The posting of quick videos to clarify misconceptions about a class topic or assignment is an effective strategy.

Educators should respond to questions posted in an online question-and-answer discussion forum or sent via email. If Schoology is chosen to deliver instruction, Discussion Threads and the Audio/Video record tools enhance both lessons and student artifacts. Students and parents can be messaged directly in Schoology (Whole class or Individual).

Students can email staff using their FCPS Gmail accounts. Teachers are required to develop a plan with expectations. A Weekly Planning Template has been provided as an example.

Communication Best Practices

- Be responsive to student questions.
- Consider communication through parent email for younger students.
- Deliver explicit direction to students.
- Do not meet with students off campus.
- Encourage students to send and receive email from the school loginname@myfcps.org email accounts to teachers’ @fcps.org email accounts.
- Encourage students to ask clarifying questions.
- Establish timeframes for the completion of work.
- Provide specific and frequent feedback.
- Record and send videos when appropriate.
- Utilize Schoology as an effective tool for communication with students.
- Use video or screencast rather than a lengthy set of written directions.

Content-Specific Distance Learning Supports:

These resources include tips on pacing, assignment construction, and other supports specific to a content area. Actual assignments and activities can be found below in the Distance Learning Curriculum Resources.

Not all hyperlinks can be viewed by readers outside of Frederick County Public Schools.
### Distance Learning Curriculum Resources (Assignments and Activities)

These resources contain actual activities and assignments that teachers can add to their Schoology course or Google Classroom or send via email to families.

**Elementary School Digital Resources**

Online resources provide educators the opportunity to craft courses within Schoology, classrooms within Google Classroom or hyper-docs (playlists, learning maps, menus, etc.) which may be distributed via email.

<table>
<thead>
<tr>
<th>Pre-K Sites &amp; Links</th>
<th>Pre-K Sites &amp; Links</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades K-5</strong></td>
<td><strong>Art &amp; Music</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PE/Health</strong></td>
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<td><strong>Media</strong></td>
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<td><strong>Gr 5</strong></td>
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<td><strong>ELA</strong></td>
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<td><strong>Science</strong></td>
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<td><strong>Social Studies</strong></td>
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</tbody>
</table>

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Not all hyperlinks can be viewed by readers outside of Frederick County Public Schools. 39
Elementary School Offline Printed Resources

Elementary school offline printed resources were produced systemically to address three key needs:

- Learners that prefer printed materials.
- Developmental-levels (pre-kindergarten – grade 2)
- Families that may prefer the use of printed resources.

These offline resource printed packets provide students with availability for learning in an offline environment and are available for parents to pick up at every elementary school in the system.

The below table provides links to the elementary school offline printed resources.

<table>
<thead>
<tr>
<th>Grades K-5</th>
<th>Intervention</th>
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</thead>
</table>

<table>
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<tr>
<th>Week 1 (March 30-April 3)</th>
<th>Week 2 (April 6-8)</th>
<th>Week 3 (April 14-17)</th>
<th>Week 4 (April 20-24)</th>
<th>Week 5</th>
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<td>Pre-K</td>
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<tr>
<td>Directions in Spanish</td>
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</table>

*Specials classes have been integrated into these grade-level folders and assignments.

Middle and High School Digital Resources

The table below provides links to the middle and high schools’ digital resources.

<table>
<thead>
<tr>
<th>CTE</th>
<th>English Learners</th>
<th>ELA</th>
<th>Health</th>
<th>PE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention</td>
<td>Math</td>
<td>Media</td>
<td>Science: MS</td>
<td>HS</td>
</tr>
<tr>
<td>Social Studies</td>
<td>VPA</td>
<td>World Languages</td>
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</tbody>
</table>
Middle School Offline Printed Resources

The table below provides links to the middle school print resources.

<table>
<thead>
<tr>
<th>Week 1 (April 14-17)</th>
<th>Week 2 (April 20-24)</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
</table>

Special Education Resources

The table below provides links to special education resources.

<table>
<thead>
<tr>
<th>Special Education COL</th>
<th>Distance Learning Guide</th>
<th>SUCCESS Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion Pre-K, L4L and Challenges</td>
<td>Rock Creek</td>
<td></td>
</tr>
</tbody>
</table>

Social Emotional Learning and Mental Health Resources

The table below provides links to social emotional learning and mental health resources

<table>
<thead>
<tr>
<th>Social Emotional Learning Resources</th>
<th>Mental Health Resources for Staff and Families</th>
</tr>
</thead>
</table>

Digital Tools

Educators have been instructed to only use the list of FCPS Digital Tools with students. FCPS has developed Core and Supplemental digital tools lists, that teachers may use with students.

Schoology

Schoology is the FCPS preferred platform for distance learning. It offers simple and secure functionalities for updates, messaging and audio/video instruction. Schoology’s capabilities include a viable tool for student and teacher communication. Specific content or assignments can be sent to students using the “individually assign capability.” Entire courses can be housed and reused in Schoology. Schoology allows students to submit their responses in multiple formats. Schoology discussion boards help students asynchronously stay connected with the content and their peers. The Google Drive Assignments feature allows teachers to easily deploy a copy of a Google Doc to each student in the teacher’s course and then provide feedback with ease. Finally, the test/functionality helps educators to quickly assess learning from a distance with automated grading that flows directly into the gradebook.

FCPS has a FCPS Schoology Help Center that houses resources for educators’ training needs. In addition, FCPS offers Schoology Help Desk virtual support. FCPS educators also have access to Schoology’s premium 24/7 phone and chat support.
Grading Expectations

Teachers were instructed to record a minimum of one grade per content area per week. Teachers were encouraged to contact their principal with any situation specific questions.

Instructional Delivery

Teachers were encouraged to deliver instruction in small, manageable increments with the understanding that assignments would most likely be more time intensive in a home learning environment. Teachers were asked to be cognizant of not overloading students or themselves with work. A distance learning cycle was established that consisted of: (a) sending assignments, (b) providing clear instructions, (c) receiving completed work, and (d) offering feedback. This microlearning concept also promoted the importance of being intentional and identifying clear objectives and work outcomes for students. The importance of prioritizing content was reinforced with teachers.

In an effort to address the needs of students with disabilities (SWDs), educators were directed to implement instruction and assessment accommodations specified in each students’ individualized education program (IEP), 504 Plan, or English learner (EL) Plan to the extent possible.

Teachers have been provided with explicit guidance on best practices for continuity of instruction. This guidance includes the following:

Lesson Design

- Keep lesson designs clean, simple, aligned to standards and manageable.
- Plan and organize lessons tailored to the students on the other side of the screen.
- Communicate directions clearly and concisely remembering that parents are not always present or available to support students.
- Remember lessons do not need to be flashy and full of tech to be meaningful for students.
- Incorporate “offline” learning opportunities into the lesson.
- Be cognizant of the learning environment and the competing family demands stemming from this crisis.

Less is more

- Embrace the philosophy that less is more in this new learning environment.
- Make every effort to cover all the curriculum, but recognize that it may be challenging in this new learning environment.

Planning

- Have a plan B to redirect students when unanticipated interruptions and/or issues arise.
- Access the resources available on the Supplemental Resources for Families page as needed.
Best Practices for Distance Learning Instruction

Best practices for distance learning instruction were identified for educators.

- Assign reasonable workloads.
- Be empathetic, especially with timeframes and feedback, recognizing stress and anxiety currently on many families.
- Ensure students experience success early and often.
- Provide opportunities for students to learn how to effectively navigate distance learning.
- Seek student feedback and encourage connection with classmates.
- Start small and remember the significant importance of onboarding.
- Utilize metacognitive strategies such as goal-setting, self-assessment, and reflection.

Evidence of Learning

Teachers were provided with options for artifacts that students could submit/do to show evidence of their learning and engagement in a lesson.

- Drawings and Sketches
- Google Slides
- Journals and Blogs
- KWL Charts
- Posters and Infographics
- Responses to Schoology Discussion Threads
- Schoology Media/Photo Album
- Schoology Video/audio responses
- Screenshots and Screencasts
- Word Webs/Mind Maps

Instructional Time

Again, it was reinforced with teachers the importance of assigning students work that was manageable and recognizing that students would be receiving assignments from other courses and/or content areas. The below instructional time guidelines were established for teachers by grade level:

Primary Grade: Teachers should ensure instruction does not exceed 1½ hours of work per day for students for all content areas; 10 minutes for physical education and related arts.

Intermediate: Grade level teams should ensure instruction does not exceed 2 hours of work per day for students for all content areas.

Middle: Grade level teams should ensure instruction does not exceed 2.5 hours of work per day for students for all content areas.
High: Assignments or activities should not exceed 45 minutes per course (exceptions for AP and Dual Enrollment).

Partnering with Students

Parent engagement has never mattered more. Parents are creating the conditions to facilitate learning at home.

- Asking for feedback from students and parents.
- Continuing to model because it is such an essential element of teaching and learning. Students still require modeling prior to attempting new tasks and projects. Screencasts, videos, recordings, etc. are simple ways to model for students.
  - Finding ways to increase connections and interactions with students.
  - Providing frequent feedback both formal and informal.
- Engaging them in the process. Promote meaningful relationships with both parents and students by:
  - Helping students develop metacognition through purposeful questioning, and providing structures and processes that foster executive function which will help lessen the cognitive load during this new learning environment.

Using an Equity Lens

It is the expectation that all professional learning, lesson development and implementation be done so through an equity lens. Resources and supports were provided to staff in doing so (https://docs.google.com/document/d/1unE6LYa7Tb_zWNPJxodO61hvly17X2Z9DAA722dGo04/edit?usp=sharing). Additionally, regular office hours are maintained by equity staff to support FCPS staff in doing so.

Distance Learning Resource Center

The Distance Learning Resource Center was established as the landing page for all FCPS distance learning resources. This virtual tour of the site shows that it includes a message to teachers from FCPS Superintendent Dr. Alban, as well as resources for mental health, Special Education, equity, and tips for getting started with distance learning. The site also includes online and offline curricular resources, digital tools, Schoology supports, and virtual office hours support from Vanguard teachers and Central Office Specialists.

Distance Learning Guidebook

The Distance Learning Guidebook includes tips and recommendations to assist teachers with the implementation of distance learning. This resource also includes content-specific resources developed by the CII and AAE departments.

Central Distance Learning Support

Not all hyperlinks can be viewed by readers outside of Frederick County Public Schools.
Teachers have access to central curriculum, special education and English learner departments through open office hours in case they need to consult on content, instruction, digital tools, etc.. Webinars to support teachers in using Schoology are ongoing.

Teacher-Driven Support

FCPS Vanguard teachers hold office hours for teachers to receive assistance with distance learning strategies and digital tools, including the FCPS learning management system, Schoology. As of April 24th, Vanguard teachers have accommodated 1000+ teacher visits during their virtual office hours. **Additionally, Vanguard teachers are providing support to teachers with the live, two-way video conferencing (via Google Meet) recently added.**

Schoology Support

At the onset of COL implementation, FCPS released/offered eight webinars to train teachers on the Schoology platform who had not previously engaged in training. At any time, FCPS teachers can also elect to review the webinar recording, participate in FCPS self-paced, on-demand Schoology 101 training course or review quick start videos. The district maintains the FCPS Schoology Help Center with a dedicated page to distance learning resources and actively updates this site as appropriate.

The FCPS Schoology team monitors the FCPS Schoology Help Desk to help teachers troubleshoot or ask questions about developing courses in Schoology while all FCPS staff also have access to Schoology 24/7 premium support provided by Schoology through IM chat and phone. Each school has also created a school-based support team that will support students and families. A troubleshooting guide and “How To” videos for students have been created. These resources are in English and Spanish and publically shared with students and parents.

Professional Development for Special Education Teachers and Instructional Assistants

- Beneficial “General” Professional Learning Opportunities
- Read & Write Google Chrome Extension

A portal of professional learning has been developed for all Educational Support Employees [Educational Support Employees PL Portal](#)

All central office staff hold regularly scheduled office hours for the purposes of providing professional learning to implement distance learning, to provide support with implementation of distance learning, and to address questions. See the [Distance Learning Resource Center](#) for office hours for each content and special service area.

_Not all hyperlinks can be viewed by readers outside of Frederick County Public Schools._

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Essential Component 7:

All plans are to include: A description of the resources available for students.

**Supplemental Resources for Families**

This site offers FCPS families access to resources that engage children in meaningful educational activities. It was initially released to the public while FCPS staff was developing the school system’s COL plan. The site includes resources that support FCPS’ Learning Management System and is sectioned by level so families can find age-appropriate materials with ease. A section was recently added with links to offer support for parents titled “**Distance Learning Guides for Parents**”. FCPS’ **Advanced Academics**, **English Learners**, and many other departments have resources here for families to access. New content is added weekly.

**Onboarding Videos and Directions**

FCPS staff developed **“The Hub”** to offer the what, how, and why of instructional technology. The Hub serves as a resource for teachers to effectively onboard their students to a wide range of instructional technology. The site includes videos designed for students such as **this one that helps them log in to Chrome** which ensures they can properly access FCPS resources on their home computers.

**Lexia Core 5**

FCPS obtained system-wide access to Lexia 5, an adaptive English/Language Arts (ELA) for students in kindergarten through grade 5. Lexia Core 5 supports the efforts of educators in providing differentiated literacy instruction for all students in all elementary grades. “Lexia’s research-proven program delivers explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction” (Lexia Website).

**Google Read Write Extension with EquatIO**

At the onset of the COVID-19 crisis, FCPS purchased Google Read Write Extension (with EquatIO) for all school-based staff and students but particularly for use with students with disabilities. Read/Write Extension supports students with distance learning in reading and writing. Using these extensions, students can:

- Complete writing activities using word predictions with speech-to-text tools.
- Listen to any document and/or web pages being read aloud to improve reading comprehension.
- Promote independence in completing distance learning activities assigned by teachers.
- Utilize highlighting features to assist with studying.
- Understand unfamiliar words with text and picture dictionaries.
EquatIO can help students become independent with distance learning in mathematics and science with the following functionalities:

- Create interactive digital math quizzes and input student responses directly into digital quizzes.
- Guess what the student is attempting to type or write similar to predictive text on a smartphone.
- Hear math expressions read out loud.
- Input via keyboard, handwriting recognition (via touchscreen or touchpad) and voice dictation.
- Predict chemistry formulas

**Mental Health Resources**

This site offers FCPS families, as well as the general public, access to a myriad of resources that offer help in navigating the emotional angst that their children may be experiencing during the pandemic.  
https://www.fcps.org/update/co-mh-resources

**Live Two-Way Video Conferencing**

The protection of student and staff information and data is one of FCPS’ highest priorities. To that end, FCPS has not yet permitted all teachers to use two-way video conferencing. FCPS staff is currently developing specific protections, protocols and resources to ensure that live, person to person video conferencing is secure and appropriate. FCPS hopes to implement the use of live two-way video conferencing by early May. Live Two-Way Video Conferencing is used on a limited basis to facilitate the delivery of some special education and related services, interventions, and counseling/therapy services.

**UPDATE:** Live two-way video conferencing via Google Meet was piloted with the schools in the Tuscarora feeder pattern in mid-April. Based upon the positive feedback received from teachers, administrators, and students, live two-way video conferencing was fully implemented on May 8th.

*Not all hyperlinks can be viewed by readers outside of Frederick County Public Schools.*
Special Education Exhibits A-D:

- Content Specific Resources
- Advanced Academic Teacher Resources & Learning Extensions
- Distance Learning Guidebook: Using an Equity Lens
- Step by Step Guidance for 504 Coordinators for Distance Learning

Not all hyperlinks can be viewed by readers outside of Frederick County Public Schools.
Advanced Academics
Teacher Resources & Learning Extensions

- **Elementary**
- **Middle**
- **High**
- **Project Based Learning Resources**
- Link to [Distance Learning Guidebook Content-Using an Equity Lens](#)
- Link to the newly-released [GT Discover Website](#) (a partnership between MSDE and the Johns Hopkins School of Education, IDEALS Institute)

**GT Discover Release of Liability Statement**

In these unprecedented times, a collection of resources to help educators, families, and students bridge the gap when home learning is required. Many of the resources on this site come from materials gathered by other professionals or organizations. Materials have been reviewed to determine their usefulness, ADA accessibility, or appropriateness for everyone. This is not an exhaustive list. All users should scrutinize all materials for usefulness, safety, accessibility, and other factors. The State of Maryland, Maryland State Department of Education, US Department of Education, Johns Hopkins University and the IDEALS Institute, local school systems, schools, or school system educators cannot be held liable or responsible for improper use or security breaches that occur as a result of using any of the materials on or linked to GT Discover. The user is responsible for all personal or payment information that they supply. Please read all offers or requests for information carefully.

### ELEMENTARY Advanced Groups

<table>
<thead>
<tr>
<th>Level</th>
<th>Content Area/Grade</th>
<th>Resource &amp; Description</th>
<th>Link</th>
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<tbody>
<tr>
<td>Primary</td>
<td>PreK and K</td>
<td>Hands-on challenge</td>
<td><a href="https://docs.google.com/document/d/1pmEDGryempUDnI9yqvZ5m9xOWOjvl5Rq4Gd5QaNI8U/edit?usp=sharing">https://docs.google.com/document/d/1pmEDGryempUDnI9yqvZ5m9xOWOjvl5Rq4Gd5QaNI8U/edit?usp=sharing</a></td>
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<td>• Creative item combinations</td>
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<td></td>
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<td>• Emphasis on beginning sounds</td>
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<td>• Written to be parent friendly</td>
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<tr>
<td></td>
<td>PreK</td>
<td>Making Sense of Our World</td>
<td>Google Classroom Link</td>
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<td>• <a href="#">Learner Behavior Focus: Communicative</a></td>
<td>Join Cde: difzzjl</td>
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<td></td>
<td>• Using the 5 Senses</td>
<td>• Lesson 1 with resources</td>
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<td>• Thinking Like a Scientist</td>
<td>• Lesson 2 with resources</td>
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<td>• Lesson 2 has a</td>
<td>○ <a href="#">5 senses caregiver interactive activity</a></td>
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<tr>
<td>K-1</td>
<td>Great Books Foundation</td>
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<td></td>
<td>- Free OERs which include full-text readings</td>
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<td></td>
<td>- Discussion questions follow each text.</td>
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<td><a href="https://www.greatbooks.org/open-educational-resources-dl/">https://www.greatbooks.org/open-educational-resources-dl/</a></td>
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</tbody>
</table>

**Primary Continued**

<table>
<thead>
<tr>
<th>Pre K and K</th>
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</table>

**PK-4.A.1b** Based on data gathered, describe the observable properties of familiar objects (size, shape, color and texture).

**PK-3.A.1** Observe a variety of familiar plants and animals to describe how they are alike and how they are different.

**K-LS1-1** Use observations to describe patterns of what plants and animals (including humans) need to survive.

**PK RL1** With modeling and prompting, answer questions about details in a text.

**PK RL8** With modeling and support identify the reasons an author gives to support points in a text.

**PK RL3** Analyze how and why individuals, events, and ideas develop and interact over the course of text.

**PK RL5** Analyze the structure of texts, including how specific

**Jacob’s Ladder**

- Standards aligned
- Google Slides Doc. intended for small group or individual extension
- Text or audio included

**Standards Aligned**

- [A Color of His Own](https://www.greatbooks.org) (Narrative and Informational)
- [Bear Feels Scared](https://www.greatbooks.org) (Narrative)
- [The Kissing Hand](https://www.greatbooks.org) (Narrative)
- [The Three Bears](https://www.greatbooks.org) (Narrative)
- [The Three Pigs](https://www.greatbooks.org) (Narrative)
sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**PK RL7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**PK W1** With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.

**K RL1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**K RI8** With prompting and support, identify the reasons an author gives to support points in a text.

<p>| Primary Continued | Kindergarten | Jacob’s Ladder | • <em>Kitten’s Full Moon</em> |</p>
<table>
<thead>
<tr>
<th><strong>Primary Continued</strong></th>
<th><strong>Grade 1</strong></th>
<th><strong>Jacob’s Ladder</strong></th>
<th><strong>Standards aligned</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL10</strong> R L6 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</td>
<td><strong>Standards aligned</strong></td>
<td><strong>Google Slides Doc. intended for small group or individual extension</strong></td>
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<td><strong>RL3</strong> Analyze how and why individuals, events, and ideas develop and interact over the course of text.</td>
<td><strong>Text or audio included</strong></td>
<td><strong>The Tiny Seed</strong> (Narrative with Informational video for comparison)</td>
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<td><em>Text or audio included</em></td>
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<td><strong>Owen</strong> (Narrative)</td>
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<td><strong>Make Way For Ducklings</strong> (Narrative)</td>
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<td><strong>Sylvester and the Magic Pebble</strong> (Narrative)</td>
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<td><strong>A Kitten</strong> (Narrative)</td>
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<td><strong>The Four Friends</strong> (Narrative)</td>
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<td><strong>Ella Sarah Gets Dressed</strong> (Narrative)</td>
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<td><strong>A Sick Day for Amos McGee</strong> (Narrative)</td>
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<td><strong>An Extraordinary Egg</strong> (Narrative)</td>
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<td>Primary Continued</td>
<td>2–3</td>
<td>Great Books Foundation</td>
<td><a href="https://greatbooksfoundation.org">Great Books Foundation</a></td>
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<tr>
<td><strong>RL 1</strong> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
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<td><strong>Great Books Foundation</strong></td>
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</table>
| **RL 2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | **RL 2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | **- Free OERs which include full-text readings**
| **- Discussion questions follow each text.** | **- Discussion questions follow each text.** | **- How the Camel Got His Hump**
| **- Lion and Mouse** | **- Lion and Mouse** | **- The Master Cat**
| **- Nail Soup** | **- Nail Soup** | **- The Rich Man and the Shoemaker**
| **- The Rich Man and the Shoemaker** | **- The Rich Man and the Shoemaker** | **K-2**
| **Homework Extension** | **Homework Extension** | **- Grade K Menus**
| **- Grade 1 Menus** | **- Grade 1 Menus** | **- Grade K Menus**
| **- Grade 1 Menus** | **- Grade K Menus**

**RL 5** Listen to, read, and discuss a variety of literary texts, both fiction and non-fiction.

**RL 1** Participate actively and appropriately in discussions about literary texts.

**RL 2** Analyze key details to determine the central message or lesson in literary text.

**RL 7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**W 1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[Great Books Foundation](https://greatbooksfoundation.org) ● Free OERs which include full-text readings ● Discussion questions follow each text.

- How the Camel Got His Hump
- Lion and Mouse
- The Master Cat
- Nail Soup
- The Rich Man and the Shoemaker

- Grade K Menus
- Grade 1 Menus
### Grade 2

**Narrative**

**RL 6** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**RL 5** Listen to, read, and discuss a variety of literary texts, both fiction and nonfiction.

**RL 1** Participate actively and appropriately in discussions about literary texts.

**RL 1** Ask and answer questions about key details in a text.

**RL 2** Analyze key details to determine the central message or lesson in literary text.

**RL 3** Identify cause/effect relationships between characters and major story events and challenges in a text.

**RL 7** Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.

**W 3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a

### Jacobs Ladder Lessons

- Standards aligned
- Google Slides Doc. intended for small group or individual extension
- Text or audio included

### Menus

- Grade 2 Menus

### Jacobs Ladder Lessons

- Jumanji (Narrative)
- Where The Wild Things Are (Narrative)

### Menus

- Puppy and I (Informational)
- Rosa (Informational)
### Informational

**RI 1** Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RI 3** Describe how characters in a story respond to major events and challenges.

**RI 4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**RI 6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

### Primary Continued

**Grades K-2**

Texas Performance Standards Project: Source: [https://www.texaspsp.org/](https://www.texaspsp.org/)
The Texas Performance Standards Project (TPSP) provides a series of TEKS-based performance tasks and assessments for

[https://www.texaspsp.org/primary](https://www.texaspsp.org/primary)
gifted/talented (G/T) students in grades K-12. These interdisciplinary research units, some of which have a discipline-specific focus, can be used by schools and districts to enrich G/T programming.

The primary, intermediate, middle, and high school level TPSP web pages provide the following resources:

- Several tasks per grade
- Assessment rubrics
- Sample forms that can be adapted to support program administration, communications, and student work

### Intermediate

- **Great Books Foundation**
  - Free OERs which include full-text readings
  - Discussion questions follow each text.
  - [https://www.greatbooks.org/open-educational-resources-dl/](https://www.greatbooks.org/open-educational-resources-dl/)

- **Grades 3-6**
  - **Thinking Skills Activities**
    - Logic Puzzles
    - Math Puzzlers

- **Grades 3-6**
  - **Higher Level Tasks from the Texas Performance Standards Project**
  - Source: [https://www.texaspsp.org/intermediate](https://www.texaspsp.org/intermediate)
  - [https://www.texaspsp.org/intermediate](https://www.texaspsp.org/intermediate)
The Texas Performance Standards Project (TPSP) provides a series of TEKS-based performance tasks and assessments for gifted/talented (G/T) students in grades K-12. These interdisciplinary research units, some of which have a discipline-specific focus, can be used by schools and districts to enrich G/T programming.

The primary, intermediate, middle, and high school level TPSP web pages provide the following resources:

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<tr>
<th>MIDDLE  HAL Clusters</th>
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<tr>
<td>Content Area</td>
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### Other

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<th>Higher Level Tasks from the Texas Performance Standards Project</th>
<th><a href="https://www.texaspsp.org/middleschool">https://www.texaspsp.org/middleschool</a></th>
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### Language Arts

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<th>Great Books Foundation</th>
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<td>• Extensions and Tiered Lessons tied to content curriculum</td>
<td>6th Grade 7th Grade 8th Grade</td>
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### Math

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<td>• Extensions and Tiered Lessons tied to content curriculum</td>
<td>6th Grade 7th Grade 8th Grade</td>
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| Science | HAL Resources from CurriculumNow  
● Extensions and Tiered Lessons tied to content curriculum | 6th Grade  
7th Grade  
8th Grade |
| Social Studies | HAL Resources from CurriculumNow  
● Extensions and Tiered Lessons tied to content curriculum | 6th Grade  
7th Grade  
8th Grade |

## HIGH Honors

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<thead>
<tr>
<th>Content Area</th>
<th>Resource &amp; Description</th>
<th>Link</th>
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| Other        | Higher Level Tasks from the Texas Performance Standards Project  
Source: [https://www.texaspsp.org/](https://www.texaspsp.org/)  
The Texas Performance Standards Project (TPSP) provides a series of TEKS-based performance tasks and assessments for gifted/talented (G/T) students in grades K-12. These interdisciplinary research units, some of which have a discipline-specific focus, can be used by schools and districts to enrich G/T programming.  
The primary, intermediate, middle, and high school level TPSP web pages provide the following resources:  
Several tasks per grade  
Assessment rubrics | [https://www.texaspsp.org/highschool](https://www.texaspsp.org/highschool) |
| Sample forms that can be adapted to support program administration, communications, and student work | https://www.txgifted.org/school%20closure%20resources |
| Texas Association for the Gifted Covid-19 resources | |
| **English** | |
| Great Books Foundation | https://www.greatbooks.org/open-educational-resources-dl/ |
| • Free OERs which include full-text readings | |
| • Discussion questions follow each text. | |
| Schoology tips for differentiating | https://docs.google.com/presentation/d/1YmPXyiLVKit7sVXITIX3ypI9JG_H2NLqKx43zKXOnJIM/edit?usp=sharing |
## Distance Learning Guidebook

### Content-Specific Resources

**Content Area:** Special Education  
**Level:** All

### Lessons Available

**Sample lesson planning templates for Special Education Instruction:**
- IEP Planning Tool

**Existing Special Education Curriculum Resources:**
- Special Education (created for teachers of Challenges and Learning for Life)
- Inclusion Pre-K
- Math and Reading Intervention
- Rock Creek
- SUCCESS Program

### Home/School Communication Tools

- Continuity of Learning for Special Education Services
- Distance Learning Inventory

**Documenting Communication:**
- Special Education Contact Log for Distance Learning
- Special Education Contact Log for Distance Learning- Google Form

### Supplemental Resources for Teachers

#### Reading (general):
- Florida Center for Reading Research
- Learn Zillion
- iReady
- BrainPop

#### Reading Phonemic Awareness:
- Reading Rockets

#### Reading Phonics:
- Learning A-Z (Headsprouts)
- Really Great Reading: Heart Words
- Really Great Reading
- Really Great Reading:

#### Reading Fluency:
- Learning A-Z (Reading A-Z)

#### Reading Comprehension:
- Scholastic
- Learning A-Z (Reading A-Z, Raz Kids)
- Epic!
- NewsELA
- Readworks
- Vocabulary City (code: VSCFree90)

#### Writing:
- Really Great Reading: Letter Tiles

#### Math:
- Learn Zillion
- iReady
- BrainPop
- Prodigy
- National Library of Virtual Manipulatives
- Didax Virtual Manipulatives

#### General Resources:
- PBSLearning
- Quizizz
- Quizlet
- Schoology
- Read Write/Equatio
<table>
<thead>
<tr>
<th>Letter Tiles</th>
<th>Google Extension</th>
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<tr>
<td></td>
<td>● The Described and Captioned Media Program-DCMP</td>
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**Other Tips and Resources**

**Progress Monitoring Resources**

**Special Education FAQs for Distance Learning**

**Schoology Tutorials:**
- [FCPS Schoology Help Center](#)

**Special Education Department- Contacts during Distance Learning**
Setting Expectations for Distance Learning

**Equity Lens**: For any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups

(COMAR 13A.01.06 Educational Equity)

Educational Equity: FCPS Policy 444

In a virtual learning environment: You are now a guest in your students home and they are a guest in yours.

### Accessibility of Online Resources

**Section 508**

Section 508, an amendment to the United States Workforce Rehabilitation Act of 1973, is a federal law mandating that all electronic and information technology developed, procured, maintained, or used by the federal government be accessible to people with disabilities (Fields, 2017).

- Create Accessible Digital Products
- Test for Accessibility

### Resources

The following resources provide information that can be applied to the creation of instruction that is engaging and reaches all learners in a classroom, virtual, or home setting. This is not an exhaustive list.

- Fighting Stigmas: COVID-19 (Frederick County Public School, Equity Office, 2020)
- Just For Kids: A Comic Exploring The New Coronavirus (Gharib, NPR, 2020)
- Culturally Responsive - Sustaining Remote Education (CRE HUB, 2020)
- Talking with children about Coronavirus Disease 2019: Messages for parents, school staff, and others working with children (CDC, 2019)
- Distance Learning During the Coronavirus Pandemic: Equity and Access Questions for School Leaders (Seale, 2020)
- Teaching Through Coronavirus (Teaching Tolerance, 2020)
- Best Practices in Educational Equity (Hanover Research, 2017) *pages 5 & 6
- Equity vs. Equality: 6 Steps Toward Equity (Safir, 2016)
- Equity Matters: Digital and Online Learning for Students with Disabilities (Basham et al., 2015)
- Access and Equity in Online Classes and Virtual Schools (Rose & Blomeyer)
- Mean What You Say: Defining and Integrating Personalized, Blended and Competency Education (Patrick, Kennedy, and Powell)
- Access and Equity for All Learners in Blended and Online Education (Rose, 2014)
- Managing Controversy in the Online Classroom (Kelly, 2013)

### Questions to Consider

- What do I know about the learners in my classroom?
- What structure have I created to build, continue, and strengthen teacher/student relationships?
- Do the lessons and activities I’ve selected/created connect to my students interests? Are they engaging?
- Is the learning opportunity accessible to all students?
- Can I ensure accommodations are implemented in continuity of learning similarly as outlined in my students IEP, 504 and EL Plan (e.g. text to speech). If not, who can I collaborate with in order to ensure this happens?
- Does the learning opportunity accommodate the diverse learning styles of my students?
- How does the learning opportunity connect to what students already know?
- Have students been provided with various options to demonstrate their learning?
- If an option to complete an online task has been developed has an alternative method been created?
- Have I developed learning opportunities that allow all students to engage in learning without the use of technology?
- What learning opportunities can I create that allow students to take content knowledge and apply it to solving real world problems or making improvements in their community?
- What learning opportunities can I create that allow students to stay connected with their peers?
- Will students be able to complete the lesson/activity with minimal assistance from siblings/parents/guardians etc.?
- How can I create learning opportunities that require students to use knowledge gained across various content areas?
- Do all students and their families have access to (e.g. language, ability to collect materials, technology, etc.) key communications, materials, activities, and/or assignments?
- Have I communicated clear expectations?
- What process will I put in place to regularly communicate with all students and their families? What tech and non-tech methods will I use? How will I monitor student progress?
Eric Louers-Phillips, DOL, Supervisor
Toby Heusser, Equity Teacher Specialist

Monday (1:00p.m.-2:30p.m.)
Tuesday (9:30a.m.-11:00a.m.)
Wednesday (1:00a.m.-2:30p.m.)
Thursday (9:30a.m.-11:00a.m.)

Access Google Meet: Equity Office Virtually Connected
To join by phone, dial +1 301-857-3115 and enter this PIN: 823 191 057#

Or as needed: Please contact us at Eric.Phillips@fcps.org and Tobin.Heusser@fcps.org
Step by Step Guidance for 504 Coordinators for Distance Learning

This document is to provide step by step guidance to 504 Coordinators' in their roles and responsibilities in planning for Continuity of Instruction and implementation of 504 Plan accommodations to the extent possible in distance learning. 504 Coordinators will be required to consult general educators, document parent/guardian contact, and collect documentation of accommodation implementation in distance learning from general educators.

1. Familiarize yourself with the Distance Learning Guidebook for information regarding systemic instructional expectations and resources.

2. Accommodations outlined in the student's 504 Plan must be considered and implemented, to the extent possible, in the distance learning environment. During continuity of instruction planning, the 504 Coordinator should consult with teachers in the building for questions you have in the implementation of accommodations in distance learning. For your reference of accommodation guidance, here is the current policy manual: Maryland Assessment, Accessibility and Accommodations Policy Manual.

3. Ensure you participate in your school administrator’s initial virtual meeting with school staff to plan for continuity of instruction.

4. Email general education teachers of students with 504 plans on your caseload to determine how 504 Plan accommodations will be implemented in Continuity of Instruction to the extent possible in distance learning. You may want to consult with your administrator on the best way to communicate these expectations to staff.

5. Consider how 504 accommodations may look in Distance learning

   Examples (this is not an exhaustive list):
   a. **Organizational aids** can be synonymous with graphic organizers, at times. Organizational aids can support students with organizing their math manipulatives if needed. They can support reading: organizing passages by color - main idea highlighted in one color, supporting details in another, conclusion in another. Or, organize a students’ physical materials; bins for each subject’s materials, an accordion folder to organize materials of each subject.
   b. When checking for understanding, parents can ask the student if they understand the question/problem or what was read. If they do allow them to proceed, if they do not reread the problem/question and try to explain what is being asked.
   c. **Chunking of assignments**: The student may require assignments to be broken down into passages or paragraphs of text at a time to demonstrate comprehension of the text. This could be any of the following; reading a paragraph at a time, 2-3 sentences at a time, 1 page at a time. Your child should not be expected to read entire paragraphs of texts at a time and be able to synthesize all information to demonstrate comprehension of all concepts covered in the text. **Or for Math**: Your student may need to complete one math problem at a time and review the math problem before required to move on to the next problem. The student should not be expected to complete problems incorrectly without receiving feedback and support on the assignment.
   d. **Preferential seating**: Your child may not need this while at home. However, please consider seating location and your location, when providing your student with directions to tasks.
   e. **Extended Time**: Your child may need access to extra time to complete a given task. This might not be needed while completing learning tasks at home, but in the case it is, please allow your student extra time to complete a task or revisit a task if needed. Extended Time is not likely to be needed to turn in assignments given that all assignments are shortened and reduced during Distance Learning.
   f. **Calculation Device**: Your child may access a calculation device to support their understanding of math problems. Encourage your child to attempt the problem using strategies they have learned prior
g. **Frequent Breaks:** While working on assignments your child may need to stop and take a break. Breaks are unique to each child. Your child may need to go to a quiet location for a few minutes to rest or may need to participate in a more physical activity.

h. **Close Captioned Videos:** The Described and Captioned Media Program (DCMP) to support students who are deaf and hard of hearing, The Described and Captioned Media Program have approved and appropriately captioned videos available for all contents and grade levels. You can find these materials on every school media page by going to the media page and teacher resources:
   - On the left sidebar has a link to Teacher Resources.
   - Click on: Digital Tools and Resources
   - Click on Video Resources
   - DCMP is in the list of Video Resources

i. **Text to Speech:** Read Write Extension/Equatio This tool will be available to all students. Read Write Extension supports reading and writing access through Google Chrome with features such as text to speech and highlighting. Equatio is the read write extension for mathematics.

### 6. Compliance:

**504 Meetings**

- **a.** There will be no 504 meetings held **between March 23 to April 3.** Further guidance will be provided on an ongoing basis for 504 meetings.

- **b.** Annual Reviews and Reevaluations: Until federal and MSDE guidance is obtained regarding 504 meetings and compliance, continue to use the most recent 504 plan.

**Required Documentation**

- **c.** Make sure you are documenting any and all contact with parents. Please use the following log to document your contact or parent calls. **504 Parent Contact Log** (Requires Make a Copy). Save 1 log per student (use student initials) on your caseload in a Google folder **(These documents will be required to be uploaded to the 504 Tracker when schools reopen)**. Initial contact with parents/guardians after planning with teachers is required.
  - i. Examples of parent contacts: letting the parent know what to expect for accommodations during distance learning; letting parents know the status of the 504 meetings dates; checking in with parents about student’s distance learning and use of accommodations.

- **d.** Documentation of how teachers are providing accommodations in distance learning per student with a 504 Plan is important evidence of implementation. Teachers should provide you documentation of how they are implementing 504 accommodations during their distance learning assignments. Save this documentation the same Google folder as the parent contact log **(These documents will be required to be uploaded to the 504 Tracker when schools reopen)**.

### 7. Central Office 504 Support Availability

- **a.** Continue to check emails for updates regarding special education instruction and compliance during this time of distance learning.

- **b.** Contact Mary Wright at Mary.Wright@fcps.org or Denise Flora at Denise.Flora@fcps.org with any questions or concerns.

- **c.** Please indicate questions you have regarding this guidance at: **Frequently Asked Questions for Distance Learning and 504 Coordination During COVID-19.** Please Note: Responses to these questions are based on the best information available at the time of the post. We will continue to monitor and update information as soon as possible to help you stay current. Be sure to check back frequently. Thank you in advance for your understanding.
KEEP CALM
BECAUSE
WE GOT
THIS
Implementation and Participation Data Exhibits E-G:

❖ April 16, 2020 Update
❖ Results from Parent and Staff Surveys
❖ May 13, 2020 Update
Exactly one month from the date of our initial school closure, the following data is available related to implementation, access, and equity. It is pertinent to note that these data are current as of yesterday, April 15, 2020 and essentially 10 student days into the FCPS COL Implementation.

Device and hotspot deployment were a significant focus in our early weeks. After two formal phases of deployment and continued delivery on a day to day basis, the following information is available regarding access and equity.

**Chromebook and Contact Information**

*Table 1: Students Without a Device or Unable to be Reached*

<table>
<thead>
<tr>
<th>Level</th>
<th># of Students Without a Chromebook</th>
<th># of Students Unable to be Reached</th>
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<tbody>
<tr>
<td>Elementary</td>
<td>122</td>
<td>140</td>
</tr>
<tr>
<td>Middle</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>High</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

*A student in this column may not have a device because they’ve scheduled pick-up and haven’t yet picked it up or because the student/family has chosen to do an all paper version of COL. In many instances, these are our youngest students. Schools have indicated and it’s been confirmed by Technology Infrastructure (TI) that at this time there is no request for a device which we can not meet with our FCPS resources. Some families did not choose to request an FCPS device.**

**The majority of cases in which we are unable to reach families are occurring in our higher poverty and more transient settings with higher numbers of English Learners. In consideration of the 140 reported at the elementary level, there are three Title I schools reporting more than 10 but no more than 25. All other elementary schools range from 0-10.**

It is imperative to note that attempts to contact families are continuing. In our neighborhoods where mobility is common throughout a school year, the COVID-19 Pandemic has likely contributed to this continued pattern. In some cases, school support teams are reporting phone numbers that are disconnected, etc.

Unique to FCPS, the “School Support Team” was an intentional part of our COL plan. This team consists of administrators, counselors, specialists, and other non-teachers of record. While teachers are the first contact for students and families, the support team is monitoring student/family engagement and reaching out in the event we are not getting any response from families. They are also available to support students who may be struggling with the learning material, having difficulty navigating distance learning in general, or struggling with the social/emotional strain of this national Pandemic. These teams will continue to serve in this supportive role as new information is shared from teachers to the support team. As always, our staff from the Department of Student Services play a critical role in supporting students and families.
Internet Access and Hotspot Information

After the initial systemic deployment held on Friday, March 27, 2020, names were taken for families who were still in need of internet access. In addition, school leaders did community Find Out First (FOF) communications to gather the names of additional families in need. Following the guidance of Technology Infrastructure (TI), school staff first contacted families to determine if they were aware of one of the free internet options available in our area. These were researched by TI, shared with parents, and in many cases became a strong option for our families. The remaining names were submitted to the TI team for our remaining Hotspot deployment. Technology Infrastructure reports that the initial list of 134 requests has been filled. Of the additional 171 requests, most have been delivered and the remaining should be delivered “later this week or early next week at the latest.” This deployment will exhaust our grant funded hotspots, though most all requests should be collected at this time.

Additional Data to Inform Continuous Improvement

The System Accountability and School Administration (SASA) department is currently working with Division leaders to draft a survey to collect formative feedback on the first four weeks of Distance Learning in FCPS. This information will serve to inform action steps we can take to continually improve throughout this endeavor. It is critical that we gain stakeholder input and reflect upon what is working well and what opportunities we have for upgrades. More quantitative and qualitative data will be available at a future date.
FCPS CONTINUITY OF LEARNING
RESULTS FROM PARENT AND STAFF SURVEYS (INCLUDING THEMES FROM OPEN-ENDED RESPONSES)

**COL SURVEY – NUMBER OF SURVEYS COMPLETED**
*Parents/guardians were invited to complete one survey for each school where their child(ren) attends.*

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<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
<th>Charter</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Surveys Completed by Parents/Guardians</td>
<td>12,071</td>
<td>5,664</td>
<td>2,754</td>
<td>326</td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
<th>Charter</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Surveys Completed by Teachers*</td>
<td>2,459</td>
<td>1,197</td>
<td>638</td>
<td>57</td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>

* School staff providing direct instruction via COL were invited to participate in the survey. This includes general educators, special educators, school-based specialists, and English learner teachers.
# PARENT/GUARDIAN COL SURVEY

n: All=12071, ES=5664, MS=2754, HS (INCLUDES CTC)=3283, CHARTER=326, OTHER* (INCLUDES HEATHER RIDGE, SUCCESS PROGRAM, AND ROCK CREEK)=44

<table>
<thead>
<tr>
<th>Survey Items</th>
<th>% Favorability</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child is able to access their courses and/or materials easily.</td>
<td>86 84 86 87 86 84</td>
</tr>
<tr>
<td>Assigned work has been clearly explained and easy for my child to follow.</td>
<td>81 83 80 77 79 86</td>
</tr>
<tr>
<td>My child is feeling overwhelmed from the demands of their work/assignments. (% NOT feeling overwhelmed reported)</td>
<td>64 66 64 60 56 66</td>
</tr>
<tr>
<td>I know who to reach out to at my child's school if my child is feeling stressed or anxious about distance learning.</td>
<td>87 90 86 81 88 93</td>
</tr>
<tr>
<td>My child is receiving appropriate feedback from their teacher(s) on work submitted</td>
<td>81 84 80 79 80 89</td>
</tr>
<tr>
<td>My child is being challenged appropriately.</td>
<td>77 78 75 75 78 84</td>
</tr>
<tr>
<td>My child is enjoying Continuity of Learning.</td>
<td>55 59 55 46 57 59</td>
</tr>
<tr>
<td>My child's teacher(s) have responded in a timely manner.</td>
<td>89 91 89 86 88 86</td>
</tr>
<tr>
<td>Overall, how satisfied are you with your child's Continuity of Learning?</td>
<td>75 77 75 73 73 80</td>
</tr>
</tbody>
</table>

---

**PARENT SURVEY - TIME SPENT DAILY BY CHILD ON COL**

On average, how long does it take for your child to complete their daily work/assignments?

![Bar chart showing time spent daily by child on COL](chart.png)

*Includes Heather Ridge, SUCCESS Program, and Rock Creek*
Parents want teachers to use virtual conferencing and/or more video chats.

- Facilitate social interactions/connections with teachers and peers.
- Helps to provide more instruction/deep learning (i.e., less busy work).
- Provide further explanation of materials/assignments to assist parents.

“There is ZERO social interaction with fellow classmates. There are no web learning options, meetings (zoom) to stay connected. I would appreciate live or previously recorded teaching from her current teacher to help fill in gaps. It would be useful to hear the current teacher’s voice and make that connection.” – Elementary School Parent

“I don’t feel like my son is learning much in some classes - Many assignments seem like busy work. I feel like as the parent I am spending way too much time helping my son and he is very frustrated. I would prefer an actual recorded lessons from his teachers at least once or twice a week.” – Middle School Parent

“...The biggest loss is the interactivity between the teachers and the students. To the kids, these assignments are just activities, not deep learning. That’s the link that’s missing. Other school systems have “live classes” with a teacher running a virtual classroom. I wish FCPS/Maryland provided that instead of what we have now.” – High School Parent

Parents are extremely appreciative of schools and teachers during this time.

- Schools have been supportive and conducting “check-ins” with families.

“FCPS and the teachers/admins at [school] have done an OUTSTANDING job!! FCPS has really got this distance learning thing down to a science, you should be very proud! Thank you!!” – Elementary School Parent

“All that being said, I do appreciate so much everything that everyone at FCPS is doing to provide educational content for my children during this very stage time in our lives. I know teachers are doing everything they can possibly do and it certainly has not gone unnoticed.” – Middle School Parent

“Under the circumstances, I think FCPS and it’s teachers are doing a wonderful job. Thank you all so much!” – High School Parent

“I feel the teachers/staff are doing a great job!! They make sure that my child is working on the IEP goals and assist us all of the time. They are available to help and answer questions. I am extremely happy with everything they are doing. They care about my child and our welfare.” – Success Program Parent
PARENT COL SURVEY – COMMON THEMES FROM COMMENTS
SYSTEM-WIDE

✓ The current situation is stressful for families but there are many contributing factors and not necessarily the fault of FCPS.
  - Parents are balancing working and being the “home” teacher. It can be difficult for essential workers who are not home with children during the day.
  - Children are being socially isolated and want to see their friends.
  - This is a learning curve for all.

“I'm not dissatisfied with what my child is being taught. I'm dissatisfied with the fact that as a full-time working parent I have to replace her teacher and first learn her lesson before teaching it to her. That is not a problem placed on me by FCPS, but by our current situation. I recognized this is not anyone's fault, but it is the reality of our current environment. Asking parents to help each, when we are not equipped to do so is frustrating for all involved (students, teachers, parents).” – Elementary School Parent

“I feel the Continuity of Learning is okay, but it's very difficult to help my kids while I am also working from home. It's very time consuming, and it takes my kids almost all day to complete. But I think FCPS is doing a fabulous job!” – Middle School Parent

“It's difficult for families who have essential jobs to then come home and work on two to three hours of work with their children.” – Middle School Parent

“Not anyone's fault just weren't prepared to teach this way. Hope the lesson learned is we need all staff to learn how to teach remotely and be prepared for this again. As the world evolves and as these kids grow their employment is now going to be moving to distance working and they need to be prepared.” – High School Parent

“My daughter is at times stressed & feels overwhelmed by home schooling but its mostly because she misses being in school with friends & misses her activities. It is challenging to send a message to the teacher when she has a problem or concern, but they are quick to respond. She is handling the amount of work as well as the challenge of it and reacts to this the same as when she was in school. Her frustration again, is due to not being in school with friends and participating in her activities.” – High School Parent

PARENT COL SURVEY – COMMON THEMES FROM COMMENTS
SYSTEM-WIDE

✓ Organization and timely announcement of work/assignments is important to families.
  - Teacher communication needs to be streamlined (i.e. one weekly update) as opposed to “piecemealed,” especially at the secondary level as communication and the amount of work varies by teachers.
  - Streamlining communication is helpful for families with multiple children in different grades.

“The teachers of both my kids have started giving us a summary of the week. This has been VERY helpful, and I would consider this the turning point from being frustrated and slightly lost (as a parent) to understanding what needs to be done. One teacher has the entire PowerPoint for the week, and one gives us a matrix showing the work for each topic for each day. Both give us the ability to see what is coming up and plan our time accordingly. Also, both make it clear which items will need to be submitted to the teacher.” – Elementary School Parent

“At the middle school level, with multiple classes/ teachers doing their own thing, there's a lack of consistency about how assignments are posted. Some teachers post days worth of work at a time vs other teachers who clearly post individually by date. Lack of consistency from class to class can be confusing for my child.” – Middle School Parent

“There needs to be more of uniformity from teacher to teacher. Some teachers expectations are reasonable, while others are over the top. Some teachers are organized and give the students weekly expectations. Other teachers give work day to day.” – High School Parent

“For middle school, there is so many places to find assignments it's hard to keep up and as a parent I'm really struggling and frustrated at being able to tell what has been turned it and what hasn’t. My daughter missed a huge part of work because she could not see where it was. I checked also and found it all very confusing. I wish there was a weekly checklist that parents as well as student could use.” – Charter School Parent
Teacher feedback beyond a grade is essential to student learning.

- Feedback can vary by teachers, especially at the secondary level.
  - “The work is being assigned with little to no feedback—some sites that are automatically grading the work are incorrectly scoring items as well.” – Elementary School Parent
  - “Not all teachers are giving feedback on submitted assignments. My child will just get her grade and that’s it….otherwise, we are doing okay with the Continuity of Learning considering the circumstances.” – Middle School Parent
  - “Teachers don’t seem to be reading and commenting on the work since it went to pass/fail.” – High School Parent

Teachers need to have more and consistent virtual office hours.

- Office hours vary by teachers and are often limited during the day.
  - “Teachers should be available for more than just two hours a day for office hours.” – Elementary School Parent
  - “Have office hours that teachers are logged on, e.g., 9-11, and kids can come on and get help or just see their teacher. Like a college professor has hours for kids to come in for online study.”
  - “Some teachers are very responsive and have enough office hours. Others do not respond to emails and have limited office hours.” – High School Parent

Parents want one consistent COL platform/method to use.

- Having multiple platforms to learn for multiple children in different grades can be burdensome and difficult.
  - “I have 3 children in elementary. It was difficult at first trying to learn the different platforms of learning because it wasn’t consecutive. Unfortunately, a bunch of the websites weren’t working that the teachers assigned... which was frustrating for both teachers and students. There has been great communication though from our teachers.” – Elementary School Parent
  - “Please pick one medium/application for the students and teachers to utilize that can withstand the volume of work and correspondence. Having multiple applications to access can get frustrating.” – Middle School Parent
  - “Using one platform for all teachers is so important for reducing the stress and frustration of distance learning (I have children in other FCPS schools that don’t do this). Also, the one course my child is taking through Virtual School is tremendously streamlined. I can tell they have done this before. The system should look to this for a model.” – High School Parent
PARENT COL SURVEY – COMMON THEMES FROM COMMENTS

SYSTEM-WIDE

✓ Schoology can be hard to navigate for families and students at first.
  - It can be a significant learning curve for some families and students.
  - Technical difficulties occur for a variety of reasons — i.e., the site crashes, links won’t load, teachers use Schoology in multiple ways, etc.
  - Platform lacks parent access to assignments — must use child’s account to log on.

It would be helpful if there was a universal way to utilize Schoology—for example, each of my kids submit assignments different ways. It is hard to keep up. We are just now getting the hang of it.” – Elementary School Parent

“Things started rough with Schoology, but now it’s working well and my student is diligently working to do her assignments and keeping up her grades.” – Middle School Parent

“The only thing I have an issue with is Schoology. I’ll get notifications from them saying that assignments haven’t been turned in and I should “click the link” to see the assignment in question, but when I click the link and get taken to Schoology, I am met with a message that says Private Access only and the privacy settings on the page I’m trying to view don’t allow me to view it. Very annoying, and make me wonder why parents get access if we can’t see everything our kids see.” – Middle School Parent

“Privacy settings on the Schoology classrooms needs to allow for parental access.” – High School Parent

“When teachers use outside websites other than Schoology to use for assignments, often the links do not work or they have to set up accounts to access the information. Other than this, maybe a recommended daily lesson plan that follows Schoology assignments.” – High School Parent

PARENT COL SURVEY – COMMON THEMES FROM COMMENTS

SYSTEM-WIDE

✓ Distance learning can be difficult and overwhelming for students with disabilities and their families.
  - Students with disabilities often have a hard time focusing; videoconferencing tools may help to keep their focus.
  - Parents are not trained to provide the level of interventions needed for some students.

“My most significant concern with the implementation of Continuity of Learning has been access to IEP services. Because of the FCPS policy to not use forms of video communication, it has been very difficult for my child to continue receiving IEP services.” – Elementary School Parent

“I believe for children with special accommodations that it is hard for them to do continuity of learning successfully. It has been a struggle 95% of the time at our house. With ADD & Dyslexia it is super hard for child to focus and complete assignments without getting frustrated.” – Middle School Parent

“My son has a 504 plan and needs detailed instruction and someone there to guide him along if he doesn’t understand. I do my best but I’m not a teacher. I strongly feel that if the use of other technology was being used such as video lessons, Zoom classes etc... it would make a world of difference for my son and maybe others as well.” - Middle School Parent

“Need more hands-on and connection with IEP children. You need a program that delivers a better connection with our IEP children. They are most at risk and they need a Zoom or classroom like environment. All my children are doing well but my IEP child and he needs to have connection just to keep the progress he has made. The teachers are amazing it is a technology issue.” – High School Parent
PARENT COL SURVEY – COMMON THEMES FROM COMMENTS
HIGH SCHOOL ONLY

✓ Parents report that Advanced Placement courses are placing more demands on their child(ren) during Continuity of Learning.

- Parents report students are self-learning and there is little instruction being provided by the instructor.
- AP coursework is taking several hours per day.

“Continuity of Learning is extremely challenging for my student enrolled in AP classes. Instructor-led learning for these advanced classes is needed for more challenging concepts.” – High School Parent

“My son is usually a very engaged, excited and interested student. He is struggling with distance learning, in particular, the AP courses and teacher demands with zero instruction.” – High School Parent

“The work level for continuity of learning in her AP Statistics is insane, particularly because she mostly has to teach herself the material under the circumstances. Some classes don’t lend themselves well to this type of instruction, although I realize we have no choice now.” – High School Parent

“AP classes contribute to more than 4 hours per day.” – High School Parent

SCHOOL STAFF COL SURVEY
n: All=2459, ES=1197, MS=520, HS (INCLUDES CTC)=638, CHARTER=57, OTHER * (INCLUDES HEATHER RIDGE, SUCCESS PROGRAM, AND ROCK CREEK)=47

<table>
<thead>
<tr>
<th>Survey Items</th>
<th>% Favorability**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, I am able to implement my Continuity of Learning plan successfully.</td>
<td>95 96 96 94 98 91</td>
</tr>
<tr>
<td>The method that I am using is working well.</td>
<td>93 94 92 90 95 79</td>
</tr>
<tr>
<td>I have the necessary resources/materials to create lessons.</td>
<td>88 87 94 86 88 86</td>
</tr>
<tr>
<td>I have received adequate training to prepare me for delivering Continuity</td>
<td>66 59 74 71 72 72</td>
</tr>
<tr>
<td>of Learning.</td>
<td></td>
</tr>
<tr>
<td>I am able to meet the academic needs of all my students.</td>
<td>47 45 48 51 60 31</td>
</tr>
<tr>
<td>I am able to provide feedback to students on their work.</td>
<td>93 92 94 96 96 72</td>
</tr>
</tbody>
</table>

** n size may vary by survey item as Not Applicable was excluded in the analysis
SCHOOL STAFF COL SURVEY (CONTINUED)

\textbf{Survey Items} \hspace{5cm} \% Favorability**

<table>
<thead>
<tr>
<th>Survey Items</th>
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<th>ES</th>
<th>MS</th>
<th>HS</th>
<th>Charter</th>
<th>Other*</th>
</tr>
</thead>
<tbody>
<tr>
<td>I receive ongoing and up-to-date communication regarding Continuity of Learning from my school administrators.</td>
<td>96</td>
<td>97</td>
<td>97</td>
<td>95</td>
<td>95</td>
<td>100</td>
</tr>
<tr>
<td>I am able to collaborate with my school colleagues during Continuity of Learning.</td>
<td>97</td>
<td>99</td>
<td>96</td>
<td>93</td>
<td>96</td>
<td>98</td>
</tr>
<tr>
<td>I am feeling overwhelmed with the demands of Continuity of Learning. (% NOT feeling overwhelmed reported)</td>
<td>42</td>
<td>37</td>
<td>47</td>
<td>45</td>
<td>57</td>
<td>51</td>
</tr>
</tbody>
</table>

\* n size may vary by survey item as Not Applicable was excluded in the analysis

TEACHER COL SURVEY – COMMON THEMES FROM COMMENTS SYSTEM-WIDE

✓ Teachers want to use virtual conferencing and/or more video chats.
  - Help to facilitate student engagement.
  - Could benefit students with disabilities and/or English learners.
  - Provide further explanation of content to students in real-time (as opposed to exchanging multiple emails).

“To teach a lesson (e.g., math) and then ask questions, get instant feedback, etc. would likely work better. The students miss seeing each other and I miss seeing them. I get the worry behind platforms like Zoom and Google Meet, but I still feel like it would be beneficial for all. I feel like perhaps students would feel more supported and want to get more work done that way, too.” – Elementary School Teacher

“I think that video chats should be reconsidered as a way to connect with students. I think the kids who are participating less may do better with structured and consistent “face-to-face” contact. Many of my students say that they do not interact with anyone week after week outside their homes.” – Middle School Teacher

“I think provide live videos would be very beneficial for students who are struggling. Especially for students who benefit by seeing/hearing their teacher in real time to be able to explain concepts (for math, primarily).” – Middle School Teacher

“I would love if we were approved for some type of video conferencing with students so we could still have direct and immediate communication and help them work through the content.” – High School Teacher

“The ability to have face-to-face meetings with students even if it were not individual but in small groups would be helpful. I have students that need additional scaffolding and accountability that “in person” video teaching would be able to provide.” – Charter School Teacher
**TEACHER COL SURVEY – COMMON THEMES FROM COMMENTS**

**SYSTEM-WIDE**

✓ Teachers are concerned that not all their students are fully participating and/or engaged in Continuity of Learning.

- Not all students are engaged despite efforts made by teachers to reach out to families.
- Some teachers believe that the 4th term grading policy negatively impacted student accountability.

“I am struggling with those kids who are not completing work/minimal work/logging on and their parents are not responding to the MANY emails, calls and texts. What is the next step when we can’t reach the parents or parents are refusing to respond back to the teacher in our efforts to help their child? Or the parent keeps saying, “I see them on their device. I will talk to them.” Then there is no change in activity, even when we have offered to call the student and stay on the phone with them.” – Elementary School Teacher

“Student accountability is still lagging. More needs to be done to ensure students who are capable of doing the work, are fully accessing and completing the work. Many students are simply giving up or doing minimal because they know term four will not impact their ability to be promoted to high school.” – Middle School Teacher

“It is also very frustrating putting in so much work for half of the students not even trying to complete it. I think putting out there that this term is pass/ incomplete was also not a great idea because now students feel they do not have to do anything and it is just hurting them even more. I wish there was a different way to communicate to students who are not completing the work. They are getting up to 7 e-mails a week telling them they are not doing the work from each individual teacher. I wish we could generate a report and it come from one staff member because hearing from every single teacher is probably making them more mad and not helping the situation.” – Middle School Teacher

“Honestly, there are ups and downs. (80%+ of the students want to learn and I have on going dialogue with them). Only about 10% refuse to engage, but even after contact home and engaging in communication via Schoology message with the student they opt to not complete assignments or ask questions.” – High School Teacher

✓ Some teachers were prepared to use technology for Continuity of Learning while others require more training.

- Teachers with prior training in blended learning may have been more prepared and transition was smoother.
- Larger learning curve for other teachers (e.g., elementary) who had little preparation time and/or did not have prior training in using Schoology.

“Since I have never used Schoology before it has been a huge learning curve. It has taken every minute that I have. I have been working 8:00 AM to 9 PM so that has been really difficult and draining. But I have to say that I think the FCPS tech team has done a WONDERFUL job helping us learn. I love the levels of support.” – Elementary School Teacher

“I am a Vanguard teacher and was very prepared going into this. The other educators in my building were not prepared at all therefore their students had a hard time adjusting too. I hope FCPS uses this opportunity to reflect and moving forward invests in technology and blended learning PL for all teachers.” – Elementary School Teacher

“It would have been very helpful if there had been more PD on technology offered during school hours. Some PD was offered but it was available after school or in the evenings.” – Middle School Teacher

“Overall, I am technologically comfortable. I have a strong background in Blended Learning, and I am well-versed in many technology tools. There are many who are not, though, and that is not a fault! I know many amazing educators who do very little instruction on the computer. Unfortunately, I think they were basically thrown into the deep end and told to swim. I’ve heard a lot of frustration from some older colleagues who are struggling with this.” – Middle School Teacher

“I think being apart of Vanguard and using blended learning strategies along with standards based learning in my classroom made this an easy transition for myself and my students.” – High School Teacher
Two months into the statewide school closure and having arrived at the 4th term interim reporting date, the following data are available related to participation in and implementation of Continuity of Learning (COL) in Frederick County Public Schools (FCPS).

Participation and implementation can be measured in a variety of ways and some of those metrics are imperfect. It is the comprehensive analysis of each metric that helps to provide the clearest picture of participation and implementation of COL in FCPS. The following sections contain data available as of May 13, 2020 unless otherwise noted.

**Delivery Method for Distance Learning**

As you’ll recall from the April 2020 update, online learning in FCPS is the predominant delivery method for distance learning. Tables 1 and 2 help to describe delivery methods further.

*Table 1: Students Utilizing Paper Packets as Primary Mode of Distance Learning*

<table>
<thead>
<tr>
<th>Level</th>
<th>Number of Students Utilizing Paper Packets* / Student Population</th>
<th>Percent of Students Utilizing Paper Packets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>527/20,185</td>
<td>2.6%</td>
</tr>
<tr>
<td>Middle</td>
<td>83/11,011</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>High</td>
<td>26/13,090</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

*These numbers are updated as of May 8, 2020 by FCPS principals. School teams continue to meet regularly by grade level and department to discuss student participation and access to distance learning.

All other students in FCPS are accessing distance learning via online methods, which include Google Classroom or the systemic Learning Management System (LMS), Schoology. While the best way to determine progress or participation thus far may be 4th term interim reporting, additional usage data are available to provide a high-level view of access to the two online platforms used by students (see Table 2).

*Table 2: Students Accessing Assignments in Schoology or Google Classroom*

<table>
<thead>
<tr>
<th>Level</th>
<th>Percent of Students Accessing Assignments in Schoology*</th>
<th>Percent of Students Accessing Assignments in Google Classroom*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>52.1%</td>
<td>47.8%</td>
</tr>
<tr>
<td>Middle</td>
<td>97.4%</td>
<td>17.6%</td>
</tr>
<tr>
<td>High</td>
<td>96.6%</td>
<td>32.1%</td>
</tr>
</tbody>
</table>

Note: *It is important to note that in some instances, an individual student may be reported in both the Schoology and Google Classroom percent. This occurs most frequently at the secondary level, with students receiving instruction from multiple teachers.

As captured in the survey summary, parents would prefer FCPS teachers transition to one platform and work towards a common template for course management in that platform. Moving forward, transitioning all teachers to the Schoology LMS would provide a safe and consistent experience for staff, students, and families.
Additional Participation Information

As previously shared and perhaps unique to FCPS, the “School Support Team” was devised at each school as an intentional part of our COL plan. This team consists of administrators, counselors, specialists, and other non-teachers of record. While teachers are the first contact for students and families, the support team is monitoring student/family engagement and reaching out in the event we are not getting any response from families. They are also available to support students who may be struggling with the learning material, having difficulty navigating distance learning in general, and/or struggling with the social-emotional strain of this national pandemic. Additional data are available from these teams to help gauge COL participation (see Table 3).

Table 3: Students with Whom No Contact Has Been Achieved in the 4th Term

<table>
<thead>
<tr>
<th>Level</th>
<th>Number of Students Not Contacted* / Student Population</th>
<th>Percent of Students Whom No Contact Has Been Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>55/20,185</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Middle</td>
<td>33/11,011</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>High</td>
<td>97/13,090</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

*These numbers are updated as of May 8, 2020 by FCPS Principals. School Support Teams, as well as Pupil Personnel Workers (PPWs), continue to attempt to contact these families. In some instances, a student/family may have moved and this is not yet reconciled in our student system. These reconciliations will not occur until the student enrolls in another school and a request for records occurs.

While the previous data provides some information as to the degree of student participation in COL, perhaps the best way to determine the level of engagement or participation is via grade reporting.

**FCPS Term 4 Grading Policy**

The following details serve as a reminder and summarize our grading system for term 4. Understanding the grading plan is essential to interpreting the results at mid-term.

Our FCPS educational philosophy is that no child should be harmed because of this global pandemic. We work to motivate students to stay engaged, strive to remain compassionate to the challenges our students and families are facing, and maintain our equity lens throughout our work. As always, our mission is to reach, challenge, and prepare each and every student.

To this end, FCPS adopted a term 4 grading policy similar to that of many other school districts across Maryland and the nation. The default grade for a student in term 4 will be either a Pass (P) or Incomplete (ICOL). More details are provided next.

**Term 4 Grades**

- **Students in Grades 2-12**: All students are expected to participate in COL by completing the assignments teachers provide and following the course guidance. Students who participate in the FCPS COL plan will receive a term 4 grade of Pass (P) for each class,
while students who do not participate or are unable to access classwork will receive an Incomplete (ICOL). Pass indicates that there is evidence that the student has met the learning expectations during COL. Incomplete indicates that there is not enough evidence that the student has met the learning expectations during COL.

Teachers will continue to provide feedback/grades for each assignment so that parents/students who wish to elect for a traditional letter grade (A, B, C, etc.) at the end of the term may do so.

If a student earns an Incomplete in term 4, school staff will evaluate the need for providing additional learning opportunities in subsequent semesters. FCPS may require a supplemental learning experience or require that the course be repeated at the high school level.

- **Students in Grades P-1:** All students are expected to participate in COL by completing the assignments teachers provide and following the course guidance. Students will continue to earn the grades of Exceeds Expectations (EE), Meets Expectations (ME), Approaches Expectations (AE), Developing Expectations (DE), or Not Evaluated (NE) for term 4.

### Final Grades

- **Elementary School Grades P-5:** Final grades are not reported at the elementary level.
- **Middle School Grades 6-8:** Performance in terms 1-3 will determine the final grade unless a parent/student opts to receive a traditional letter grade of A, B, C, etc. for term 4. The four grades will be converted into the final grade as described in FCPS Regulation 500-5.
- **High School Grades 9-12:** Performance in term 3 will determine the final grade unless a parent/student opts to receive a traditional letter grade of A, B, C, etc. for term 4. The two grades will be converted into the final grade as described in FCPS Regulation 500-5. Only students who failed term 3 and received an ICOL for term 4 will not earn credit for the course.

  GPA or Class Rank will not be impacted by Pass (P) or Incomplete (ICOL). As always, GPA will be calculated based on final (semester 2) letter grades.

### Term 4 Mid-Term Results

At the elementary level, not all teachers are using the online Schoology Gradebook, though required interim reporting still ensures that students and parents/guardians receive communication when teachers have concerns with student performance. This may include an indication a student is failing or performance is not satisfactory.

According to FCPS elementary principals, **7% of FCPS elementary students will receive an interim notice (1,450/20,185)**. These are students who may be on track to receive a final grade of Incomplete (ICOL) for the 4th term. This indicates that at this time, there is not enough evidence that the students have met the learning expectations during COL. Per FCPS’s plan,
these students may be targeted for additional summer learning opportunities and/or extended learning opportunities in the 2020-21 school year.

At the secondary level, grade data was pulled from the required Schoology Gradebook for term 4. Table 4 shows the performance level of FCPS secondary students at mid-term. These data provide a degree to which students are engaging and/or meeting learning expectations during distance learning.

These data indicate that 21% of all assigned grades in courses would be on track for an Incomplete (ICOL) at the end of term 4. To elaborate, a middle school student may have six classes for which they will receive a Pass (P) and one class for which they will receive an ICOL. Another student may have multiple classes for which they will receive an ICOL.

A 4\textsuperscript{th} term grade of ICOL will be a flag to consider if additional opportunities for learning should be scheduled. These could occur through summer programming, extended learning opportunities, and/or scheduling of repeated courses. These decisions will be made on a student by student, course by course basis.

Table 4: Secondary Student Grade Distribution—Term 4 Interim (Across All Courses for Each Student)

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>%</th>
<th>B</th>
<th>%</th>
<th>C</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>11325</td>
<td>51</td>
<td>3615</td>
<td>16</td>
<td>2209</td>
<td>10</td>
<td>1561</td>
<td>7</td>
<td>3582</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>10618</td>
<td>47</td>
<td>3572</td>
<td>16</td>
<td>2466</td>
<td>11</td>
<td>1845</td>
<td>8</td>
<td>4320</td>
<td>19</td>
</tr>
<tr>
<td>8</td>
<td>10847</td>
<td>48</td>
<td>3675</td>
<td>16</td>
<td>2273</td>
<td>10</td>
<td>1651</td>
<td>7</td>
<td>4173</td>
<td>18</td>
</tr>
<tr>
<td>9</td>
<td>5642</td>
<td>41</td>
<td>2284</td>
<td>17</td>
<td>1387</td>
<td>10</td>
<td>882</td>
<td>6</td>
<td>3555</td>
<td>26</td>
</tr>
<tr>
<td>10</td>
<td>5481</td>
<td>43</td>
<td>2156</td>
<td>17</td>
<td>1257</td>
<td>10</td>
<td>858</td>
<td>7</td>
<td>2948</td>
<td>23</td>
</tr>
<tr>
<td>11</td>
<td>5349</td>
<td>48</td>
<td>1754</td>
<td>16</td>
<td>1018</td>
<td>9</td>
<td>666</td>
<td>6</td>
<td>2473</td>
<td>22</td>
</tr>
<tr>
<td>12</td>
<td>3934</td>
<td>44</td>
<td>1077</td>
<td>12</td>
<td>771</td>
<td>9</td>
<td>515</td>
<td>6</td>
<td>2603</td>
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<tr>
<td>Total</td>
<td>53196</td>
<td>47</td>
<td>18133</td>
<td>16</td>
<td>11381</td>
<td>10</td>
<td>7978</td>
<td>7</td>
<td>23654</td>
<td>21</td>
</tr>
</tbody>
</table>

It is critical to note that our term 4 grading approach is impacting these data; this is a theme supported in our stakeholder data. With our compassionate grading system, performance in the previous term/s will determine the final grade for secondary students unless a student/parent elects for the traditional letter grade, in which case the grade will be calculated per our regulation. In some instances, this caused students to prioritize certain courses over others. You’ll see the current percent of grades of “F” greater at the high school level than at the middle school level. To elaborate, if a student knows they will receive high school credit, based on 3\textsuperscript{rd} term performance, they may not be participating/completing assignments in 4\textsuperscript{th} term.

In summary, there is evidence of the most consistent participation in COL at the elementary level, though a large majority of students are completing assignments in some or all courses at the secondary level.
Stakeholder feedback from both teachers and parents strongly suggest that participation and performance would be improved with the offering of synchronous live video conferencing. With an abundance of caution, FCPS staff took time to determine the safest and most adequate video conferencing tool, conducted a brief field test, and is now expanding synchronous support through live videoconferencing system-wide.

**Additional Data to Inform Continuous Improvement**

The System Accountability and School Administration (SASA) department created and administered a systemic survey to both staff and parents to collect formative feedback on the initial phases of distance learning in FCPS. This information will serve to inform action steps for continuous improvement as we close the year and as we embark on a recovery plan for 2020-21. Please reference the survey summary slides for a full summary of both quantitative and qualitative data related to participation, implementation, and the overall experience of COL.