

Frederick County Public Schools'
School Opening Plan
&
Continuity of Services
2022 – 2023



Updates as of February 28, 2023 are contained in the Appendix.

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Frederick County Public Schools' 2022/2023 School Opening Plan

Executive Summary

Frederick County Public Schools (FCPS) is a successful school system in a diverse and growing community. Frederick County bridges rural, suburban, and urban lifestyles near both the Washington, D.C. and Baltimore metropolitan communities. Currently, Frederick County is home to 38 elementary schools, 13 middle schools, 10 high schools, 4 public charter schools, an alternative school, a special education school, Frederick County Virtual School (FCVS), and a Career and Technology Center (CTC). FCPS is also home to a Blended Virtual Program at each level serving students in grades 1-12 and numerous specialized programs serving students with disabilities. FCPS is committed to providing personalized pathways to success for all students.

Over 45,000 students were enrolled in FCPS in the 2021-2022 school year—an increase of more than 1,000 students from the prior school year. In 2022, the student population was 53% White, 20% Hispanic/Latino, 14% Black/African American, 7% Asian, 6% two or more races, and less than one percent American Indian/Alaskan Native or Pacific Islander/Native Hawaiian. FCPS serves students with varying needs, including approximately 11% of students with disabilities, 28% of students who receive free/reduced-priced meals, and 7% of English learners.

FCPS employs over 6,500 staff, who are champions of excellence, collaborating with parents, community members, and local businesses to create an inspiring, academic, safe, healthy and nurturing environment for students. As FCPS prepares to open schools for the 2022-2023 school year, FCPS will use a streamlined approach focusing on relationships, excellence, and equity. As FCPS welcomes a new Superintendent, the FCPS Strategic Plan will be revisited and an updated plan will be developed to ensure FCPS serves every child, every day.

The COVID-19 pandemic prompted educators, students and families to seek new and innovative approaches to student learning. Additionally, the 2021-2022 school year in particular clearly showed the need for agility, and the need to be ready for any scenario. FCPS continues to be committed to incorporating new approaches into every aspect of schooling. FCPS recognizes the critical importance of fostering innovation, a sense of urgency, and transformation in every aspect of the school system's operation. In the spirit of new approaches and agility, lessons learned over the past three years inform a new plan for 2022-2023, including a new tiered approach and monitoring process to ensure FCPS is ready for any shift to its education program.

FCPS is well poised to respond to the academic and social emotional learning needs of its students. Each school's improvement plan serves as the vehicle for supporting the needs of every child. Schools conduct a comprehensive needs assessment based on data, identify root causes, set measurable goals, and plan for implementation of evidence informed strategies. Progress monitoring is the heartbeat of the school improvement planning process. Each plan will focus on equity, providing each student or group of students with what they need. Equity requires, by definition, a differentiated response. In addition to an equity-in-action school improvement plan, a new three tiered equity-based staffing model will be implemented providing additional staff to support academics and/or social emotional learning.

Areas of focus for FCPS schools include:

- Additional student learning time during the school year such as tutoring, Saturday learning days, and mobile learning labs.
- Extensive summer programming.
- Implementation and/or refinement of a Multi-tiered System of Supports (MTSS) to support students academic, social, and emotional well being including expanded and enhanced social-emotional supports for students.

FCPS is well poised to respond to the academic and social emotional learning needs of our students.

Executive Summary (cont.)

- A consistent elementary schedule that incorporates a continued increase of time dedicated to science and social studies, as well as, a flexible utility block to respond to student needs.
- Implementation of a new English Language Arts curriculum based on the Science of Reading for students in grades 3-5 with continued use of previously implemented English Language Arts Science of Reading materials in grades K-2.
- Continued offering of a Blended Virtual Program for students in grades 1-12.
- Redesign of select courses to ensure prerequisite skills are mastered; personalized schedules at high school to target specific standards focused learning toward credit recovery.
- Focused attention to Habits of Work at the middle school level.
- Use of the Accelerated Learning Process (ALP) leveraging collaborative teacher planning, high quality instruction, focused on evidence of student learning and student agency.
- Equity in Action strategic professional learning focus for leaders.

Through these pursuits, and more, FCPS is positioned to implement an educational model that will inspire excellence, transform the student learning experience, develop relationships, and advance the development of every child, every day.



Ensuring Equity in FCPS

In FCPS, equity remains a critical priority. Educational equity means every student has access to the resources and educational rigor he/she needs at the right moment; and, that personal and social identifiers [such as ability, age, ethnicity, gender, gender expression, gender identity, language, national origin, race, religion, sexual orientation, and socioeconomic status] are valued as an asset.

Whereas in past years, the focus of equity employed reflective practice in understanding one's own values and perspectives, and how they might impact the learning of students and interactions with colleagues, whether positively or negatively; the focus of the 2022-2023 school year will be on equity-in-action. This means staff are expected, more so than ever before, to gracefully stand up and stand for others, demonstrate courage, and take risks to forge improvement. Staff will continue to participate in reflection on their practice in accord with others. All school-based staff will be required to participate in a series of professional learning modules from the opening of school throughout the school year. These modules will be based on the following areas:

1. Equity-in-Action
 - a. Words Matter: Participants will reflect on how an individual's words create a welcoming and affirming environment.
 - b. Actions Matter: Participants will reflect on how an individual's actions create a welcoming and affirming environment.
 - c. Relationships Matter: Participants will reflect on how an individual's relationships create a welcoming and affirming environment.

2. Responding to Bias, Stereotyping and Racism

While these modules capture the general areas of emphasis, there are multiple professional learning opportunities in which staff will engage, some required and others optional. FCPS staff also recognize that the student voice is paramount in planning for and implementing instructional programming and school experiences. As such, ensuring equity in FCPS includes opportunities for students to inform staff about their schooling experiences through such programs as Student Voices. Student Voices fosters understanding between students, within a school and across schools, to develop and implement action plans that address student-identified issues/needs as well as systemic initiatives.

In addition to promoting equity for each and every student, ensuring equity in FCPS includes school improvement and accelerated learning processes whereby school teams meet frequently for the purposes of reviewing individual and student group performance and progress, and having collaborative conversations relative to instructional practice and pedagogy. The goal of this process is to respond to individual student needs with thoughtful, appropriate, and strategic instructional decisions. FCPS' approach to instruction fosters the belief that there is no one-size-fits-all approach to instruction. As such, FCPS must address each student's needs through personalized learning by elevating students' voices to provide more input about time, place, path, and pace.

Staff must also be equipped to meet the individual and unique needs of each student. Therefore, professional learning in the work of equitable instructional leadership and assessment practices is required for all staff throughout the school year in a variety of ways and contexts.

The focus of the 2022-2023 school year will be equity-in-action.

Partnering with the FCPS Community

FCPS values the knowledge, experiences, and expertise of the entire Frederick County community. For this reason, FCPS has engaged a collaborative group of diverse stakeholders to provide ongoing feedback regarding the FCPS Opening Plan from inception, through implementation. Stakeholder groups include, but are not limited to:

- Board of Education (BOE) Citizens Advisory Council (CAC)
- Board of Education Curriculum and Instruction Committee (C&I)
- Board of Education Special Education Citizens Advisory Committee (SECAC)
- Frederick Association of School Support Employees (FASSE)
- Frederick County Administrative and Supervisory Association (FCASA)
- Frederick County Teachers Association (FCTA)
- PTA Council of Frederick County

During the 2022/2023 school year, a six-month iterative review cycle among the aforementioned stakeholders is in place to provide valuable feedback on any changes or modifications to the Reopening Plan. An opportunity for feedback was furnished through multiple platforms including, but not limited to, an in-person meeting held on January 24, 2023, a survey, and direct email.

The following suggestions were proffered for consideration:

- Re-evaluate the robust communication plan that has been in place to keep school communities aware of COVID-19 in classrooms to determine what communications are still needed.
- Consider additional cleaning protocols in some schools to increase the overall cleanliness.

It should be noted that the communication plan is currently being re-evaluated and may yield changes after the February 1, 2023 submission deadline but will be captured in the August 1, 2023 submission of the Reopening Plan.

Predominantly, stakeholders shared that the Reopening Plan was appropriate for where FCPS and the community are at this point in time.

Ensuring the Success of Every Student

For many years, FCPS has utilized a systemic Local Assessment Framework (LAF) that contains both required and optional assessments, pre-kindergarten through grade 12, and across contents to ensure proper progress monitoring of student performance. These varied assessments provide a comprehensive assessment system which allows members of the BOE, executive leadership, school leaders, and teachers to effectively evaluate student progress. This plan is evaluated annually by a diverse group of stakeholders, which includes the District Committee on Assessment (DCA), required by state legislation.

In the 2022-2023 school year, students will participate in beginning, middle and end of year assessments following the systemic schedule. Local assessments include Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (reading), and iReady (reading and math). These data will help to inform system, school, and classroom improvement efforts. Additional benchmark and unit assessments have been designed by FCPS curriculum staff to ensure effective progress monitoring.

Maryland College and Career Ready Standards

FCPS teachers will teach all standards to all students in all content areas. All courses, grade level sequences and instructional materials are aligned to the Maryland College and Career Ready standards including Schoology Blueprint courses provided to teachers through our learning management system. Focusing on the standards will be critical to ensuring student success. In addition, core content areas will be assessed using local; and/or third party, reliable and valid assessments to ensure students are being monitored effectively in the ALP.

Systemic Progress Monitoring (Systemic Accelerated Learning Process-ALP)

Using the required assessment schedule noted above, system leaders and school leaders can progress monitor student and school performance to better ensure the success of each and every FCPS student. Systemic central leaders will meet on a scheduled basis to review school and student group data. In collaboration with schools, central resources may be leveraged to provide relevant professional learning, instructional and leadership coaching, and/or additional resources to improve outcomes for groups of students. Equity in action professional learning for all leaders will undergird planning for students.

Accelerated Learning Process (ALP)

Teachers in FCPS participate in the ALP, a classroom focused improvement process that promotes teacher collaboration, focused instruction in the standards, and a response to student evidence of learning via formative assessments. A variety of curricular resources and standards aligned assessments are provided as models via the FCPS curriculum site. Gaps in student learning are identified and evidence-based instruction is planned to meet students where they are in their learning. High quality instruction in the core program is defined by Charlotte Danielson's *Framework for Teaching*.

Extended Opportunities for Learning

In addition to high quality instruction in the core program, all students will have access to a wide variety of tutoring offerings to assist them as they work in their grade level standards. Tutoring plans will be implemented at each school for students to work one-on-one or in small groups before school, after school, during the day, evenings, and/or weekends. Each school will share its respective plans with families. During the 2021-2022 school year, FCPS adopted TutorMe which is an on-demand online tutoring program which is available 24 hours a day for all students in grades 6-12. FCPS plans to continue to use TutorMe during the 2022-2023 school year.

Ensuring the Success of Every Student (cont.)

Consistent Elementary Schedule and New Elementary English Language Arts Resources

Again in the 2022-2023 school year, there will be consistent implementation of an elementary schedule that provides additional time for students in science and social studies standards. These content areas are critical to fully engage FCPS' youngest learners. In addition, elementary schedules may incorporate a flexible utility block to assist with addressing individual or small group student needs. Finally, FCPS elementary schools will be implementing a new English Language Arts curriculum based in the Science of Reading in grades three through five as part of the Maryland Leads Grant Program. The foundational skills program and small group instruction in kindergarten through second grade were aligned to the Science of Reading beginning in 2019. Implementing evidence based strategies and instructional plans will increase the likelihood of student success.

Standards Based Focus in FCPS Secondary Schools

FCPS curriculum staff have refined certain essential courses for high school students to ensure key requisite skills are embedded in an effort to minimize the number of students retaking full courses for credit. In addition, principals are scheduling students using modified schedules or flexible utility blocks to allow students to focus learning on specific standards that require mastery to earn credit. Finally, at the middle school level, teachers are focusing on key Habits of Work that foster success in the classroom. Implementing evidence-based strategies and instructional plans will increase the likelihood of student success.

Extensive Summer Programming

During the summer of 2022, FCPS provided a robust offering of summer programs to support student needs. All schools, prekindergarten - twelfth grade, offered an Elevate Academy which focused on Expanding skills and knowledge, Learning school routines and structures, Exploring interesting topics and subjects, Visiting with friends, Acclimating to new environments, Tackling new and exciting challenges, Engaging in lots of fun! Math, English language arts, STEM, social-emotional learning and enrichment activities were designed to support student growth. The high school level focused on supporting students with course recovery opportunities and social-emotional learning. Other programs focused specifically on designated student groups such as homeless, students with disabilities, English language learners, and rising kindergarten students. Additional programs provided students the opportunity to obtain industry certifications and participate in visual arts camp exploration. A variety of course offerings were available from the Frederick County Virtual School for students.

Multi-tiered System of Supports (MTSS)

School leaders evaluate school trends in data on a regular basis and collaborate with teacher leaders to ensure the FCPS MTSS is followed. Students who are not responding to classroom instruction receive additional support and services. In the 2022-2023 school year, not only will schools utilize core teams to monitor academic progress of students to provide appropriate interventions and support, they will also apply the principles of MTSS to support the social and emotional learning needs of students. All schools will implement a core instructional component, while identifying additional tiers of support for students. As FCPS strives to equip staff to positively intervene for students, additional training is being planned to increase proactive and/or positive de-escalation strategies for student behavior. In addition, FCPS programming has been expanded at the elementary level to support students in kindergarten through second grade who are not responding to current building level behavior interventions and are struggling to demonstrate age expected emotional regulation. The FCPS Delta program offers a small class size and more intensive instruction and support in behavioral, social and emotional skills acquisition. Students have opportunities to practice and apply these skills throughout. Staff includes a K-2 classroom teacher, a Behavior Support Specialist, and two instructional assistants. The goal of the program is to equip students with the skills needed to successfully integrate into their grade level classroom without adult support. In the 2022-2023 school year, FCPS will operate five regional sites serving students from a total of 16 schools.

Ensuring the Success of Every Student (cont.)

Blended Virtual Programs (BVP) (Grades 1-12)

Frederick County Public Schools (FCPS) offers a high-quality remote learning experience for first through twelfth grade students. FCPS teachers, utilizing the FCPS curriculum, instruct students in a remote learning setting that includes regular, live synchronous and asynchronous learning opportunities. The continued implementation of this new program offers a personalized pathway to success for FCPS students.

*Synchronous learning: remote learning that happens in real-time with the interaction between the teacher and students and occurs in a virtual classroom setting. This can also include assessments, office hours, meeting with teachers, guided discussions, teacher-led group discussions, etc.

* Asynchronous learning: independent learning time that happens apart from synchronous learning. This can include digital platform instruction, pre-recorded video lessons, assigned readings, independent practice, paper/pencil learning activities and posted assignments.

The BVP follows the academic calendar approved by the Board of Education of Frederick County. Students enrolled in the BVP attend live classes daily and have opportunities to participate in most extracurricular activities offered at their home school. At the high school level, BVP students also have opportunities to participate in athletics.

Attendance and Grading

Attendance is critically important for student success. In order to monitor student attendance, FCPS teachers indicate if a student is absent in the Teacher Access Center (TAC), which is part of FCPS Student Information System. Regardless of the student's learning mode (in person or virtual), attendance will be taken by each teacher and entered into TAC. Multiple reports are available within an FCPS data warehouse for administrators to monitor student attendance. In addition, One Call Now is a third party vendor who sends text messages and phone calls to parents each day the child is absent. When a student is consistently marked absent, teachers contact the parents to determine what supports are needed to help the student. If absences continue, the school counselor and/or administrator will contact families to determine how to support the student with attending school. If absences continue, the Pupil Personnel Worker (PPW), contacts the family to identify additional support to help the student.

Per recommendation by Frederick County's local health officer, FCPS will utilize the Home Hospital Teaching (HHT) provision of COMAR as much as possible to ensure that students are engaged in learning while quarantined. In these instances, students will be marked as present. The FCPS learning management system, Schoology, is the method used to engage students, provide and collect assignments and assessments. Tutors and teachers will be used to support students who are absent while in quarantine.

Grading procedures of each teacher are governed by FCPS grading policies 500-05 and 500-06, available on the FCPS Website.

Interscholastic Athletics and Activities

FCPS will offer the full slate of interscholastic athletics and activities opportunities to students. FCPS high school students will have the opportunity to participate in the sanctioned Maryland Public Secondary Schools Athletic Association (MPSSAA) athletic program. All students will have the opportunity to participate in extracurricular activities, such as clubs, academic teams, and honor societies. The FCPS Central Review Team will regularly monitor and adjust practices to allow for the integration of national, state, and local health and safety recommendations. (The operational process of the Central Review Team can be found on p. 17).

Identifying Student Readiness

FCPS has created a comprehensive process to determine readiness and learning gaps early in the school year. Table 1 provides details regarding the FCPS Assessment Plan for the 2022-2023 school year. Similar to the 2021-2022 school year, FCPS will use a local assessment plan, along with the state diagnostic assessment to identify where students are in their learning and what instruction, tutoring, or intervention may be required to meet individual student needs.

Specifically, the plan includes local assessments—Dynamic Indicators of Basic Early Literacy Skills (DIBELS), i-Ready, the Cognitive Abilities Test (CogAT), and county-created assessments—along with state assessments. DIBELS is a battery of short (i.e., one-minute) fluency measures that assess early literacy skills. The DIBELS assessment serves as a universal reading screener. In prior school years, FCPS utilized the Performance Series as part of its local assessment plan. Performance Series is a valid, third party, reliable, computer adaptive assessment that provides criterion and norm referenced assessment results. FCPS will no longer administer the Performance Series in the 2022-2023 school year. Thus, i-Ready will be used as the local assessment for both reading and math. i-Ready is a valid, third party, reliable, computer-adaptive assessment that provides criterion and norm-referenced assessment results. CogAT is used as a universal screener for gifted and talented identification.

Table 1: 2022-23 FCPS Assessment Plan

Grade Level	English/Language Arts	Mathematics
Pre-Kindergarten	County-Created Foundational Skills Assessments	County-Created Math Snapshots
Kindergarten	KRA DIBELS County-Created Writing Assessments	County-Created Benchmark Assessments
Grades 1-3	i-Ready DIBELS County-Created Writing Assessments	i-Ready County-Created Benchmark Assessments
	CogAT (Grade 2)	
Grades 4 & 5	DIBELS Oral Reading Fluency	i-Ready
	CogAT (Grade 5)	
Grades 6 – 8	i-Ready	i-Ready
	County-Created, Course Specific Assessments	
High School Content Specific	i-Ready*	i-Ready*
	County-Created, Course Specific Assessments	

*i-Ready is administered for students in Yearlong English 9, Algebra Acquisitions, Yearlong Algebra, and Grade 10 English

Identifying Student Readiness (cont.)

FCPS continues to monitor student outcome data. Table 2 includes the end-of- year (spring 2022 administration) assessment results for DIBELS (reading), Performance Series (reading and math), and iReady (math) by respective grade levels and each student group.

The FCPS projected student outcome data for the DIBELS assessment is a five percent increase for each student group as aligned to FCPS' Strategic Plan goal. The projected student outcome data for the Performance Series assessment is a three percent increase for each student group for both content areas. New targets for the 2022-2023 school year will be established upon review of beginning of year data for students.

Table 2: 2021-2022 End-of-Year /Spring Performance

Student Group	READING				MATHEMATICS			
	DIBELS*	PERFORMANCE SERIES**			i-READY^	PERFORMANCE SERIES**		
	K-2	3-5	6-8	9-12***	1-2	3-5	6-8	9-12***
All Students	71%	75%	71%	76%	56%	55%	67%	74%
Asian	90%	91%	88%	89%	73%	80%	88%	86%
American Indian	66%	63%	75%	62%	44%	50%	60%	^^
Black/African American	67%	68%	62%	68%	38%	41%	55%	65%
Hispanic/Latino	55%	61%	54%	60%	34%	38%	49%	60%
Two or More Races	72%	76%	69%	81%	52%	53%	65%	70%
White	76%	80%	77%	83%	63%	63%	75%	82%
Free/Reduced Meals	51%	58%	51%	58%	30%	33%	45%	61%
Students with Disabilities	41%	33%	29%	36%	28%	22%	25%	42%
English Learners	42%	39%	12%	19%	22%	21%	16%	29%
Male	70%	72%	65%	71%	54%	57%	66%	74%
Female	72%	78%	75%	81%	53%	54%	69%	74%

*DIBELS Composite: At Benchmark + Above Benchmark

** Performance Series: Low Average + High Average + Above Average

***Second semester ENG 9, 10, and 12 (Reading)/Second semester Algebra/Geometry (Math)

^iReady: Above + On Grade

^^ n ≤ 10

Identifying Student Readiness (cont.)

The 2022 projected student outcome data for the DIBELS assessment was to have a five percent increase for each student group. Table 3 includes the results for the end-of-year administration (i.e., Spring 2022 administration) of the DIBELS reading assessment for both the 2021 and 2022 school years. FCPS was successful in meeting this goal; there was more than a five percent increase among each of the student groups using the DIBELS assessment.

The 2022 projected student outcome data for the Performance Series assessment was a three percent increase for each student group for both content areas. Table 4 includes the end-of-year (i.e., Spring 2022 administration) of Performance Series assessment results. Additionally, FCPS participated in the Early Fall 2021 and Spring 2022 Maryland Comprehensive Assessment Program (MCAP) state assessments. The Early Fall assessment was a shorter version of the MCAP state assessment and measured how well students performed in content areas during the 2020-2021 school year (e.g., a 6th grader took a 5th grade assessment); thus, results will not be included due to lack of comparison data.

Table 3: Tracking Student Progress, 2021 to 2022 DIBELS Reading Performance (Kindergarten – Grade 2)

STUDENT GROUP	DIBELS* READING EOY/SPRING ADMINISTRATION		GOAL MET: ≥ 5% Increase
	2021-2022	2020-2021	All Student Groups: ✓
All Students (K-Grade 2)	71%	60%	✓
Asian	90%	85%	✓
American Indian	66%	59%	✓
Black/African American	67%	60%	✓
Hispanic/Latino	55%	44%	✓
Two or More Races	72%	55%	✓
White	76%	64%	✓
Free/Reduced Meals	51%	41%	✓
Students with Disabilities	41%	33%	✓
English Learners	42%	35%	✓
Male	70%	58%	✓
Female	72%	61%	✓
*DIBELS Composite: At Benchmark + Above Benchmark			

Identifying Student Readiness (cont.)

Table 4: Tracking Student Progress, 2021-2022 Performance Series Reading and Math

Student Group	PERFORMANCE SERIES* READING EOY/SPRING ADMINISTRATION						PERFORMANCE SERIES* MATHEMATICS EOY/SPRING ADMINISTRATION			
	Grades 3-5**		Grades 6-8		Grades 9-12***		Grades 6-8		Grades 9-12***	
	2021^	2022	2021^	2022	2021^	2022	2021^	2022	2021^	2022
All Students	75%	75%	78%	71%	83%	76%	76%	67%	86%	74%
Asian	88%	91%	91%	88%	95%	89%	91%	88%	95%	86%
American Indian	68%	63%	81%	75%	91%	62%	76%	60%	100%	^^
Black/African American	67%	68%	70%	62%	75%	68%	64%	55%	81%	65%
Hispanic/Latino	59%	61%	63%	54%	69%	60%	61%	49%	75%	60%
Two or More Races	78%	76%	76%	69%	82%	81%	74%	65%	79%	70%
White	81%	80%	83%	77%	87%	83%	82%	75%	90%	82%
Free/Reduced Meals	57%	58%	59%	51%	67%	58%	56%	45%	74%	61%
Students with Disabilities^	38%	33%	36%	29%	45%	36%	35%	25%	52%	42%
English Learners^	33%	39%	17%	12%	33%	19%	21%	16%	41%	29%
Male	71%	72%	73%	65%	78%	71%	73%	66%	85%	74%
Female	79%	78%	83%	75%	87%	81%	77%	69%	87%	74%

*Performance Series: Low Average + High Average + Above Average

** DIBELS was administered to Grade 2 students in the 2022 school year instead of Performance Series. Data in the table for 2021 were updated to include results for grades 3-5.

*** Second semester ENG 9, 10, and 12 (Reading)/Second semester Algebra/Geometry (Math)

^ 2021 update: Data for students with disabilities and English learners were updated from prior reporting in the 2021 reopening plan. Prior reporting included students exiting services; updated reporting includes only those students actively receiving services in 2021.

^^ n ≤ 10

Important Notes: In 2021, students participated in virtual learning; thus, administration of Performance Series was not proctored similar to prior administrations. In 2022, Performance Series was not administered in elementary math; thus, data are not available and not shown. i-Ready was administered in the 2022 school year.

Identifying Student Readiness (cont.)

The 2023 projected student outcome data for the DIBELS assessment is a five percent increase for each student group as aligned to a current Strategic Plan goal. The projected student outcome data for the iReady assessment is a three percent increase for each student group for both content areas. Again, new goals may be established upon review of the beginning of year assessment results. In addition, the FCPS Strategic Plan and goals will be revisited in the 2022 - 2023 school year.

Advancing FCPS' Students with Disabilities

The rights of students with disabilities to a Free Appropriate Public Education (FAPE) and equal opportunity to educational services is mandated whether students return to school in-person or they access the Blended Virtual Program. Throughout the pandemic, special educators, general educators and service providers created and delivered meaningful lessons and instructional activities, virtually and in-person, for all students with disabilities and 504 Plans. For the 2022-2023 school year, FCPS will continue to provide a FAPE as required under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act (ADA) to students with disabilities. Guidance provided by the United States Department of Education (March 2020) and Maryland State Department of Education, Division of Early Intervening and Special Education Services will be followed when considering the delivery of services, whether virtually, or face-to-face. FCPS will ensure that students with disabilities and 504 Plans have access to the general education curriculum with the services, supports, and appropriate accommodations identified on their Individual Educational Plans (IEP) or 504 Plans.

During the 2022-2023 school year, special educators will collaborate with general educators to ensure that IEP accommodations are implemented and available for all instructional and learning activities delivered to students. This process will also be in place for students attending non-public placements. All FCPS and non-public schools will collect data on goals and objectives, and enter progress for each student into the MD Online IEP (OIEP) on a quarterly basis, at a minimum. Accommodations in student 504 Plans will be implemented as indicated in students' plans. Students who require related services (speech/language pathology, occupational therapy, counseling, etc.) will receive direct services from the appropriate service provider in-person and, in some circumstances, through telehealth platforms. For students requiring accommodations, adaptive computer software will also be provided. Over the past several years, this software has been provided not only for students receiving special education and 504 services, but for all FCPS students to support their individual digital learning needs. Some of the adaptive computer software include Google Read/Write Extension, Equatio, word prediction software, screen enlargement, enlarged keyboards, and eye gaze technology, among others. In the event students must access virtual learning, platforms available to all students will also include a learning management software, Schoology, where instructional resources and materials may be housed. Virtual instruction can be delivered synchronously through the Google Meet technology platform. Synchronous instruction using Google Meet through the Schoology platform allows for the protection and confidentiality of student information. Students with IEPs who qualify for Extended School Year (ESY) services may receive their instruction in-person or virtually based on an IEP team decision. Students had access to all technology and adaptive computer software in order to engage in extended school year services. Students' individual education programs that incorporate distance learning services will continue to be implemented with fidelity. Students with IEPs or 504 Plans typically receive instruction in-person five days per week, based on the FCPS school calendar and as determined through the IEP and 504 process. Instruction and learning activities are provided in a variety of ways, based on the individual needs of students, with appropriate accommodations in place. General and special education teachers, as well as related service providers, will meet consistently to discuss students' progress, how to appropriately document this progress, and how services are delivered. For students new to a school building or program, transitioning supports, such as transition tours, are scheduled for students with disabilities.

Advancing FCPS' Students with Disabilities (cont.)

Within the context of distance learning, if necessary, FCPS will implement plans based on the guidance provided through the MSDE Division of Early Intervention and Special Education Services. If an extended school closure is warranted during the school year, FCPS will employ one of several options for documenting the distance learning provided to students while in distance learning: 1) Implement the IEP as written through virtual instruction; 2) Amend the IEP with parent agreement (outside of the IEP Team meeting) to supplement student's current IEP, or; 3) Revise the IEP through the IEP Team meeting process if the parent wishes to further discuss the implementation of services. In addition to these considerations, FCPS staff will collaborate with the family to determine how the general education instruction offered to all students will be adapted for the student with an IEP, and how special education and related services can be provided consistent with each student's IEP. This requires reviewing the components of the student's current IEP to identify the services that can be delivered in the distance learning environment and redesigning services, modifications and/or accommodations, as needed, to continue providing FAPE to the student with a disability. Through this collaborative process, staff will identify/develop strategies to provide instruction so that the student can make progress on their IEP goals and the general education curriculum grade-level standards and to prevent regression in learning, to the greatest extent possible.

Blended Virtual Program

All students with IEPs or 504 plans for the 2022-2023 school year are being offered in-person instruction, five days a week. FCPS is also offering a blended virtual program for students enrolled in grades 1-12. As families communicated intent, IEP and 504 team meetings were held to determine the appropriateness of enrollment in a blended virtual program. If deemed appropriate through the IEP process, special education services will be provided virtually to students as outlined on each student's IEP. In some cases, where virtual services are not appropriate to meet the needs of students, some students may receive in-person services through the HHT process. IEP teams will determine the unique services needed in the event the student qualifies for HHT services.

Recovery/Compensatory Services

Recovery/Compensatory services have been, and continue to be, rendered for every student with an IEP and 504 Plan as determined through the IEP process to redress learning loss during the 2020-2021 year of school closure. The school system began to implement compensatory services starting in June 2021 and continued to provide compensatory services as determined by the IEP team throughout the 2021-2022 school year, into the summer of 2022, and will continue to be implemented, as appropriate, throughout the 2022-2023 school year. Services may occur before school, after school, on weekends, or during school breaks.

Continuity of Learning in Emergency Conditions

In accordance with SB 300/HB 714: Learning Continuity Plan, FCPS continues to develop continuity of learning in emergency situations in active IEP and 504 plans. This process includes input from the parent on how to best operate during emergency conditions, and allows a review of the successes and failures of the IEP. During the 2022-2023 school year, amendments to the IEP for continuity of learning will continue to be made based on a review of the IEP.

Maintaining the Health and Safety of the FCPS School Community: Response to COVID-19

Note: The focus of this response plan is specific to COVID-19. However, a similar approach could be used for planning a systemic response to many airborne communicable diseases should they become pandemic.

Layers of Mitigation Strategies

FCPS has implemented a layered and tiered mitigation approach to providing a safe environment for students and staff. Primary considerations for tiered responses are provided in Table 1 and tiered mitigation responses are provided in Table 2. This tiered response plan will allow FCPS to remain agile during the 2022-2023 school year.

Weekly Screening Message - FCPS sends a weekly screening email message to all students and staff via the system's learning management system. The message shares a checklist of COVID-19 symptoms that should be referenced daily prior to students and staff reporting to school buildings. If students or staff exhibit any symptoms, they are asked to stay home, alert the school and, if needed, consult with their physician.

Isolation and Exclusion Protocols - Individuals with primary COVID-19 symptoms and those who are known to test positive for COVID-19 are excluded from school pending completion of the current isolation protocols from the Centers for Disease Control (CDC) and the Maryland Department of Health (MDH).

Increased Facility Ventilation - School buildings have adjusted ventilation to be in compliance with applicable ASHRAE recommendations. All identified classrooms have been provided an air purifier to aid in improving the circulation and filtering of air.

Enhanced Cleaning Protocols - School operations teams have implemented cleaning practices and disinfectants are effective against the spread of COVID-19. Cleaning practices and disinfectants are evaluated, and if necessary revised, when new viruses or bacteria threaten student and staff health. Operations teams have an increased emphasis on high touch surfaces and high traffic areas. The cleaning protocols are tiered into levels to ensure the cleaning practices are in alignment with the specific health conditions in each building (See Table 2 below).

Home Test Kits - FCPS Health Rooms are supplied with COVID-19 home test kits that can be provided to students and staff. When students are sent home with primary COVID-19 symptoms, families are provided two tests for home administration.

Face Coverings - FCPS welcomes and encourages face coverings in all system buildings. Face coverings are available for distribution at each system building at the request of any staff, students and/or visitors and are required to be worn in school health rooms at all times.

Hand Washing and/or Hand Sanitizing - FCPS will continue to emphasize hand washing and hand sanitizing etiquette for staff and students. Every FCPS classroom and high traffic entrances have a hand sanitizer dispenser for use by staff and students.

Maintaining the Health and Safety of the FCPS School Community: Response to COVID-19 (cont.)

Response to Positive Cases of COVID-19

When a positive case of COVID-19 is reported to a FCPS staff member, an administrative staff member enters the following information into a secure database that is shared with FCHD:

- Name, grade and basic contact information
- Any extracurricular activities the individual is involved in
- Last date the individual was at school or school sponsored event
- Role (staff, student or volunteer)
- Primary COVID-19 symptoms
- Date of first onset of symptoms
- Date, result and type of COVID-19 test

The shared database allows for streamlined communication between staff and the Frederick County Health Department (FCHD) in determining potential classroom/cohort and school outbreaks.

Individuals who test positive for COVID-19 are excluded from school for five days from the onset of symptoms. Students who can properly wear a mask are allowed to return to school with a face covering for days six to ten. If the individual cannot properly wear a mask (e.g., PreK or Kindergarten students, medically disabled students, etc.), the individual may return to school if they have a negative test at Day 5 or later; otherwise, they should remain at home for day 6 through day 10. A negative test on day 10 or after is not needed to return.

Contact Tracing

FCPS is not currently tracing positive cases of COVID-19. In lieu of contact tracing, FCPS is sending communications to all students and staff who were present in a classroom with an individual who has tested positive for COVID-19. In Tier Two and Tier Three, school staff also receive an email notification when a staff member or student who has tested positive for COVID-19 has been present in the school. FCPS consistently monitor health conditions to determine any necessary adjustments; the need to contact trace positive cases of COVID-19 is a consideration in our tiered approach noted below.

Communication Plan- [UPDATE CONTAINED IN EXHIBIT B OF APPENDIX](#)

The FCPS Communication Plan utilizes a public-facing COVID-19 dashboard for community transparency, and provides classroom letters for positive cases of COVID-19 and school community notices for any classroom/cohort or school outbreaks at individual schools.

The FCPS COVID-19 Dashboard provides the school community with current conditions in the system and individual schools as well as links to the FCHD community data, Centers for Disease Control (CDC) Community Transmission Levels, and MDH Identified School Outbreaks. The FCPS data points include current cases, case and attendance rates and the historical trends for all of FCPS as well as for individual schools. The link to the Dashboard is displayed prominently on the home page of the FCPS website.

When an individual with a positive case of COVID-19 has been present in a school, a letter is sent home to all families of students present in class that day. If a student is in multiple classes (e.g. different classes in a secondary school), then letters are issued for each of the different classes. The notification allows parents to be aware of a potential exposure. The notification provides parents with awareness of a potential exposure and allows them to make health decisions appropriate for their family.

Maintaining the Health and Safety of the FCPS School Community: Response to COVID-19 (cont.)

Response to Positive Cases of COVID-19

When a classroom/cohort or school outbreak is declared by MDH, FCPS sends a community notice through its systemic communication tool. The notice provides information regarding the type of outbreak, number of individuals that tested positive, monitoring process and strategies in place to mitigate the spread.

Health Equity

FCPS staff has built local partnerships and engaged multiple community stakeholders throughout Frederick County to identify, monitor, and address populations of students and citizens that may have been disproportionately affected by the COVID-19 pandemic. Through collaboration with Frederick County Health Department, FCPS Judy Centers, Frederick Regional Health System, the Mental Health Association of Frederick, and local pediatric practices, FCPS is able to help reduce the barriers to healthcare resources and services required to prevent, reduce, and manage physical, behavioral, and mental health needs arising from or related to the COVID-19 pandemic.

Further, FCPS is developing four community schools in FCPS. Community schools partner with family and community organizations to expand the current high quality educational opportunities provided, helping to ensure that all students are successful academically, striving to eliminate any achievement or opportunity gaps that may exist. Expanded enrichment opportunities, enhanced family & community partnerships, a culture of collaborative leadership practices, and integrated student support, including, but not limited to, mental and physical health services, all are strategically implemented and incorporated as integral components of the community schools. Each community school has a dedicated community school coordinator and dedicated school nurse who assess community needs unique to each school and use funding to provide resources that address the needs of students and families that may create barriers to learning.

Additionally, FCPS provides access to CDC, MDH, Frederick County, and FCPS COVID-19 data by providing a COVID-19 dashboard on its website (<https://www.fcps.org/dashboard>).

FCPS and its partners are striving to reduce the barriers to healthcare resources and services related to the COVID-19 pandemic.

Maintaining the Health and Safety of the FCPS School Community: Response to COVID-19 (cont.)

COVID-19 Monitoring Process

Central Review Team

The monitoring process described herein allows FCPS to be responsive to key metrics to ensure the best decision making for classrooms, schools, and the community. The Central Review Team (CRT), composed of representatives of school administration, school health services, facility operations and FCHD, meets regularly to support agility in the system's response to COVID-19 metrics. In collaboration with the FCHD, FCPS has developed standard procedures to monitor current health conditions in the community and its schools through the CRT that meets on a bi-weekly basis and more frequently if conditions require closer monitoring. Daily emails containing key metrics allow the team to determine frequency of review.

The CRT monitors the current data points and information from government agencies to build a macro understanding of the community health conditions and a micro understanding of the impact in each school and classroom. During the CRT meetings, the team reviews data sourced from the CDC, MDH, FCHD, FCPS system data as well as any new information from government agencies and national professional medical associations.

CDC Community Levels

CDC Community Level information provides a high level perspective on local community impact of COVID-19 based on new cases per 100,000, new hospitalizations per 100,000, and percent of staffed inpatient beds in use by COVID-19 patients, however, staff must also monitor the conditions within the school system and individual schools for effective decision-making. The limitation of this data is the lack of a direct connection to the individual schools and school communities in the county.

FCHD Data

The FCHD data offers a mid-level perspective on the health conditions in the local community. The county test positivity rate, and case rate per 100,000 provide a snapshot of conditions throughout the county, the community within which our schools lie. In addition, staff must look at the conditions within its schools to make the most appropriate decisions for FCPS students and staff. The limitation of these data is the population set does not fully align with school population and most of the data is reliant on the COVID-19 testing that is reported to FCHD. With the high usage of home test kits, the data set is incomplete.

FCPS Data

The school level data provides a daily snapshot of the current conditions in FCPS and individual schools. The data include the number of positive cases for students and staff in the building and system, historical trends, and students and staff attendance rates. The attendance rates for both students and staff can also be evaluated by absence code to determine if an impacted rate of attendance is due to COVID-19 or other factors. These data provide the most accurate picture of current health conditions within FCPS classrooms and schools. The information gathered about the positive cases determines the potential length of classroom or school impact.

Publications from Public Health Organizations

The review of recent publications from government agencies such as CDC, Maryland Department of Health (MDH) and professional medical organizations provide current research and response strategies to be considered for implementation by the CRT. The fluid nature of FCPS response allows for any new information to help guide, adjust and monitor response strategies. Experience in the past two years has demonstrated the importance of considering all new research and guidance to administer effective, informed decisions about systemic response strategies.

Current data points and information from government agencies are used to gain an understanding of the community health and the impact at each school and classroom.

Maintaining the Health and Safety of the FCPS School Community: Response to COVID-19 (cont.)

While FCPS uses a multiple measures approach to decision making, the CRT places an emphasis on school COVID-19 case rates, school and classroom outbreaks, and staff availability when considering potential responses. While each metric provides important information, the CRT pays closest attention to what is actually happening within schools. The CRT can make recommendations directly to the Superintendent for immediate action to allow school operations to be flexible and adaptable to the needs created by the health conditions. The flexibility created by this structure allows a tiered response within each potential recommendation.

The Return to Play (RTP) Committee that makes recommendations regarding COVID-19 mitigation strategies for athletics and extracurricular activities is incorporated into the CRT. Athletic or extracurricular teams that are impacted by participants with positive COVID-19 cases may be paused to mitigate spread. The length of the pause in activities will be aligned with the isolation period of the individual participants. The inclusion of the RTP committee into the CRT allows for alignment of instructional and extracurricular recommendations.

Table 1

Primary Considerations for Response Tiers

FCPS uses a multiple measures approach in guiding decisions for its responses to COVID-19. The metrics indicated below will prompt a review of the mitigation strategies in that tier. The Central Review Team will review each school’s data to determine the degree to which adjustments in mitigation strategies need to be made in schools and/or across the system. Mitigation strategies may vary from school to school.

Tier 1	Tier 2	Tier 3
CDC Community Level Low FCPS School Case Rate <5% FCPS Staff Case Rate <5% Adequacy of Staff Coverage*	CDC Community Level Medium FCPS School Case Rate 5-10% FCPS Staff Case Rates 5-10% Adequacy of Staff Coverage*	CDC Community Level High FCPS School Case Rate >10% FCPS Staff Case Rates >10% Adequacy of Staff Coverage*

** Adequacy of staff coverage is dependent on resources available at individual school buildings and centrally deployed staff.*

Maintaining the Health and Safety of the FCPS School Community: Response to COVID-19 (cont.)

Table 2

Tiers of Response to Positive Cases of COVID-19 in Schools

COVID-19 Mitigation Strategies	Tier 1	Tier 2	Tier 3
<p>Face Coverings</p> <p><i>Note: Anyone testing positive for COVID-19 at level 1, 2, or 3 must wear a face covering when indoors when returning to school prior to day 11. They need to mask when indoors on days 6 through 10. If unable to mask, they may return to school if they have a negative test at day five or later; otherwise, they should remain home for day 6 through day 10.</i></p>	<p>Face coverings are welcomed and encouraged for staff and students. Schools and buses have face masks available for all who choose to wear one. (Face coverings are required in health rooms.)</p>	<p>Recommendation for students and staff to wear face coverings in impacted classrooms/cohorts for a period of time that aligns with the isolation period of the positive cases of COVID-19.</p> <p>Communication Plan: Cohort/Classroom and/or School Outbreak letters distributed to the school community via FindOutFirst.</p> <p>Positive case notification letter to families and staff includes recommendation for facial covering for a specified short term period of time aligned with the isolation period of positive cases of COVID-19.</p>	<p>Short-term requirement for students and staff to wear face coverings in impacted classrooms/cohorts for a period of time that aligns with the isolation period of the positive cases of COVID-19.</p> <p>Communication Plan: Cohort/Classroom and/or School Outbreak letters distributed to the school community via FindOutFirst.</p> <p>Letter to all families and staff sharing requirement for facial coverings for a specified short term period of time aligned with the isolation period of positive cases of COVID-19.</p>

Maintaining the Health and Safety of the FCPS School Community: Response to COVID-19 (cont.)

COVID-19 Mitigation Strategies	Tier 1	Tier 2	Tier 3
<p>Home Test Kits</p>	<p>At levels 1, 2, or 3 individuals who are sent home from the health room with primary COVID-19 symptoms are sent home with a COVID-19 test kit and must follow testing requirements before returning to school/work.</p>	<p>Increased availability of home test kits for students and staff.</p> <p>Cohort/classroom and/or School Outbreak Response: Provide home test kits to all students and staff in the affected cohort/classroom as needed for the duration of the outbreak period.</p>	<p>Intensified availability of home test kits for students and staff.</p> <p>Cohort/classroom and/or School Outbreak Response: Provide home test kits available to all students and staff in the school as needed for the duration of the outbreak period.</p>
<p>Isolation Protocol</p> <p>FCPS will monitor and adjust based on most up to date CDC and MSDE/ MDH guidance.</p>	<p>At levels 1, 2, or 3 all individuals follow established procedures. FCPS will enforce the isolation of positive or symptomatic individuals for at least 5 full days from the onset of symptoms.</p>		
<p>Contact Tracing</p>	<p>At Tiers 1 and 2 FCPS will not contact trace to determine close contacts of a positive COVID-19 individual</p>		<p>Attempt to identify all close contacts of an individual with a positive case of COVID-19.</p> <p>Cohort/classroom and/or School Outbreak Response: Inform all identified close contacts within a school with a cohort/classroom outbreak(s) of their exposure to a person with COVID-19. Close contacts may be asked to quarantine. Home test kits will be provided to all students as needed during the outbreak period.</p>

Maintaining the Health and Safety of the FCPS School Community: Response to COVID-19 (cont.)

COVID-19 Mitigation Strategies	Tier 1	Tier 2	Tier 3
<p>Cleaning/Disinfection</p>	<p>Routine cleaning/ disinfecting of high touch surfaces. Slight impact on daily custodial services.</p> <p>Cohort/classroom and/or School Outbreak Response: Daily cleaning/ disinfecting of high touch surfaces in identified classrooms for 14 days, with day 1 being the day after the cohort outbreak is confirmed.</p>	<p>Increased cleaning/ disinfecting of high touch surfaces. Minimal impact on daily custodial services.</p> <p>Cohort/classroom Outbreak Response: Daily cleaning/ disinfecting of high touch surfaces in identified classrooms for 14 days, with day 1 being the day after the cohort outbreak is confirmed.</p> <p>School Outbreak Response: Modify general custodial services. Cleaning/disinfecting of high touch surfaces twice daily for 14 days, with day 1 being the day after the school outbreak is confirmed. Disinfectant/cleaner and microfiber cloths provided daily for instructional staff use during a 14 day period.</p>	<p>Intensified cleaning/ disinfecting of high touch surfaces. Significant impact on daily custodial services.</p> <p>Cohort/classroom Outbreak Response: Cleaning/disinfecting of high touch surfaces multiple times daily in identified classrooms for 14 days, with day 1 being the day after the cohort outbreak is confirmed. Disinfectant/cleaner and microfiber cloths provided daily for instructional staff use during a 14 day period.</p> <p>School Outbreak Response: Reprioritize general cleaning. Cleaning/ disinfecting of high touch surfaces multiple times daily throughout school for 14 days, with day 1 being the day after the school outbreak is confirmed. Disinfectant/ cleaner and microfiber cloths provided daily for instructional staff use during a 14 day period.</p>

Maintaining the Health and Safety of the FCPS School Community: Response to COVID-19 (cont.)

COVID-19 Mitigation Strategies	Tier 1	Tier 2	Tier 3
<p>Building Ventilation</p> <p>All classrooms have air purifiers that are available for use in all tiers. MERV-13 filters are employed in equipment, where possible.</p>	<p>Systems will be scheduled to operate in occupied mode for one hour before, or after, normal occupancy to flush the building. The decision to flush before, or after, normal occupancy will be based on which time period offers better fresh-air conditions (e.g., humidity). Demand-controlled ventilation systems (that vary ventilation rates based on measured CO2 levels) will continue to be deactivated, where it exists.</p>	<p>Systems will be scheduled to operate in occupied mode for one hour before and after normal occupancy to flush the building.</p>	<p>Systems will be scheduled to operate in occupied mode for <u>two hours before and after</u> normal occupancy to flush the building.</p>

Quarantine Procedures

In accordance with the recent Maryland Department of Health (MDH) recommendations, FCPS is not requiring close contacts of individuals with COVID-19 to quarantine. However, FCPS is implementing a layered mitigation approach that can adapt to changing health conditions and recommendations. If quarantine procedures are required, FCPS will communicate with stakeholders through multiple channels that include publication of procedures on the FCPS website, community notices via systemic communication text and email platforms, school announcements, and local media outlets. The multiple channels will ensure the students, staff and community members will have access to quarantine procedures.

Students required to quarantine will have access to their instruction and any needed supports through video conferencing in GoogleMeet, telephone support, and the Schoology learning management system. Schools have access to tutoring funds to provide these supports with certificated and instructional support staff. Principals will develop a plan to provide these needed supports through sessions that occur during and after the school day. The tutoring plans are collected and monitored centrally to ensure schools have the resources needed for students. School staff will utilize Schoology to engage students, take attendance, provide and collect assignments and assessments. The instructional content for the quarantine work will be provided by the student’s teachers to allow for a smooth transition into and out of a quarantine period.

A tiered response plan will allow FCPS to remain agile in the 2022-2023 school year.

Maintaining the Health and Safety of the FCPS School Community: Response to COVID-19 (cont.)

Virtual Instruction Plan for Short or Long Term Closures

Depending on the specific case information and adequate staff coverage, the CRT can choose to move an individual classroom, multiple classrooms, grade levels or entire school to a short term virtual model for no more than 10 days within 24 hours. A short term closure would be aligned to the isolation period required for students with positive cases of COVID-19. The long term closure would be based on recommendations from public health officials and/or MSDE.

When closing school for a short or long term closure due to the impact of positive COVID-19 cases, the impacted classroom or school(s) will implement a balance of synchronous and asynchronous instructional opportunities. Instruction will focus on the Mind Brain Education (MBE) strategies of interleaving and retrieval practice with the main priority being continuity of learning. Instruction will be provided via Google Meet sessions and/or instructional videos. Google Meet sessions may be accessed via computer or via phone. Corresponding asynchronous work will be provided via the Schoology learning management system and/or via paper packets.

Elementary School

All FCPS elementary schools are 1:1 with Chromebook access. The elementary school model will include digital instructional modules with synchronous support from staff. Instructional modules will be available via the Schoology learning management system and downloaded in advance for students in the event there is no access to the internet. Synchronous support will be provided via virtual touchpoints in Google Meets and telephone support for students without internet access. Should internet outage occur, students would access the pre-downloaded materials. Instructional staff will be available throughout the regular school day hours via Google Meet or telephone in the event there is no internet access to ensure flexibility for student access to instructional support.

Secondary School

All FCPS secondary schools are 1:1 with Chromebook access. The secondary school model will be similar with instructional modules downloaded from Schoology to ensure access if internet connectivity is unavailable. Each student will have access to all classes via Google Meet in their schedule with both synchronous and asynchronous support available. Instructional staff will also be available via telephone for students without internet access.

Specialized Instruction

Specialized instruction for students with special needs will be provided in multiple formats. For English learners, screencasts of the instructional concepts will be provided utilizing comprehension strategies and a sheltered approach to support unique learner needs. These screencasts will be pre-loaded on student Chromebooks to allow access even without an internet connection. Students with disabilities or students with a 504 plan will have their needs met via scheduled Google Meets, telehealth sessions, asynchronous activities or telephone touchpoints by special education and other service providers.

Student Schedules

Each schedule begins as a delayed opening to allow students, families, and staff to adjust and prepare for the often impromptu Virtual Instructional Plan. Schedules are noted below. It is important to note that the larger block of teacher work time at the elementary level is to incorporate teacher planning, which is otherwise built into the secondary period and block schedules. Synchronous schedules are implemented for approximately four hours in the morning which allows for individualized support for students via Google Meets in the afternoon.

Maintaining the Health and Safety of the FCPS School Community: Response to COVID-19 (cont.)

Elementary

Time	Content/Activity
8:30 – 10:30	Teacher Time
10:30 – 11:15	Morning Meeting/PATHS
11:15 – 12:00	Primary ELA/Intermediate Math
12:00 – 12:30	Lunch
12:30 – 1:15	Intermediate ELA/Primary Math
1:15 – 2:00	Science/Social Studies
2:00 -4:00	Asynchronous Work/Touchpoints/Teacher Work Time

Middle

Time	Content/Activity
8:00 – 10:00	Teacher Time
10:00 – 10:22	Period 1
10:26 – 10:48	Period 2
10:52 – 11:14	Period 3
11:18 – 11:40	Period 4
11:44 – 12:14	Lunch
12:18 – 12:40	Period 5
12:44 – 1:06	Period 6
1:10 – 1:32	Period 7
1:36 – 3:00	Asynchronous Work/Touchpoints/Teacher Work Time

High

Time	Content/Activity
7:15 – 9:30	Teacher Time
9:30 – 10:12	Block 1
10:16 – 10:58	Block 2
11:02 – 11:32	Lunch
11:36 – 12:16	Block 3
12:20 – 1:02	Block 4
1:06 – 2:45	Asynchronous Work/Touchpoints/Teacher Work Time

Maintaining the Health and Safety of the FCPS School Community: Response to COVID-19 (cont.)

Access to Devices and Internet Connectivity

Devices

All FCPS students have 1:1 device access use at home and in school.

Internet Connectivity

Most FCPS students have access to internet connectivity through their home, outside wifi spots in the community, and at designated schools. Most staff have access in their homes, which will allow for telework approved by a supervisor, however, all staff will have access to internet access via FCPS buildings. In the event any student may not have or may lose access to the internet, students may call into Google Meets, and FCPS will push out instructional modules prior to a short term closure that will be housed on individual student devices allowing students to complete assignments without requiring connectivity. The content of these modules will be correlated to the curriculum indicators for the students' grade level. Paper packets will also be available at elementary schools with instructional touchpoints as noted above. FCPS will implement a multi-layer plan to ensure each and every student has access should they be in attendance on a virtual instructional day.

General System and School Preparations

FCPS strongly believes that in-person learning is the priority to maximize student learning opportunities. When decisions are made to implement a short term virtual instructional plan, the implementation would be tiered to reflect the current conditions in a classroom, cohort, individual school or school community. The change in format would be intentionally focused to only move the students impacted by the current health conditions to a virtual format. For example, if the health conditions indicate that one class is impacted, only that class would move to a virtual format for a length of time that aligns with the required isolation period for the positive COVID-19 cases. More significant health conditions could require a response that moves more students to short term virtual instruction.

Any decision to move students to virtual instruction would require schools to evaluate the individual needs of the students impacted by the format change. Students with high needs may still be brought into the school in a small group to provide any needed instructional support. Students who would be considered for the small group in-person learning include those receiving specialized instruction, special education or 504 plan services, and students without internet access.

Schools will use collected student information to determine student access to a device and internet connectivity. Students in need of a device will be provided one prior to a school closure, therefore, a message will be sent to schools when there is the potential for a closure to prepare for the possibility of short term virtual instruction.

Students known in advance to be without internet connectivity will be scheduled for a phone conference with instructional staff and provided materials via downloaded content on the Chromebook or paper packet. As needed and as conditions allow, students with no internet access may be scheduled in a group for in person instruction. In addition, students will be able to use the call in feature of the videoconferencing platform to access the audio of synchronous instruction and have individual touchpoints with staff for progress monitoring and instructional support.

School staff will share the instructional content through the Schoology learning management system that will be used for virtual instruction. The content can be downloaded prior to the short term closure to be able to serve as stand alone asynchronous instruction if internet connectivity is not possible.

Maintaining the Health and Safety of the FCPS School Community: Response to COVID-19 (cont.)

FCPS will send systemic messages regarding procedures for how decisions will be made and communicated for any virtual instruction needed to respond to school health conditions. Instructional staff will review the procedures with students prior to the school closure. Schools will send directions for how to access and complete virtual instructional content via normal communication pathways - Schoology, FindOutFirst, One Call Now, and paper handouts.

Instructional staff are issued laptops with cameras to allow for fully synchronous instruction. Instructional staff also have access to all instructional resources both on and off school sites. Staff will provide synchronous instruction from FCPS classrooms. The FCPS Telework Plan is still in effect with supervisor approval.

Central Deployment

Staff availability to provide instruction and supervision to students can be impacted by positive cases of COVID-19. At times, the impact can overwhelm the typical methods of providing substitute coverage through the use of in-house personnel and FCPS approved substitute teachers. When the regular process is unable to meet the demand for substitute teachers, FCPS has developed a deployment process that will place central office certificated personnel in school vacancies to minimize the impact of instructional staff out due to COVID-19.

In a collaborative process with all impacted departments with certificated staff, a large cohort of staff have been identified to provide the additional support for schools. A smaller cohort of certificated staff members will be identified each week to be used in schools with the greatest impact of positive cases of COVID-19. The size of the cohort will vary with the current health conditions in schools, ranging from ten to thirty identified staff members each week.

Schools will contact a centrally-based coordinator to share needs. The coordinator will review each request and assign a central staff member to fill the open vacancies. In order to maximize the support for schools, the coordinator will evaluate school coverage plans, available staff members and resource allocation. The review allows the response to be targeted and specific to each school's needs.

Safely Transporting FCPS Students

With the return of all students to five day a week instruction this fall, physical distancing is not feasible on school bus routes. Therefore, traditional bus routing and student load counts will be utilized. On February 25, 2022, the CDC lifted the requirement that people wear masks on buses or vans operated by public or private school systems, including early care and education/child care programs. This CDC change aligns with updated guidance that no longer recommends universal indoor mask wearing in K-12 and early education settings in areas with a low or medium COVID-19 Community Level. Therefore, FCPS will not require masks while riding a school bus.

However, FCPS will continue to implement several protocols that will continue to promote safety for the students and the drivers. Ventilation will be increased by utilizing the roof hatches and opening windows. Cleaning and disinfecting products remain available on each school bus for drivers to utilize. FCPS will also continue to monitor local, state, and federal guidelines related to the safe transport of students and will modify protocols, if needed.

FCPS continues to ensure compliance with all Motor Vehicle Administration (MVA) and COMAR regulations related to school vehicle standards. Proper inspections and repair are completed within the required timelines. In addition, drivers will continue to conduct their pre-trip inspections at the beginning of their run. During this inspection, the bus driver checks the entire school bus outside and inside to ensure the bus is in safe working order to transport students. All drivers will attend a mandatory in-service meeting/training before students return to school this fall. Current and contingency protocols, include information on ventilation, seating requirements, face covering, inspections, and safety protocols will be shared. Transportation supervisors will monitor compliance with requirements, especially if there are modifications needed throughout the school year.

Special Transportation

As part of a student's IEP, transportation may be a service required to provide a FAPE. Special transportation requirements will continue to be met. There are currently no requirements for COVID response related to special education services. However, any additional guidance provided by the Division of Early Intervention and Special Education Services within the MSDE will be followed.

Transportation Contingency Plans

Currently, there are no federal, state, or local mask requirements on school buses. FCPS is prepared to implement mask wearing procedures again, if the requirements change. If face coverings are required in the future, students will wear face coverings at all times when on a school bus, and drivers and assistants will be required to wear face coverings at all times when students are on the bus. FCPS will supply face coverings for students and staff who need them.

In addition, FCPS is prepared to implement assigned seating again to promote clear expectations, support case investigation, and to reduce student contact. When possible, members of the same household can be seated next to each other. Families will also be encouraged to drive or walk their children to school, if possible, to reduce the number of students on buses. Families choosing to transport their own students helps reduce load counts on buses and increase the ability to maintain more distancing between students.

If case rates increase, each bus driver will be provided a spray bottle filled with an Environmental Protection Agency (EPA) approved disinfectant and cleaning cloths. Bus drivers will be required to clean high touch surfaces on their buses after morning and afternoon routes using the provided cleaning products. Special cleaning emphasis will be placed on seats, handles/railing, and window controls.

Safely Transporting FCPS Students (cont).

Special Education Transportation Contingencies

If face covering requirements return, FCPS understands that the health needs of students may prevent some students from wearing them. If necessary, strategies for mask wearing for students with disabilities will be implemented according to guidance outlined in the MSDE Guidance document, "Tips to Support Mask-Wearing for Students with Disabilities," published by the Division of Early Intervention and Special Education Services. Exceptions to the face covering requirements must be documented and approved.

Effectively Communicating with the FCPS School Community

FCPS is ready to welcome students for face-to-face instruction with a virtual option available to families. FCPS is committed to providing the community with back-to-school updates and any changes to health protocols. FCPS has an established history of communicating with its stakeholders in a timely, transparent, and concise manner. FCPS remains committed to proactively engaging with the community throughout the 2022-2023 school year. The Executive Director of the Department of Public Affairs will serve as FCPS' point of contact to coordinate communications.

FCPS utilizes several effective channels to provide students, staff, parents/guardians, and community members with the most up-to-date information. They are as follows:

FindOutFirst- Stakeholders can sign up to receive email and emergency-closing-phone text messages based on the areas of interest they select. FindOutFirst also posts to the FCPS Maryland Facebook and Twitter pages. To sign-up for this free subscription, click [here](#).

One Call Now- Parents and guardians are automatically signed up for this communication platform when they register their child(ren). Families and staff are notified about weather delays, school closings and other school and district information via text message and email.

Superintendent's Update- Stakeholders can view the bi-weekly publication from the Superintendent of schools by clicking [here](#). Timely topics and updates are provided along with useful links to community health partners.

FCPS Website- Stakeholders can obtain information, updates and engagement opportunities. The [site](#) includes the latest information concerning all aspects of returning to school for the 2022-2023 school year. In addition, several pertinent Quick Links are available to help with navigation. They are:

- Athletics
- Bus Status Information
- Calendar
- Enrolling a Student
- FindOutFirst Email & Text
- Meals
- Schoology
- Virtual Tutoring

Effectively Communicating with the FCPS School Community (cont.)

FCPS recognizes the need to convey emergency announcements in the most efficient and timely manner possible. Such information will be sent via FindOutFirst or **ONE CALL NOW** either from the affected school or system-wide. It is suggested that stakeholders monitor their email accounts for these messages.

To facilitate communication with non-English speaking stakeholders, the [English Learners & International Office](#) utilizes many platforms including interpreters and translators to ensure that ALL stakeholders have equal access to information.

FCPS utilizes several effective channels to provide students, staff, parents/guardians, and community members with the most up-to-date information.

APPENDIX

Updates/Revisions

January 10, 2023: Effectively Communicating with the FCPS School Community- pages 28-29
(Updates are in red font.)

January 10, 2023: Measuring Student Progress on Assessments- EXHIBIT A

February 23, 2023: REVISED- Informing Families of Positive COVID-19 Cases- EXHIBIT B

EXHIBIT A

Measuring Student Progress on Assessments- 2022-2023 Beginning of Year Data

Local Assessment Framework

FCPS utilizes a systemic local assessment framework (LAF) that includes required and optional assessments for students enrolled in PreK-Grade 12. In addition to state and various county-created assessments, this process includes the administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and iReady reading/ELA and math. The comprehensive assessment system is used by FCPS teachers and leaders to effectively evaluate student progress annually and help to inform systemic, school-based, and classroom improvement efforts.

Beginning-of-Year Assessment Data (2022-2023 School Year)

Table 1 includes the beginning-of-year (BOY) (i.e., Fall 2022 administration) assessment results for DIBELS (reading) and iReady (reading/ELA and math) by respective grade levels and each student group. Note: Due to student course choice, not all high school students are assessed throughout a given school year.

- Approximately 60% of students in kindergarten-Grade 2 and 40% of students in Grades 3-8 taking BOY assessments in reading/ELA met or exceeded proficiency.
- Across all grade levels, the percent of students meeting/exceeding proficiency levels in math was significantly lower when compared to reading. It is important to note that iReady assigns performance levels based off of student mastery of on grade-level standards (i.e., not changing targets similar to Performance Series). Thus, students who take iReady in the BOY will more than likely score “one grade level below” and show growth by the end-of-year (EOY) resulting in tremendous growth when comparing BOY to EOY.
- Gaps among student groups—Black/African American, Hispanic/Latino, and students receiving special services—are evident in both reading/ELA and math using the BOY assessment data.

Trends and Outcomes

In the 2022-2023 school year, FCPS transitioned from using the Performance Series assessments to iReady for both reading/ELA and math. Thus, year-to-year comparison data are not available. FCPS aims to increase proficiency levels to historical data outcomes prior to the COVID-19 pandemic. Specifically, the 2023 projected student outcome data are: 1) ten percent increase for each student group on the DIBELS assessment and 2) ten percent increase for each student group on the iReady assessment. FCPS will continue to monitor the progress of students throughout the year with middle-of-year (MOY) and EOY administrations. Progress on the reported outcome will be assessed upon the completion of EOY assessments, when available.

EXHIBIT A

Measuring Student Progress on Assessments- 2022-2023 Beginning-of-Year Data (cont.)

Table 1: 2022-2023 Beginning-of-Year / Fall Performance

Student Group	READING/ELA				MATHEMATICS			
	DIBELS*	iREADY**			iREADY**			
	K-2	3-5	6-8	9-12***	1-2	3-5	6-8	9-12***
All Students	59%	41%	41%	28%	15%	25%	28%	16%
Asian	81%	61%	64%	49%	28%	46%	58%	22%
American Indian	56%	50%	45%	36%	^	29%	41%	^
Black/African American	60%	34%	33%	20%	9%	14%	19%	12%
Hispanic/Latino	40%	24%	24%	14%	6%	12%	13%	9%
Two or More Races	62%	41%	38%	33%	16%	25%	24%	15%
White	62%	46%	47%	33%	18%	29%	33%	21%
Free/Reduced Meals	41%	23%	20%	14%	5%	10%	11%	10%
Students with Disabilities	35%	12%	11%	7%	9%	8%	6%	7%
English Learners	29%	7%	≤1%	≤1%	3%	2%	≤1%	≤1%
Male	59%	37%	37%	24%	17%	27%	30%	16%
Female	59%	45%	45%	31%	12%	22%	26%	15%

*DIBELS Composite: At Benchmark + Above Benchmark
 ** iREADY: Above + On Grade
 Note: iReady assigns performance levels based off of student mastery of on grade-level standards. Thus, students who take iReady in the beginning of year (BOY) will more than likely score “one grade level below” which is not considered proficient.
 ***First Semester ENG 9,10, and 12 (Reading)/First semester Algebra and Algebraic Thinking (Math)
 ^ n ≤ 10

EXHIBIT B

According to CDC criteria, Frederick County's COVID-19 Community Level has been low every week since June 2022. The only exception was the 7-day period between January 5 – 11, 2023, when the county's COVID-19 Community Level was medium. Reported positive cases among FCPS students and staff have averaged 0.2% since October 2022. COVID-19 has been less present in our community and schools for several months, therefore, we are adjusting one of our mitigation strategies.

Effective Thursday, February 23, 2023, FCPS will alter how families are informed of positive COVID-19 cases.

Current COVID-19 Communication Strategy

Four types of letters may be sent when positive cases of COVID-19 are reported:

- 1) Staff letter – sent to staff in a school every time a case of COVID-19 is reported
- 2) Parent/guardian letter – sent to parents/guardians of students in a classroom every time a case of COVID-19 is reported
- 3) Cohort/classroom outbreak letter – sent to entire school community whenever there are three or more cases reported in a cohort/classroom
- 4) School outbreak letter – sent to school community when there are five or more cohort/classroom outbreaks or 5% of the school population reports being positive for COVID-19 in a 2-week period

Revised COVID-19 Communication Strategy (effective Thursday, February 23, 2023)

COVID-19 communication will align with our current strategy for communicating other communicable diseases. This strategy is targeted at communicating information to impacted populations instead of the entire school community, unless warranted. Communication will be sent to the parents/guardians of students in a classroom if three or more cases of a communicable disease (COVID-19, influenza, etc.) has been reported in a classroom. If multiple classrooms within a school have reported cases of a communicable disease, the administrator in collaboration with our health specialist will determine if communication should be sent to the entire school community.

The COVID-19 [tiered mitigation strategies](#) instituted at the start of the school year will remain in place and be reevaluated at the end of the school year. The [FCPS COVID-19 Dashboard](#) will continue to be updated throughout the remainder of the school year.

As a reminder, please stay home and isolate if you are experiencing COVID-19 symptoms.