

**Marion County Public Schools  
Re-opening Schools Task Force  
Recommendations and Priorities  
July 27, 2020**

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## INTRODUCTION

As the State of Florida moves forward in reopening schools for the 2020-2021 school year, Marion County established a school reopening Task Force. Marion's resulting plan of action will keep students and employees safe while addressing a breadth of instructional and staff development needs, including how curriculum and assessments will be focused and prioritized, how instructional practice will shift to accommodate both learning loss and continued uncertainty, and how to address students' social and emotional needs. The Task Force was comprised of four sub-committees; Scheduling, Health and Safety, Instructional Delivery and Second Interruption, each having a unique focus but tying into the larger overall purpose.

The closure of schools at the beginning of the fourth quarter of 2019-2020 school year not only affected the school district, but also the community as a whole. Therefore, the Task Force committees were comprised of a variety of school and community stakeholders. Approximately 120 members served on the committees, with another 130 providing expertise and perspectives remotely to aid in developing the plan. Committee members included but were not limited to school board members, school administration, teachers, parents, students, district staff, health department administration, economic development members, local officials and community members.

The mobilization of our teaching force to distance learning with little notice was a remarkable accomplishment. The tremendous work of our teachers and students has rightfully been praised as an example for the rest of Florida's school districts.

However, despite this great work, the learning conditions of students in the fourth quarter of the school year were suboptimal. The negative impact of these conditions is felt even more strongly for students without consistent and reliable internet connections, students with learning disabilities, those students for whom English is not their first language as well as students who struggle daily to meet Florida Standards.

As a nation, we have suffered a collective trauma. These have been difficult times to understand and process for adults and even more so for the students. The overall health and safety of our district is vital to student success and we must recognize this cannot happen without also ensuring the social and emotional needs of students and educators are met.

This plan provides health and instructional recommendations for reopening Florida's schools, aligned to the executive direction of Florida Governor Ron DeSantis' Safe. Smart. Step-by-Step Recovery Plan, the Florida Department of Health (FDOH) and the Centers for Disease Control and Prevention (CDC).

This document serves as a guide with recommendations, a collection of informed input from dozens of stakeholders, a resource and framework for Marion County Public Schools reopening and a document that is intended to be updated and changed as the context evolves. Each of the committees has provided a summary of its work in creating a comprehensive reopening plan.

## **SCHEDULING COMMITTEE RECOMMENDATIONS AND PRIORITIES**

### **Executive Summary**

The Scheduling Committee consisted of principals and assistant principals from elementary, middle, and high schools, teachers and staff representing all levels, district staff, Marion Education Association leadership, a School Board Member, parents, and a student. The committee considered the survey responses from roughly 22,000 families from all MCPS schools and the results were clear that parents wanted options. In response, the committee examined a number of scheduling options including traditional learning options, staggered attendance days and times and virtual options. The committee also considered arrival and dismissal, student transition, breakfast and lunch schedules and master scheduling to maximize social distancing. Following the Governor's expectation that schools reopen in August at full capacity, the Scheduling Committee has set recommendations forth.

### **Scheduling Students**

Elementary, middle, high and combination schools will reopen August 24, 2020, including traditional stagger start schedules for incoming kindergarten students. Families can choose between an in-school full-time option and a stay-at-home full-time option. Families will be asked to commit to their selected option for a nine-week period. Within that commitment, students will be monitored for success in their chosen option and adjustments will be made as needed to meet the needs of students and families.

For the in-school full-time option, students will attend school as normal for five days a week following the Board approved start and end times for each school. Robust health and safety guidelines will be incorporated.

If returning to traditional school is not a family's preference due to health and safety concerns, they can select MCPSONline to attend school remotely. Students will attend a normal school day, and follow a normal bell schedule, remotely from their home and still stay connected to their registered school. Students will have scheduled courses and access to digital resources and assignments to be completed at home and attendance will be taken daily in each course. Parents can rely on teachers to facilitate and guide student learning during the school day. Students are at home learning and will need access to a device and internet. Based on prioritized needs, Chromebooks and hotspots will be distributed to students through their registered school. Elective options may be reduced based on the feasibility to teach the course remotely, as determined by the school site. Students who participate in MCPSONline will participate in their school's athletics or activities.

Students in ESE programs and Hillcrest School are recommended to participate full time at their 2020-2021 enrolled school. Based on the IEP Committee recommendations, including input from parents/guardians, remote learning and other reasonable accommodations may be determined according to the student's individual needs and driven by the IEP. The Department of Juvenile Justice site will participate fulltime with in-person and/or remote instruction. The alternative contracted sites are providing the two options identified in the district's reopening plan.

### **Arrival and Dismissal**

Arrival and dismissal times should be staggered but how that is accomplished will likely be unique to each school depending on the size of the school and traffic patterns. Schools should examine starting student drop off lines earlier and asking students to wait in cars to slow down the flow of traffic. Classrooms should be opened earlier to allow students to move directly to class and avoid large gatherings of students. Schools should also examine staggering dismissal, including separate release of car and bus riders and bus dismissal. Elementary schools should clearly mark spacing at the student pick-up line to maintain social distancing when possible.

### **Student Movement**

At elementary schools, student movement during the day should be limited and staggered. When teaming of classrooms is present, teachers should switch classrooms instead of students. With the exception of P.E., special area teachers could come to the homeroom teacher's classroom or potentially zoom with multiple rooms to avoid crowding. Schools can also explore the use of unique campus spaces to further spread out larger classrooms, including the Media Center. Recess should be staggered to limit crowding outside with in class recess as an option. At secondary schools, consider designating the flow of traffic to ease crowding. Provide options for students to take elective classes in a virtual lab to reduce crowding in typically larger classes and explore the use of unique campus spaces for further social distancing. Block scheduling should be considered to reduce the frequency of class changes.

### **Breakfast and Lunch**

The procedures for breakfast and lunch will be determined in coordination with the school food service department and will look different at each school site based on the number of students served and the size of the facility. Where possible, schools should utilize a grab and go option for breakfast and allow students to eat in the classroom or alternate locations. Elementary schools should allow the majority of students to eat in alternate locations, including the classroom, to minimize cafeteria usage and allow maximum social distancing. Lunches could be delivered to the primary grade classrooms with the older students utilizing a grab and go line. Secondary schools should stagger lunch release and allow students to eat in alternative locations including outside and in the classroom. Minimal cafeteria seating could be available to maintain social distancing. Limited meal choices, additional food lines, and hands-free sales at each register should speed up lunch lines and limit crowding.

### **Extracurricular and Athletics**

While participation in special activities and athletics is an important part of the traditional school experience, following FHSAA and Department of Health guidelines for crowd sizes will be critical. Scheduling of field trips and activity travel should be limited and follow social distancing guidelines. Capacity limits for indoor and outdoor activities should follow FHSAA and Department of Health

guidelines. Pep rallies and similar large student gatherings including large group orientations and open houses should be avoided or adhere to strict guidelines. Students who participate in MCPSonline will participate in their school's athletics or activities.

### **Timeline and Additional Survey**

Scheduling for each of the two school options is paramount. As early as July 7, parents should be notified of the options including traditional school, MCPSonline, and the long-standing choice option of Marion Virtual School. This information will be shared through a coordinated district rollout. The district website and traditional media outlets will share the options and safety plan with the community. School websites and media outlets will also be used to share how the traditional school experience will look at their unique sites. By July 22, parents will be asked through a district issued survey to decide which option they are selecting the first nine weeks to allow time for master schedules to be adjusted prior to the start of school. Parents who do not respond will have their students enrolled in traditional school by the district.

The district has prepared a comprehensive website (<https://www.marionschools.net/reopening>) to address all the precautions being taken to minimize the spread of COVID-19 along with descriptions of the scheduling options and directions regarding the process to pursue each option.

### **Immediate Attention (Tentative Dates)**

1. July 1 – Skylert message to parents letting them know a survey is coming that all families need to complete for each MCPS student.
2. July 6 (or earlier) – record video message for MCPS website laying out reopening plans.
3. July 6 – Approve webpage with reopening MCPS information and family survey.
4. July 6 – Provide Board members reopening plan in advance to address any questions prior to July 7 Board Work Session.
5. July 6 – Principals will receive an e-mail in advance acknowledging the plan will be presented to the Board on July 7 so they can prepare for the rollout.

## **HEALTH AND SAFETY COMMITTEE RECOMMENDATIONS AND PRIORITIES**

### **Executive Summary**

The Health and Safety Committee consisted of principals and assistant principals from elementary, middle, and high schools, teachers and staff representing all levels, District staff, Marion Educational Support Personnel, a School Board Member, local health department staff, parents, and a student. Guidelines will include education of students and staff on healthy hygiene practices, cleaning and disinfection, promoting social distancing and supporting mental health needs of staff and students. Recommendations will be provided for limiting sharing, visitor protocol and other methods for maintaining healthy operations. The Department of Health and Centers for Disease Control and Prevention recommendations will be followed for the screening of all stakeholders and maintaining a healthy environment including procedures for those exhibiting signs or symptoms of illness. Notification of positive COVID-19 cases and recommendations of school closure will be provided by the local Department of Health.

### **Objective**

To protect and support the health and safety of staff and students by establishing and maintaining communication with local and state authorities to determine current mitigation levels in our community and set forth guidelines to follow CDC's Guidance for Schools and Childcare Programs.

***Phase One- Substantial Community Spread***

***Phase Two- Minimal to Moderate Community Spread***

***Phase Three- No Community Spread***

### **Educate all Staff, Students and Visitors (All Phases)**

- Train all teachers and staff on health and safety expectations and procedures.
- Train students and parents on appropriate safety measures, including screening at home for signs or symptoms of illness prior to departing from home.
- Inform visitors of expectations including screening measures and appointment requirements.
- Advise medically vulnerable students and staff to contact their primary care physician to develop a plan for safe return to school.

### **Promote Healthy Hygiene Practices (All Phases)**

- Teach student and staff to reinforce washing hands and cover coughs and sneezes.
- Teach and reinforce use of face coverings among all staff. Face coverings are required to be worn by staff and students in times when physical distancing is difficult. Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Maintain adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer, paper towels and tissues.

- Post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.
- Regularly remind employees, parents and students on the best practices for at home preventative care.
- Consider placing hand hygiene stations at entrances and other areas of the school.

### **Intensify Cleaning & Disinfection (All Phases)**

- Clean and disinfect frequently touched surfaces within the school and on school buses at least daily (for example, playground equipment, door handles, sink handles, drinking fountains) as well as shared objects (for example, toys, games, art supplies) between uses.
- To clean and disinfect school buses following recommended guidelines.
- Ensure all water systems and features (for example, drinking fountains) are safe to use.
- Disinfect shared desks, computers, tables, chairs, and other items used daily.

### **Promote Social Distancing**

#### ***Phases One & Two***

- Ensure student and staff groupings are as static as possible by having the same group of students stay with the same staff (all day for young students, and as much as possible for older students).
- Restrict mixing between groups.
- Do not schedule field trips, inter-group events, and extracurricular activities (Phase 1).
- Limit gatherings, events, and extracurricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas.
- Restrict nonessential visitors, volunteers, and activities involving other groups at the same time. (See **Visitor** section below)
- Space seating/desks to at least 6 feet apart. If desks cannot be at least 6 feet apart use face coverings.
- Turn desks to face in the same direction, or have students sit on only one side of tables, spaced apart.
- Close communal use spaces such as cafeterias and playgrounds if possible; otherwise stagger use and disinfect in between use.
- Serve grab and go meals in classrooms instead of the cafeteria.
- Stagger arrival and drop-off times or locations, or put in place other protocols to limit close contact with parents or caregivers as much as possible.
- Create social distance between students on school buses where possible. Students will have assigned seating based on their route. Required face masks if social distancing is not possible.
- Remove all clutter and unnecessary furniture from classrooms to increase usable space for social distancing.

### ***Phase Three***

- Consider keeping classes together to include the same group of students each day.
- Allow minimal mixing between groups. Limit gatherings, events, and extracurricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas (Phases One or Two).
- Continue to space out seating to 6 feet apart, if possible.
- Consider keeping communal use spaces closed, such as cafeterias, if possible; if not possible, stagger use and disinfect in between uses.
- Continue grab and go meals if unable to stagger use of the cafeteria and disinfect in between uses.
- Consider limiting nonessential visitors, volunteers, and activities involving other groups. Restrict attendance of those from higher transmission areas (Phases One or Two). (See **Visitor** section below)
- Consider staggering staff and student arrival and drop-off times or locations, or put in place other protocols to limit close contact with parents or caregivers as much as possible.
- Consider creating social distancing between students on school buses where possible. Expect use of face masks if social distancing is not possible.
- Remove all clutter and unnecessary furniture from classrooms to increase usable space for social distancing.

### ***Limit Sharing (All Phases)***

- Keep each student's belongings separated from others' and in individually labeled containers, cubbies, or areas and taken home each day and cleaned, if possible.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (art supplies, equipment etc. assigned to a single student) or limit use of supplies and equipment by one group of students at a time and clean and disinfect between uses.
- If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing of foods and utensils.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.

### ***Visitors (All Phases)***

- All Visitors must schedule an appointment prior to arrival on campus.
- Visitors must be made aware of the following prior to their arrival:
  - Arrive on time, late arrivals will be rescheduled.
  - Expect to complete a screening questionnaire and have temperature check; positive screenings will be rescheduled.
  - Social distance yourself and wear mask or face covering while on campus.
  - No outside food allowed for group consumption.

### ***Check for Signs and Symptoms (All Phases)***

- If feasible, conduct daily health checks of staff and students safely, respectfully, and in accordance with any applicable privacy laws or regulations. Confidentiality should be maintained.
- Consider screening students, employees and visitors through visible signage, verbal questions or visual assessments. Temperature checks for positive visual assessment and as needed.
- Encourage staff to stay home if they are sick and encourage parents to keep sick students home.

### ***Plan for when a staff member, student, or visitor exhibits signs or symptoms of illness (All Phases)***

- Work with school administrators, clinic staff and the Department of Health to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms.
- Establish procedures for safe transfer of ill students. Elementary teachers should contact office for student escort to clinic.
- Close off areas used by person exhibiting symptoms and do not use before cleaning and disinfection. Follow procedures for sanitization/cleaning of infected areas before reuse.
- Advise parents, staff members and students if diagnosed positive for COVID-19, they may not return until cleared by a health care provider or the local Department of Health.
- Inform those who have had close contact with a person diagnosed with COVID-19 to contact their physician or the local Department of Health for recommendations.

### ***Maintain Healthy Operations (All Phases)***

- Monitor staff absenteeism and have a roster of trained back-up staff.
- Monitor student absenteeism and health clinic traffic to monitor trends.
- Contact your administrator with COVID-19 concerns.
- Communicate exposures and closures to staff and families as directed by the local Department of Health.
- Support coping and resilience among employees (EAP- Employee Assistance Program) and students.

### ***Mental Health Support for Staff and Students (All Phases)***

- Continue to provide Tier 1 Social Emotional Learning supports to all students.
  - Continue utilizing Sanford Harmony curriculum and strategies with all elementary aged students.
  - Continue SAVE (Students Against Violence Everywhere) clubs on secondary school campuses to engage the student body in activities encouraging social inclusiveness and kindness.
  - Tier 1 Social Emotional Learning curriculum is available at the secondary level which may be taught in the classroom. The *Reopening & Beyond: Instructional Delivery* subcommittee will have recommendations for appropriate secondary SEL curriculum if the *Re-opening Schools Task Force* recommends this strategy.

- Continue to identify youth using the established Mental Health Plan framework including BESS universal screener and Multi-Disciplinary Team Referrals.
- Provide staff with information on how to identify students who exhibit signs and symptoms of trauma. Administrative and school-based trainings utilize MCPS mental health providers (school counselors, school psychologists, and school social workers) to train staff.
- Continue to provide Social Emotional Learning/Mental Health interventions using the established Mental Health Plan framework including:
  - School-based Multi-Disciplinary Teams refer and provide evidence-based mental health interventions at the school level.
  - School-based Multi-Disciplinary Teams refer to community-based mental health supports.
- Continue to provide IEP counseling services to qualifying students and determine if additional services are required for students not receiving services.

***Strategies to Provide Training/Support to MCPS Staff (All Phases)***

- Continue required Youth Mental Health First Aid training for all staff. This training teaches staff the signs and symptoms of youth experiencing mental health challenges and how to appropriately respond.
- Provide training for school-based staff discussing their current mind-set and stressors related to COVID-19 and to practice self-care.
- Request additional supports/consultant to address staff cultural competencies and sensitivities. The PBIS project has resources available if the district would like to re-engage.
- Provide “Addressing Stress and Trauma for School Staff: Preparing Ourselves to Help Students” training to all staff members.

**School Closures**

***All Phases***

- Check state and local Department of Health notices daily about transmission in the area and adjust operations accordingly.
- In the event a person diagnosed with COVID-19 is determined to have been in a school building and poses a risk to the community follow closure recommendations from the local Department of Health.

NOTE: Staff = all MCPS badged personnel

**Immediate Attention (Tentative Dates)**

1. **July** - Review key items that need to be purchased ASAP.
  - Hand sanitizers- (4oz/32oz/800ml)
  - Signage
  - Mask 3- Layer- Paper

- Mask- Reusable
  - Mask- N95
  - Small Gloves
  - Medium gloves
  - Large Gloves
  - Ex-Large Gloves
  - Face Shields
  - Plexiglass barriers for all reception areas if face masks and/or social distancing are not possible.
  - Sani Spray HP 20 Battery Handheld Sprayer
  - Ominisheild 500 Concentrate 4gal/case
  - Red Spray Bottle/Trigger
  - Rags- Terry Cloth (25lb)
  - Lysol Spray
  - Lysol Wipes
  - Thermometers
  - Refillable Water Fountains
  - Food Grade Carts
  - IGLOO Plastic, 5.0 gal., Beverage Dispenser (PE Classes)
  - 3 oz. plastic drinking cups (PE Classes)
2. **July 8<sup>th</sup>**- Training videos for students and staff on healthy hygiene practices and infection control.
  3. **July 13<sup>th</sup>**- Complete Screening Questionnaire (staff, parents and visitors).
  4. **July 14<sup>th</sup>**- Communicate with Technology Department on attaching questionnaire/acknowledgment to Skyward Family and Employee access.
  5. **August 3<sup>rd</sup>**- Mental Health Training on “Addressing Stress and Trauma for School Staff: Preparing Ourselves to Help Students” to all staff members.

## **INSTRUCTIONAL DELIVERY COMMITTEE RECOMMENDATIONS AND PRIORITIES**

### **Executive Summary**

The Instructional Delivery Committee consisted of Principals and Assistant Principals from Elementary, Combination (K-8), Middle and High Schools. Other committee members included teachers and non-instructional staff members, District Level Directors, Coordinators, Program Specialists and other specialized personnel. Also included was a School Board Member, a parent, and a student.

The disruption in learning that has occurred for our students must be addressed precisely and systematically. While operating under the premise that no one child learns exactly the same, we know that there must be processes set in place to address our students, both individually and collectively. We also know that our students cannot progress academically, without our schools first making sure that their social-emotional needs are addressed. With the understanding of the Governor's expectation that schools reopen in August, at full capacity, the following are recommendations for the First Quarter.

### **Summer Recovery Options**

Our schools will reopen to limited groups of students on July 13, Monday-Thursday, for six hours each day, to a limited number of our most academically vulnerable students. This program will last for three weeks. Targeted students will include those that were absent from Distance Learning during the Fourth Quarter of the 2019-2020 school year, as well as those students that have traditionally struggled academically. Transportation and Breakfast/Lunch will be provided. Foundational skills in English/Language Arts and Mathematics will be addressed at all levels, as well as transitional skills at the Secondary level. Social-emotional learning will be a key focus of this program and this learning will be embedded into the academic activities at each grade level. Rising K-6 and 9<sup>th</sup> Grade students will be included in this program. This program will give our students the opportunity to refresh academically, as well as practice health and safety protocols that will be introduced on a larger scale, at the beginning of the 2020-2021 school year.

### **Identifying the Most Vulnerable Student Groups and Prioritizing Needs**

While individual students will be prioritized based on input from school committees, including IEP Committees, all students should be considered vulnerable due to the lack of direct contact since March 2020. Schools will prioritize social-emotional learning for all students as the key priority for our teachers and staff to address. Our most vulnerable students should also be identified as those with academic gaps, with special emphasis on those students on Free/Reduced Lunch, Migrant, Homeless and Foster Care as well as our ESE/504/ELL students. Using both traditional (brick and mortar) and specialized instruction to address these students' specific needs will be crucial to their academic improvement.

### **Assessment of Student Progress and Loss**

Assessing student knowledge of grade level standards in English/Language Arts and Mathematics will be imperative as we begin the 2020-2021 school year. All elementary students will be provided a

diagnostic screener from either DRA (K-2) or iReady (3-5) to determine existing academic learning gaps. Tier II/Tier III Secondary students will use a diagnostic screener from iReady (6-8) or Reading Plus Insight (9-12) for the same purpose. In addition, historical academic and assessment data will be used to help identify student learning gaps.

### **Closing the Achievement Gap**

After assessing student knowledge of grade level standards, appropriate interventions will be employed based on each student's individual needs. Students that need reading interventions will be enrolled in our outlined, state-approved reading programs, which include Phonics for Reading, Corrective Reading, Early Intervention in Reading, Leveled Literacy Intervention, FastForward, Great Leaps, Read 180, Escalate, and Reading Plus. Students that need mathematics interventions will be enrolled in Go Math or Math 180. After-school tutoring programs will be utilized at several school sites to support these academic interventions. 2021 Elementary and Secondary Summer programs will continue to address academic gaps and support these interventions.

### **Providing Academic and Social-Emotional Learning Supports**

The Multi-Tiered System of Supports (MTSS) process, which would include input from an IEP Committee when appropriate, will be used for the academic support of students. The appropriate tier for each student will determine the intervention provided to address the student's academic deficiency (ies). Social-emotional learning supports will be provided through Sanford Harmony (K-5) and Habitude (6-12). The appropriate tier and additional supports will be determined, as appropriate, through the Multi-Disciplinary Team (MDT) and input from the student's IEP Committee.

The District ESE staff will work with the ESE Specialist assigned to each school to review data from services provided during distance learning in Quarter 4, progress towards annual IEP goals, and any other relevant data to determine IEP services necessary. For students who did not participate during distance learning, those who did not make progress during distance learning, and those who did not receive the agreed upon services, the IEP team will meet to determine the need for compensatory services. The determination of need for compensatory services will be individualized to each student.

Supports for ELL students whose language acquisition skills are deemed to be the primary or mitigating factor for academic deficiency (ies), will be addressed through appropriate intervention and/or ESOL supports.

### **Goal Setting**

A district-wide goal setting initiative will be launched early in the First Quarter, using an age-appropriate template on a common platform. Academic and social-emotional goals will be included for all students. Teachers and parents will be key supports in student goal formation. Goals will be revisited and adjusted at appropriate intervals.

### **Identifying Key Missed Standards**

Due to the fourth quarter academic disruption, many course standards were not able to be addressed. K-12 Content Area Program Specialists have adjusted specific subject area curriculum maps to make sure that missed standards are integrated into the student's current course curriculum map. Special care has been taken to make sure that this integration has a logical progression, in relationship to the current course's standards.

### **Determining Professional Development Needs**

Based on academic and social-emotional priorities for students, a comprehensive professional development plan will be developed for our teachers and administrators. This plan may include collaboration on such topics as differentiated instruction, goal setting, social-emotional learning, instructional technology, effective distance learning practices, using data to inform instruction, as well as health and safety protocols.

### **Immediate Attention (*Tentative Dates*)**

July 1-All Summer Recovery efforts using GEER funding sources reviewed, including personnel, materials, and transportation.

July 10-Secondary Social-emotional learning curriculum (Habitude) purchased for 22 sites, including site licenses and professional development.

July (Ongoing)-K-12 Program Specialists adjust core subject area curriculum maps to address standards missed during the Fourth Quarter of the 2019-2020 school year.

## **SECOND INTERRUPTION COMMITTEE RECOMMENDATIONS AND PRIORITIES**

### **Executive Summary**

Preparing for a Second Interruption Committee consisted of principals and assistant principals from elementary, middle, and high schools, teachers and staff representing all levels, District staff, Marion Education Association leadership, a School Board Member, parents, and a student. On rare occasions, it may be necessary to close a school(s) due to weather, emergency situations or in response to a pandemic. If this occurs, the District will make every effort to ensure our students' educational opportunities continue while at home.

### **MCPSonline Learning Handbooks (K-5 and 6-12)**

The committee collaborated and reviewed our District's Distance Learning Handbooks for K-5 and 6-12, ensuring best practices and recommendations for learning procedures are met if a school closure occurs.

### **Instructional Continuity Plan**

The current Instructional Continuity Plan was reviewed, ensuring it had the Department of Education's recommended guidelines in order to implement continuity of teaching and learning. The Instructional Continuity Plan (ICP) provides District and school contact information and guidance for parents, guardians and students. It provides an outline for teachers, administrators, and non-instructional responsibilities and district policies during a closure. In addition, this plan explains the structure for content delivery ensuring our students are able to continue their education from home, if necessary.

The Instructional Continuity Plan (ICP) provides the structure for students to continue engaging in rigorous and relevant instructional opportunities with embedded resources to ensure all students stay on track during a closure. The plan includes student and family expectations during MCPSonline learning, step-by-step directions for accessing the learning management system (LMS) and teacher platform, and easy to access resources for home learning. A plan for supporting ESE and ELL students during MCPSonline learning has been developed. The committee considered the survey responses from approximately 22,000 families from all MCPS schools and it showed that 31 percent of our students need access to a device and 11 percent of our students need internet access to be successful in MCPSonline learning. In order to ensure equitable access for all students, it is recommended that a part of the Elementary and Secondary School Emergency Relief (ESSER) funds be utilized so all staff and students are provided access to a mobile device for distance learning, and hotspots will be checked out to families without access to internet in the home. There are clear checkout procedures for student chrome books and hot spots, ensuring all students have access to a device and internet.

The committee recommends the use of either Microsoft Teams or Google Classroom as the MCPSonline learning classroom platform. School and District staff continue to have access to professional development opportunities through Microsoft Teams provided by the Teaching and Learning

Department and the Technology Department. District staff will provide technology and curriculum support to teachers to ensure instructional goals are accomplished.

### **Learning Management System**

It is recommended that a part of the Elementary and Secondary School Emergency Relief (ESSER) funds be used to purchase a District-wide learning management system (LMS). Use of an effective LMS will allow our District to streamline all digital tools and content to ensure a simpler and more connected experience for teachers and families. On-going professional development of all stakeholders will ensure teachers, students, and parents understand the basic and advanced components of the platform; therefore the district can leverage this resource to ensure continued instruction should MCPSONline be necessary.

### **Essential Employee Designation:**

In keeping with Marion County Public School's priority to serve students and support faculty and staff, the committee worked to develop a plan that ensures the safety, security and welfare of students and staff by minimizing exposure to COVID-19 while meeting students' needs and maintaining business operations in accordance with applicable law, School Board policy, and public health recommendations. It is the desire of this committee to keep as many employees gainfully employed during emergencies, completing relevant and meaningful job duties beneficial to students and the District.

This plan includes the identification of employee classifications as able to telework or hybrid work (which includes both on site work and telework), suggested tasks employees may perform and training needed for non-instructional personnel in the event of a second interruption. It is a fluid document, and as such, is intended to be continually edited and updated in accordance with changing job descriptions, department needs, evolving expectations, union conversations and required district response to the COVID-19 Pandemic. It is important to note that employee designations are suggested for entire classifications. These designations may change according to individual employee, school, and/or district need and should be reviewed on a case-by-case basis when the need arises. Principals and Supervisors will remain flexible with employee schedules and, if possible, will provide employees adequate notice when requiring them to report to a worksite.

In the event of a partial interruption such as the closure of a school(s) or department(s), unless furloughed, employees impacted by the closure may be reassigned to other schools or departments as needed to assist or may telework or hybrid work to assist distance learning. Employees impacted by a closure and who are under quarantine may choose to telework if possible, based on their job duties and health status.

To support employees, this plan includes the recommendation of a new School Board policy to pay employees performing work during the occurrence of an emergency, disaster, or public health emergency while ensuring the district's compliance with applicable law regarding documentation for reporting of time and other associated costs. To comply with documentation requirements for reporting of time, the committee recommends the requirement of timesheets and task logs for hourly staff.

The identification of employee classifications as able to telework or hybrid work (which includes both on site work and telework) is not intended as a permanent classification designation. These designations and work arrangements are solely in response to the COVID-19 Pandemic and are a temporary measure due to an unanticipated safety threat.

This plan is subject to and should be modified in accordance with District need and current applicable law, executive orders, and public health recommendations related to COVID-19.

### **Immediate Attention (*Tentative Dates*)**

July 1- Review recommended key items from Second Interruption Sub-Committee budget (Chromebooks, Hot Spots, and LMS).

July 13- Complete final revisions of Instructional Continuity Plan to send to DOE.

July 13- Complete final revisions of MCPSONline Learning Handbooks (K-5 and 6-12).

## **CONCLUSION**

The work of this Task Force addresses our student's academic and social emotional needs. This Task Force also takes into account a return to work ensuring those graduating students who are academically proficient, understand their "E" (Enrollment, Employment, or Enlistment), and are ready for the workforce and society. It is important to both implement practices that ensure the health and safety of students, faculty and staff as well being prepared to act swiftly if/when an occurrence of COVID -19 is detected to prevent the school from serving as a vehicle for community spread. Furthermore, there are certain prerequisites which must be met before reopening should be considered.

Investment in our school district is an investment in economic recovery. The necessary interventions will require significant investment in public health and technology in our schools. COVID -19 has made clearer the inequalities in our society and underscores the need for public investment to combat inequity.

As we get back to the work of providing a relevant education to our students and community, we must have an open mind and exercise flexibility to deal with unforeseen and novel circumstances that will inevitably arise in our efforts to return to this new normal. If we have learned from the past, we must put our best foot forward rather than reverting to status quo.

**APPENDICES**  
**COMMITTEE ACTION PLANS**

Please note that the action plans are fluid and may change at any moment without notice.

## Scheduling Task Force Action Plans

<b>Committee:</b> Scheduling		
<b>Goal:</b> Scheduling Students		
Objectives	Check Points to Achieve Objective	Measure of Success
<ol style="list-style-type: none"> <li>1. Provide scheduling options to families.</li> <li>2. Provide survey to families to select scheduling option.</li> <li>3. Develop master schedules based on survey to accommodate traditional students and remote student learning</li> <li>4. Work with Hillcrest and low incident ESE programs for meeting individual student scheduling needs.</li> <li>5. Work with ELL committees at each school in the district to identify ELL students who have regressed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide scheduling options to families               <ul style="list-style-type: none"> <li>• Utilizing the district website, families will receive information on school choices for 2020-21.</li> <li>• Traditional school allows for students to attend school in person as normal but incorporating health and safety guidelines.</li> <li>• MCPSonline allows for students to attend their registered school remotely with a standard schedule to follow throughout the school day. Teachers will check in with students daily to facilitate learning and take attendance for each course.</li> <li>• School websites will further detail how health and safety guidelines will look at the individual school site.</li> </ul> </li> <li>2. Provide survey to families to select scheduling option.               <ul style="list-style-type: none"> <li>• Utilizing the district website and Skylert, a survey will be provided to parents to make their selection on</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Successful completion of district webpage with scheduling information and related school-specific webpages.</li> <li>2. Successful completion of survey by rollout date and 100% survey response from families.</li> <li>3. Successful completion of each school master schedule allowing for maximum learning opportunities for traditional and remote students.</li> <li>4. Successful completion of individual plans for all students at Hillcrest and low incident ESE programs selecting MCPSonline as their preferred instructional delivery option.</li> <li>5. Successful completion of ELL Plans with services that will benefit the student's learning.</li> </ol>

	<p>how their child (ren) will attend school this year.</p> <ul style="list-style-type: none"> <li>• Survey will collect name, student number, school, and selection of either Traditional or MCPSONline.</li> <li>• Parents who do not like either option may opt for Marion Virtual or other choice options. Directions and information about registering for MVS will also be shared.</li> </ul> <p>3. Develop master schedules based on survey to accommodate traditional students and remote student learning.</p> <ul style="list-style-type: none"> <li>• Once survey data is collected, schools will identify the number of needed teachers to accommodate MCPSONline.</li> <li>• Master schedules will be developed to accommodate both choices, which will provide each student with a school schedule.</li> <li>• MCPSONline electives will be limited based on the feasibility to teach each elective remotely and determined by the school site.</li> </ul> <p>4. Work with Hillcrest and low incident ESE programs for meeting individual student scheduling needs.</p> <ul style="list-style-type: none"> <li>• Once survey data is collected, meet with Hillcrest and schools with other low incident ESE programs to help determine plan for meeting individual needs.</li> </ul>	
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	<ul style="list-style-type: none"> <li>ESE team will need to help analyze options and meet with families to determine how to best meet individual needs in a remote setting for those families that select that option for their child (ren).</li> </ul> <p>5. Work with ELL Committees at each school in the district to identify ELL students who have regressed.</p> <ul style="list-style-type: none"> <li>Based on the data, a meeting with the ESOL Committee will be scheduled to review the data and discuss the needs of the student. ELL plans will be updated with services that will benefit the student’s learning.</li> </ul>	
<b>Staff Development</b>		
Needs / Deliverables	Timeline	
<ol style="list-style-type: none"> <li>Provide scheduling options to school-based administrators for master scheduling purpose.</li> <li>Train APC/IPC on creation of blended learning courses and inclusion in the master schedule.</li> <li>Determining Support Facilitation and other ESE accommodation needs and planning for delivery.</li> </ol>	<ol style="list-style-type: none"> <li>July 6<sup>th</sup> - School based administrators will be presented with scheduling options for awareness ahead of School Board presentation.</li> <li>July 7<sup>th</sup> – Website and survey go live, pending Board approval.</li> <li>July 8<sup>th</sup> – 14<sup>th</sup> – train APC/IPC on creation of blended learning courses and development of ESE/ELL support schedule to support both traditional and remote learning students.</li> </ol>	
<b>Requested Funding</b>		
Description	Anticipated Amount	Funding Source
<ol style="list-style-type: none"> <li>The school district will provide web cameras for faculty teaching remote</li> </ol>	<ol style="list-style-type: none"> <li>\$15,375.00</li> <li>\$35,015.00</li> </ol>	<ol style="list-style-type: none"> <li>Elementary and Secondary School Emergency Relief Funds (ESSER)</li> </ol>

<p>learning classes. 50 schools will receive 10 cameras each for a total of 500 cameras.</p> <p>2. The school district will provide headsets to faculty teaching remote learning courses. Fifty (50) schools will receive 10 headsets for a total of 500 headsets.</p>		<p>2. Elementary and Secondary School Emergency Relief Funds (ESSER)</p>
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**Goal / Objective Narrative**

Beginning July 7, families will be provided with two options for returning to school fulltime August 24, 2020. Families can select from either traditional school or MCPSONline. Traditional school will allow students to return to a traditional school day with enhanced health and safety guidelines in place. Students attending in the traditional option will attend school five days a week in person following the Board approved start and end times. Students attending school through MCPSONline will also attend five days per week following the Board approved start and end times. However, these students will attend remotely. MCPSONline students will be expected to check into each class following their individual class schedule, with attendance taken in each class. Students will be provided the same assignments as traditional students and will receive synchronous and asynchronous learning opportunities.

Parents will be asked to complete a survey between July 7 and 22, pending Board approval, selecting which of the two learning options they prefer. Parents who do not wish to participate in either can always opt for Marion Virtual School, which has been a choice option for students for years. The survey will be provided through the district website with a Skylert option for families with limited technology access. Any families who do not respond during the window will receive a phone call from their registered school to ensure their choice is recorded.

Once all choices are recorded, schools will begin to identify the teachers needed to provide remote learning and revise their master schedule to allow for full schedules for both traditional and remote learners. Training will be provided on coding blended learning courses and support provided as needed in designing the master schedule. Many teachers will likely teach both traditional and remote learning classes throughout the day. Not all elective classes will be offered through remote learning as not all can be feasibly taught through a remote format. Students will have elective classes through the school or the option to supplement with MVS electives as needed. Support will also be provided to ensure we are meeting the learning needs of all students, including providing necessary accommodations as determined by student IEPs. Parents can elect to move between traditional and remote learning at the conclusion of each nine weeks and depending on the comfort level of the parent regarding their student’s health and safety. Schools will continue to monitor the progress of students throughout the year and consider a change in format (traditional or remote) or other interventions for students who fail to make adequate progress.

<b>Committee:</b> Scheduling		
<b>Goal:</b> Arrival and Dismissal		
<b>Objectives</b>	<b>Check Points to Achieve Objective</b>	<b>Measure of Success</b>
<ol style="list-style-type: none"> <li>1. Develop staggered arrival procedures based on school needs to minimize crowding.</li> <li>2. Develop staggered dismissal procedures based on school needs to minimize crowding.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop staggered arrival procedures based on school needs to minimize crowding. <ul style="list-style-type: none"> <li>• Share staggering options for schools to consider as recommended by the elementary, middle, and high school scheduling sub-committees.</li> <li>• Provide additional tardy kiosk scanner for each school front office to provide a touchless check-in process and minimize front office crowding.</li> </ul> </li> <li>2. Develop staggered dismissal procedures at each school site based on the unique needs of the school to minimize crowding. <ul style="list-style-type: none"> <li>• Share staggering options for schools to consider as recommended by the elementary, middle, and high school scheduling sub-committees.</li> <li>• Work with MEA leadership on MOU regarding teacher planning time, which could be impacted by staggering dismissal at some sites.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Staggered arrival plan developed by each school.</li> <li>2. Staggered dismissal plan developed by each school.</li> <li>3. MOU with MEA created to address planning time.</li> </ol>

<b>Staff Development</b>		
Needs/Deliverables	Timeline	
1. Share staggered arrival and dismissal plan options with administrative teams and provide onsite support to think through and create unique plans.	1. July 8 – 30 – share options and provide support. Plans should be in place by July 30.	
<b>Requested Funding</b>		
Description	Anticipated Amount	Funding Source
1. The school district will provide tardy kiosk scanners to all schools. Fifty (50) schools will receive one (1) tardy kiosk keypad with barcode laser scanner.	1. \$21,575.00	1. Elementary and Secondary School Emergency Relief Funds (ESSER)
<b>Goal / Objective Narrative</b>		
<p>Arrival and dismissal times should be staggered, but how that is accomplished will likely be unique to each school depending on the size of the school and traffic patterns. Schools should examine starting parent drop off lines earlier and asking students to wait in cars to slow down the flow of traffic. Classrooms should be opened earlier to allow students to move directly to class and avoid large congregations of students. Schools should also examine staggering dismissal, including separate release of car and bus riders and staggering bus dismissal. Elementary schools should plan to clearly mark spacing at the parent pick-up line to maintain social distancing when possible.</p>		

<b>Committee:</b> Scheduling		
<b>Goal:</b> Student Movement		
<b>Objectives</b>	<b>Check Points to Achieve Objective</b>	<b>Measure of Success</b>
<ol style="list-style-type: none"> <li>1. Develop student movement plans at elementary schools.</li> <li>2. Develop student movement plans at secondary schools.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop student movement plans at elementary schools. <ul style="list-style-type: none"> <li>• Share student movement options recommended by the elementary sub-committee.</li> <li>• Determine teaming options at each site and opportunities to keep students in one location, if possible.</li> <li>• Provide mobile white boards for schools that need them.</li> <li>• Ensure adequate instructional materials for each student.</li> </ul> </li> <li>2. Develop student movement plans at secondary schools. <ul style="list-style-type: none"> <li>• Share student movement options recommended by the middle and high school sub-committees.</li> <li>• Determine traffic flow options specific to each site.</li> <li>• Work with schools on master schedule to limit classroom crowding.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Student movement plan developed at each elementary school.</li> <li>2. Student movement plan developed at each secondary school.</li> </ol>

<b>Staff Development</b>		
Needs / Deliverables	Timeline	
1. Provide student movement recommendations to administrators and provide onsite support to determine best options for creation of student movement plan.	1. July 8 – 30 – Provide support to school administrators with final plans completed by July 30.	
Description	Requested Funding Anticipated Amount	Funding Source
1. The school district will provide portable dry erase boards to each elementary school. Thirty (30) elementary schools will receive twenty (20) portable whiteboards for a total of 600 whiteboards.	1. \$70,542.00	1. Elementary and Secondary School Emergency Relief Funds (ESSER)
<b>Goal / Objective Narrative</b>		
<p>At elementary schools, student movement during the day should be limited and staggered. When teaming of classrooms is present, allow teachers to switch classrooms instead of students. With the exception of P.E., special area teachers could come to the homeroom teacher’s classroom or potentially Zoom with multiple rooms to avoid crowding. Schools can also explore the use of unique campus spaces to further spread out larger classrooms, including the Media Center. Recess should be staggered to limit crowding outside with in class recess as an option. At secondary schools, consider designating the flow of traffic to ease crowding. Provide options for students to take elective classes in a virtual lab to reduce crowding in typically larger classes and explore the use of unique campus spaces for further social distancing. Block scheduling is also an option that would reduce the frequency of class changes.</p>		

**Committee:** Scheduling

**Goal:** Breakfast and Lunch

Objectives	Check Points to Achieve Objective	Measure of Success
<ol style="list-style-type: none"><li>1. Develop breakfast procedures at each site to minimize crowding.</li><li>2. Develop lunch procedures at each site to minimize crowding.</li><li>3. Develop Grab and Go procedure at each site for students in MCPSONline.</li></ol>	<ol style="list-style-type: none"><li>1. Develop breakfast procedures at each site to minimize crowding.<ul style="list-style-type: none"><li>• Provide recommendations from the elementary, middle, and high sub-committees.</li><li>• Coordinate plan with Food Services.</li></ul></li><li>2. Develop lunch procedures at each site to minimize crowding.<ul style="list-style-type: none"><li>• Provide recommendations from the elementary, middle, and high sub-committees.</li><li>• Coordinate plan with Food Services.</li><li>• Work with MEA to develop MOU regarding duty free lunch time.</li></ul></li><li>3. Develop Grab and Go procedure at each site for students in MCPSONline.<ul style="list-style-type: none"><li>• Coordinate with Food Service to determine Grab and Go sites, times, and procedures.</li><li>• Schools determine which students in MCPSONline will need meals provided and share list with Food Service.</li><li>• Communicate process with affected families.</li></ul></li></ol>	<ol style="list-style-type: none"><li>1. Breakfast procedures developed at each school site.</li><li>2. Lunch procedures developed at each school site.</li><li>3. Grab and Go procedures developed with Food Service to provide meals for students opting for MCPSONline.</li><li>4. MOU developed to address duty free lunch.</li></ol>

<b>Staff Development</b>		
Needs / Deliverables	Timeline	
<ol style="list-style-type: none"> <li>1. Share sub-committee recommendations with school administrators for breakfast and lunch procedures, then provide on-site support to develop site-specific procedures tailored to the unique school.</li> <li>2. Meet with Food Service to determine Grab and Go process, then support individual sites to develop procedure.</li> </ol>	<ol style="list-style-type: none"> <li>1. July 8-30 – Provide recommendations to school administrators and provide on-site support. Procedures should be finalized by July 30.</li> <li>2. July 8 – 30 – Meet with Food Service to determine Grab and GO sites. Procedures should be finalized by July 30 to communicate with families.</li> </ol>	
<b>Requested Funding</b>		
Description	Anticipated Amount	Funding Source
N/A	N/A	N/A
<b>Goal / Objective Narrative</b>		
<p>The procedures for breakfast and lunch will look different at each school site based on the number of students served and the size of the facility. Where possible, schools should utilize a grab and go option for breakfast and allow students to eat in the classroom or alternate locations. Elementary schools should allow the majority of students to eat in alternate locations, including the classroom, to minimize cafeteria usage and allow maximum social distancing. Lunches could be delivered to the primary grade classrooms with the older students utilizing a grab and go line. Secondary schools should stagger lunch release and allow students to eat in alternative locations including outside and in the classroom. Minimal cafeteria seating could be available to maintain social distancing throughout. Limited meal choices, additional food lines, and hands-free sales at each register should speed up lunch lines and limit crowding.</p>		

**Committee:** Scheduling

**Goal:** Extracurricular and Athletics

<b>Objectives</b>	<b>Check Points to Achieve Objective</b>	<b>Measure of Success</b>
<ol style="list-style-type: none"><li>1. Determine capacity limits for gyms and stadiums at each school.</li><li>2. Coordinate with FHSAA and DOH for guidelines related to sporting events, activities, and other larger group gatherings.</li></ol>	<ol style="list-style-type: none"><li>1. Determine capacity limits for gyms and stadiums at each school.<ul style="list-style-type: none"><li>• Identify capacity limits for gyms and stadiums at each school, working through school athletic director.</li></ul></li><li>2. Coordinate with FHSAA and DOH for guidelines related to sporting events, activities, and other larger group gatherings.<ul style="list-style-type: none"><li>• Communicate with FHSAA and DOH through County Athletic Director to determine state and county guidelines for athletic events, activities, and other group gatherings.</li><li>• Provide guidelines to school-based administrators and athletic directors.</li><li>• Communicate guidelines with the community.</li></ul></li></ol>	<ol style="list-style-type: none"><li>1. Capacity limits for gyms and stadiums recorded for all schools.</li><li>2. Guidelines communicated to all schools and the community.</li></ol>

<b>Staff Development</b>		
Needs / Deliverables	Timeline	
1. Provide guidelines to school administrators and athletic/activity directors, then provide onsite support to develop appropriate scheduling and communication process.	1. July 8-30 – Communicate with FHSAA and DOH to determine guidelines. Communicate guidelines to schools and community by July 30, pending guidelines received from FHSAA.	
Description	Requested Funding Anticipated Amount	Funding Source
N/A	N/A	N/A
<b>Goal / Objective Narrative</b>		
<p>While participation in special activities and athletics are an important part of the traditional school experience, following FHSAA and Department of Health guidelines for crowd sizes will be critical. Scheduling of field trips and activity travel should be limited and follow social distancing guidelines. Capacity limits for indoor and outdoor activities should follow FHSAA guidelines. Pep rallies and similar large student gatherings including large group Orientations and Open House should be avoided or adhere to strict guidelines.</p>		

## Health and Safety Task Force Action Plans

<b>Committee:</b> Health & Safety		
<b>Goal:</b> To protect and support the health and safety of staff and students by establishing and maintaining communication with local and state authorities to determine current mitigation levels in our community and set forth guidelines to follow CDC’s Guidance for Schools and Childcare Programs.		
Objectives	Check Points to Achieve Objective	Measure of Success
<ol style="list-style-type: none"> <li>1. Educate all staff, parents and students on following current CDC guidelines.</li> <li>2. Waiver- Ensure all staff, parents and students have completed a required questionnaire/waiver in Skyward confirming their understanding of current CDC guidelines and that they will adhere to all current guidelines and will follow the MCPS infection control policy in Skyward.</li> <li>3. Providing personal protective equipment (PPE) and sanitization supplies for students and staff.</li> <li>4. Promoting Healthy Hygiene Practices.</li> <li>5. Intensify cleaning and disinfection within all schools and on all school buses.</li> <li>6. Promote social distancing within all school settings and on all school buses.</li> <li>7. Visitor guidelines- by appointment, screening questionnaire, temperature check, must follow social distancing recommendations and wear face coverings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Skylerts, emails, signage and flyers, etc. will be used to reach all staff members and families with the most up to date CDC guidelines to ensure everyone is aware of and understands current CDC guidelines, and adheres to those guidelines.</li> <li>2. Skyward reports that show parents acknowledged questionnaire/waiver.</li> <li>3. Provide PPE for students and staff.</li> <li>4. Teach and reinforce handwashing and using face coverings when social distancing is not possible. Post signs on how to stop the spread of COVID-19. Regularly update staff, parents and students on the best practices of at home preventative care.</li> <li>5. Take steps to ensure that all surfaces (desks, computers, tables, chairs, etc.) within the school and on school buses are cleaned and disinfected daily and/or between uses.</li> <li>6. Take steps to ensure seating in all classrooms is 6ft apart, stagger arrival</li> </ol>	<ol style="list-style-type: none"> <li>1. All staff, parents and students accept and agree to adhere to the current CDC guidelines and the MCPS infection control guidelines.</li> <li>2. By educating our staff, parents and students consistently, the number of transmitted cases should be reduced if not eliminated altogether.</li> <li>3. By providing PPE to students and staff, the number of transmitted cases should be reduced if not eliminated altogether.</li> <li>4. By educating our staff, parents and students consistently, the number of transmitted cases should be reduced if not eliminated altogether.</li> <li>5. By taking steps to intensify cleaning and disinfecting of all schools and buses, the number of transmitted cases should be reduced if not eliminated altogether.</li> <li>6. By promoting social distancing in all schools and on all school buses, the number of transmitted cases should</li> </ol>

<p>8. Screening- Visible signage, verbal questions, visual assessments, and temperature checks as needed.</p> <p>9. Plan for illness- Identify an isolation area, sanitize infected area, advise parents, staff and students of return to school protocol.</p> <p>10. Mental Health Support for Staff and Students.</p> <p>11. Maintaining Healthy Operations and School Closures.</p>	<p>and dismissal, provide grab and go meals. Ensure social distancing between students on all school buses when possible if not, face masks are expected.</p> <p>7. Notify visitors of expectations prior to arrival.</p> <p>8. Post signage at entry points and throughout campus, notify students and staff of expectations prior to arrival and evaluate temperature of students or staff exhibiting signs or symptoms of illness.</p> <p>9. Follow plan and ensure all students and staff are aware of the illness guidelines.</p> <p>10. Continue to provide Tier 1 SEL support for all students. Continue to provide SEL/Mental Health interventions using the established mental health framework.</p> <p>11. Monitor absenteeism, communicate exposures and concerns with local Department of Health and follow closure recommendations.</p>	<p>be reduced if not eliminated altogether.</p> <p>7. By notifying visitors of expectations prior to arrival, the risk of transmission by visitors should be reduced.</p> <p>8. By screening all students, staff and visitors, the early detection of illness is increased and risk of transmission is decreased.</p> <p>9. Timely isolation of potentially ill persons will reduce the risk of transmission.</p> <p>10. Students and staff exhibiting signs of trauma will be recognized and their needs will be addressed.</p> <p>11. Early detection of trends and exposures will help reduce the incidence of school closures.</p>
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<b>Staff Development</b>		
Needs / Deliverables	Timeline	
<p>1. Employee/Student Healthy Hygiene Practices/Infection Control Training.</p> <p>2. Provide screening questionnaire to all schools and departments.</p> <p>3. Providing personal protective equipment (PPE) and sanitization supplies for schools and departments.</p> <p>4. Provide custodial services with all necessary sanitization supplies to maintain healthy environments amongst all schools and departments.</p>	<p>1. July 2020</p> <p>2. July 2020</p> <p>3. July 2020</p> <p>4. July 2020</p> <p>5. July 2020</p>	

5. Provide “Addressing Stress and Trauma for School Staff: Preparing Ourselves to Help Students” training to all staff.		
Description		Requested Funding Anticipated Amount
1. The school district will provide PPE (Personal Protective Equipment) and sanitization products to all schools and departments.	1. \$3,255,179.22	1. CARES Act
Goal / Objective Narrative		
<p>The goal/objective of the Health and Safety Committee is to protect and support the health and safety of staff and students by establishing and maintaining communication with local and state authorities to determine current mitigation levels in our community and set forth guidelines to follow Center for Disease Control and Prevention Guidance for Schools and Childcare Programs. Guidelines will include education of students and staff on healthy hygiene practices, cleaning and disinfection, promoting social distancing and supporting mental health needs of staff and students. Recommendations will be provided for limiting sharing, visitor protocol, and other methods for maintaining healthy operations. Department of Health and Center for Disease Control and Prevention recommendations will be followed for the screening of all stakeholders and maintaining a healthy environment including procedures for those exhibiting signs or symptoms of illness. Notification of positive COVID-19 cases and recommendations of school closure will be provided by the local Department of Health.</p>		

## Instructional Delivery Task Force Action Plans

<b>Committee:</b> Instructional Delivery		
<b>Goal:</b> To begin to close the reading achievement gap and recover lost learning through <b>summer recovery programs</b>		
Objectives 1-3	Check Points to Achieve Objective	Measure of Success
<ol style="list-style-type: none"> <li>1. Reconnect with students.</li> <li>2. Remove barriers prohibiting learning opportunities.</li> <li>3. Respond to student social-emotional and academic needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reconnect with students.               <ul style="list-style-type: none"> <li>• Student Identification at all elementary, middle and high schools:                   <ul style="list-style-type: none"> <li>○ Rising 1<sup>st</sup>-3<sup>rd</sup> grade students will be selected based on their lack of participation in 4<sup>th</sup> quarter distance learning, 2020 i-Ready Diagnostic AP2 Data (students identified two or more years behind in academic performance) in ELA, and students retained for the 2020-2021 school year.</li> <li>○ Rising 4<sup>th</sup>-5<sup>th</sup> grade students will be selected based on their lack of participation in 4<sup>th</sup> quarter distance learning, students in the bottom quartile based on 2019 FSA ELA scale score, and students previously retained in 3<sup>rd</sup> grade.</li> <li>○ Rising 6<sup>th</sup> and 9<sup>th</sup> grade students will be selected based on their lack of participation in 4<sup>th</sup> quarter distance learning and students in the bottom quartile based on the prior year (2019) state assessment results for ELA.</li> </ul> </li> </ul> </li> <li>2. Remove barriers prohibiting learning opportunities               <ul style="list-style-type: none"> <li>• Transportation: Students at all elementary, middle, and high schools will be offered transportation to and from school.</li> </ul> </li> </ol>	<p>Elementary Pre/Post Tests</p> <p>Rising 1<sup>st</sup> grade students-</p> <ul style="list-style-type: none"> <li>• CORE Phonics Survey-Alphabet Skills and Letter Sounds Part A-D and Reading and Decoding Skills Part E.</li> </ul> <p>Rising 2<sup>nd</sup> and 3<sup>rd</sup> grade students-</p> <ul style="list-style-type: none"> <li>• CORE Phonics Survey-Reading and Decoding Skills Part E-K.</li> </ul> <p>Rising 3<sup>rd</sup>-5<sup>th</sup> grade students-</p> <ul style="list-style-type: none"> <li>• CORE Phonics Survey-Reading and Decoding Skills Part E-K and Multisyllabic Words Part L.</li> <li>• CORE Reading Maze Comprehension Test.</li> </ul> <p>Secondary Pre/Post Tests</p> <p>Rising 6<sup>th</sup> grade students –</p> <ul style="list-style-type: none"> <li>• Quarter 3 – Grade 5 English Language Arts (ELA) Quarterly Standards Mastery Assessment (QSMA).</li> </ul> <p>Rising 9<sup>th</sup> grade students –</p>

	<ul style="list-style-type: none"> <li>• Food Service: Students will be provided breakfast and lunch at school-based summer recovery programs.</li> </ul> <p>3. Respond to student social-emotional and academic needs.</p> <ul style="list-style-type: none"> <li>• All students will receive instruction on standards-based lessons focused primarily on reading, with built-in math and science review.</li> <li>• Elementary students will receive instruction in Sanford Harmony, including daily morning meet up and structured social-emotional Lessons.</li> <li>• Secondary students will receive instruction in relational capacity building strategies including developing a safe environment, and relationship building.</li> <li>• Secondary students will receive instruction on student empowerment and self-advocating strategies, ELA and mathematics content and engagement strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Quarter 3 – Grade 8 English Language Arts (ELA) Quarterly.</li> <li>• Standards Mastery Assessment (QSMA).</li> </ul>
<b>Staff Development</b>		
	Needs / Deliverables	Timeline
<p>1. Elementary teacher and paraprofessional training will be provided on the following topics:</p> <ul style="list-style-type: none"> <li>• ELA <ul style="list-style-type: none"> <li>○ Exploring Reading Task Cards/Leveled Readers-Teacher Created Material</li> <li>○ Building Vocabulary-Teacher Created Material</li> <li>○ CKLA Skill Lessons</li> </ul> </li> <li>• Math <ul style="list-style-type: none"> <li>○ Math Fluency Kits-Hand 2 Mind</li> </ul> </li> <li>• Science <ul style="list-style-type: none"> <li>○ CPALM Model Eliciting Activities</li> </ul> </li> <li>• Sanford Harmony</li> </ul>		<p>Elementary Training: Thursday, July 9 from 8:00-11:00 AM training or 12:00 - 3:00 PM training with two additional hours of planning.</p> <p>Secondary Training: Friday, July 10 from 8:00 – 11:00 training or 12:00 – 3:00 PM training with two additional hours of planning.</p>

<ul style="list-style-type: none"> <li>• Administering pre/post assessments</li> <li>• Health and Safety Procedures</li> </ul> <p>2. Secondary teacher training will be provided on the following topics:</p> <ul style="list-style-type: none"> <li>• ELA <ul style="list-style-type: none"> <li>○ Disciplinary reading and writing techniques</li> <li>○ Components of authentic collaboration</li> <li>○ Strategies for teaching effective written and oral communication</li> </ul> </li> <li>• Math <ul style="list-style-type: none"> <li>○ Mathematical problem solving strategies</li> <li>○ Inquiry based learning techniques</li> <li>○ Strategies to support mathematical discourse</li> </ul> </li> <li>• Social and Emotional Learning <ul style="list-style-type: none"> <li>○ Building relational capacity</li> <li>○ Empowering student voice</li> <li>○ Developing student self-advocacy skills</li> <li>○ New campus transition strategies</li> </ul> </li> <li>• Health and Safety Procedures</li> </ul>		
<b>Requested Funding</b>		
Description	Anticipated Amount	Funding Source
<p>Planning and implementing activities related to summer learning and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English language learners, migrant students, students experiencing homelessness, and children in foster care.</p>	<p>Funding amount delineated within the description section.</p>	<ol style="list-style-type: none"> <li>1. Governor’s Emergency Education Relief Funds (GEERS Funds)</li> <li>2. Title I</li> <li>3. Title IV</li> <li>4. FEFP-Reading</li> </ol>

<p>266 General Education teachers will be budgeted to work with students in grades 1-5, 6, and 9 with a 1-12 student/teacher ratio for the summer recovery programs.</p> <p>45 ESE teachers will be budgeted to work with students in grades 1-5, 6, and 9 for summer recovery programs.</p> <p>One teacher costs approximately \$31.00 X 47 school sites @ 7 hours, 4 days a week for 3 weeks.</p> <p>Source-GEER, Title I, Title IV</p> <p>159 non-instructional staff will be budgeted to work with students in grades 1-5, 6, and 9 for summer recovery programs @ 7 hours, 4 days a week for 3 weeks.</p> <p>60 instructional and ESE paraprofessionals total @ \$16.00 an hour.</p> <p>52 Health Clinic Assistants total @ 15.35 an hour.</p> <p>47 Receptionists total @14.75 an hour.</p> <p>Source-GEER, Title I</p>		
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<p>Transportation provided to participating students in the summer recovery program.</p> <p>Source-GEER, Title I</p> <p>Curriculum resources focused on reading and math instruction will be utilized to support summer recovery efforts.</p> <p>Teacher Created Materials- Exploring Reading Intervention and Building Vocabulary for rising 1<sup>st</sup>-5<sup>th</sup> grade students = \$118,521.76.</p> <p>Hand 2 Mind-Math Fluency Intervention Kits for rising 1<sup>st</sup>-5<sup>th</sup> students = \$28,314.48.</p> <p>Source-GEER, FEFP-Reading</p>		
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**Goal / Objective Narrative**

Beginning Monday, July 13-Thursday, July 30<sup>th</sup>, Marion County Public Schools will offer summer recovery programs for select students’ at all elementary, middle, and high schools for six hours a day, four days a week. The purpose of these efforts is to begin closing the achievement gap caused in part by the effects of COVID-19 for our students with significant academic needs.

The criteria to select rising 1<sup>st</sup>-5<sup>th</sup> graders includes students unable to participate in distance learning for the 4<sup>th</sup> quarter of the 2019-2020 school year, students identified as significantly below grade level in reading based on i-Ready Diagnostic Data administered January of 2020 or students in the lowest quartile in reading based on their most recent FSA ELA scale score, and students who were recommended for retention for the 2020 school year. Materials and instructions for home learning will support elementary students August 2-6.

The criteria to select secondary students include students who were unable to participate in distance learning for the 4<sup>th</sup> quarter of the 2019-2020 school year. Students who were in the lowest quartile based on 2019 FSA ELA assessment data also meet the selection criteria.

The primary academic focus in elementary classrooms will be basic reading skills, with a review of reading comprehension standards from the previous grade level. In addition to the strong literacy focus, the daily schedule will include math and science instruction on a daily basis. Social-emotional learning will be an added component to the elementary daily schedule. Each day will begin with a morning meet-up with strategic lessons taught daily using Sanford Harmony.

The academic focus in secondary classrooms will be on strengthening reading comprehension through effective written and oral communication strategies. In addition to the literacy focus, mathematics instruction will prioritize integration of mathematical discourse and inquiry-based learning techniques. Social-emotional learning and campus transitional activities will assist in developing student relational capacity to increase self-advocacy, organization and leadership skills.

Each school site will provide breakfast and lunch. Students will have access to transportation. Recommended health and safety measures will be practiced this summer on all school buses. Implementation of additional safety measures will take place on all campuses in preparation for the return of students in the fall 2020.

**Committee:** Instructional Delivery

**Goal:** To continue to close the reading achievement gap and recover lost learning through increased **reading proficiency**

Objective 1	Check Points to Achieve Objective	Measure of Success
<p>1. Differentiate all tiers of academic instruction for students across all grade levels.</p>	<p>1. Differentiate all tiers of academic instruction for students across all grade levels.</p> <p>Elementary:</p> <ul style="list-style-type: none"><li>• Students will access grade-level standards through differentiation in whole and small group instruction using a variety of resources.</li><li>• Teachers will utilize i-Ready prerequisite reports to create differentiated groupings within all classrooms. These reports will provide data and connections to Tools for Instruction resources to be used in small group instruction.</li><li>• Teachers will instruct students in reading interventions using purchased programs with placement and intervention that align to the instructional gaps of the learner.</li></ul> <p>Secondary:</p> <ul style="list-style-type: none"><li>• During planning week, all secondary teachers will receive a “data snapshot” sheet for each of their students with the students’ multi-year, historical math and ELA data. Teachers will use this data to plan for differentiation in instruction from the start of school.</li><li>• Teachers will receive training in high-engagement, high-impact strategies to maximize</li></ul>	<p>Elementary Tier I K-5</p> <ul style="list-style-type: none"><li>• i-Ready Diagnostics</li><li>• i-Ready and on grade level fluency measures</li><li>• DRA (K-2)</li><li>• Formative Assessments (Standard Checks, QSMAs)</li></ul> <p>K-5 MTSS</p> <ul style="list-style-type: none"><li>• Tier II and Tier III in-program diagnostic in first 3 weeks of school then in-program assessments for progress monitoring.</li><li>• On-going Tier II and III progress monitoring.</li><li>• I-Ready Growth Monitoring</li></ul> <p>Secondary Tier I 6-12 (pre-planning)</p> <ul style="list-style-type: none"><li>• Historical Math and ELA data compiled on a “data snapshot” card for all students.</li></ul> <p>6-12 in FSA tested courses</p>

	<p>understanding and knowledge retention of all learners.</p> <ul style="list-style-type: none"> <li>• Teachers of Intensive Reading and/or Intensive Math courses will instruct their students using the purchased programs with placement and intervention that align to the instructional gaps of the learner.</li> </ul> <p>K-12:</p> <ul style="list-style-type: none"> <li>• Teachers will engage in vertical team conversations and PLCs to plan for and support learners using a variety of academic and SEL differentiation strategies.</li> <li>• Teachers will learn strategies for incorporating SEL supports into standards-based instruction in the content areas.</li> <li>• Teachers will receive a crosswalk to bridge understanding between face-to-face strategies and digital alternatives.</li> <li>• Teachers will include reading and writing strategies in daily instruction in all courses.</li> <li>• Teachers will create and/or use ongoing assessment (formal and informal) to adapt instruction to meet the needs of their learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Tier I progress monitoring through commonly created assessments in collaboration or PLC groups.</li> <li>• Quarterly Standards Mastery Assessments (QSMA's) to assess the progress towards mastery of standards taught up to that point in the school year.</li> </ul> <p>6-12 in MTSS</p> <ul style="list-style-type: none"> <li>• Tier II and Tier III in-program diagnostic in first 3 weeks of school then in program assessments for progress monitoring. <ul style="list-style-type: none"> <li>○ i-Ready diagnostics AP1, AP2, AP3 in accordance with the District Assessment Plan (math and/or reading campuses).</li> <li>○ Read180 Reading Inventory at beginning of year and as scripted in program.</li> <li>○ Math180 Math Inventory and as scripted in program at applicable campuses.</li> </ul> </li> <li>• Tier II and Tier III progress monitoring.</li> </ul>
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<b>Staff Development</b>		
Needs / Deliverables	Timeline	
<p><b>Elementary</b></p> <ul style="list-style-type: none"> <li>• I-Ready Training: New Reports, Assessment Tools (Fluency) and Resources (Tools for Instruction).</li> <li>• Small Group Instruction (Rigor, Relevance).</li> </ul> <p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>• PLC Structure and Implementation (or applicable variation of DuFour Model).</li> <li>• High Engagement, High Impact Strategies (on-site experts).</li> </ul> <p><b>K-12</b></p> <ul style="list-style-type: none"> <li>• How to Use and Interpret Data to Inform Instruction.</li> <li>• How to Create and Use Formative Assessment to Adapt Instruction.</li> <li>• Differentiation Training: Simple Strategies to Incorporate in Every Lesson (on site experts).</li> <li>• Continued training on utilizing digital tools to advance instruction, such as Microsoft TEAMS or Google Classroom.</li> <li>• Reading and Writing Strategies in All Disciplines (program specialists and on-site content experts).</li> </ul>	<p><b>Elementary</b></p> <ol style="list-style-type: none"> <li>1. Pre-planning week and on-going throughout the year.</li> </ol> <p><b>Secondary</b></p> <ol style="list-style-type: none"> <li>2. Create template for assessment data mail merge to create “Data Snapshot” cards – by July 31.</li> </ol> <p><b>K-12</b></p> <ol style="list-style-type: none"> <li>3. Training recommendations communicated to campuses – Mid-July.</li> <li>4. Initial training at the beginning of the year and ongoing throughout the year.</li> </ol>	
<b>Requested Funding</b>		
Description	Anticipated Amount	Funding Source
<p>Any activity authorized by the ESEA of 1965, the Individuals with Disabilities Education Act, the Adult Education and Family Literacy Act the Carl D. Perkins Career and Technical Education Act of 2006 or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act.</p>	<ul style="list-style-type: none"> <li>• \$30,000 budgeted</li> <li>• \$2,000 budgeted</li> </ul>	<ul style="list-style-type: none"> <li>• Title II</li> <li>• Emergency and Secondary School Emergency Relief Funds (ESSER)</li> </ul>

- Stipends for staff development @ \$25.00 for instructional staff and \$15.00 for non-instructional staff.
- Funds for printing “data snapshot” cards.

**Goal / Objective Narrative**

In order to close the reading achievement gap and recover lost learning, Marion County Public Schools will align currently utilized systems for analysis of student progress to develop effective classroom differentiation. In elementary schools, we will provide differentiated opportunities for all students with a priority focus on students with social-emotional learning needs and significant reading deficits. Appropriate teachers will utilize i-Ready prerequisite reports to create differentiated groupings within their classroom. Reports will provide data and connections to Tools for Instruction resources to be used in small group instruction. Teachers will focus on providing students access to grade-level standards through differentiation in whole and small group instruction using a variety of resources. Formative assessments will be utilized throughout instruction to provide teachers with data to guide whole group and small group instruction. This data will also support the need to remediate, re-teach and enrich instruction.

Elementary students who are receiving reading support in Tier II or Tier III instruction will receive the applicable in-program supports within their intervention.

At the elementary level, the ELL Committee and district personnel will schedule a meeting to review and analyze the data for ELL students. The committee and district members will collaborate and determine any decrease in academic performance. LY and LF students who have demonstrated a decline in their results will continue to receive ESOL services in the classroom with the ESOL paraprofessional and accommodations by the teacher. ELL students will be placed in a classroom with an ESOL endorsed teacher to ensure that lesson plans include accommodations for ELL students.

In secondary, prior to the return of students, student historical data will be combined into “snapshot” cards for teacher analysis and planning during pre-week. The ultimate goal of utilizing trend data is to limit student time taking assessments to continue support on SEL proficiencies and to increase teacher capacity in data analysis and differentiation. Teacher utilization of trend data, instead of taking time to collect new data formally, will increase the amount of time teachers have for instruction, which is crucial with the increased need to teach additional standards to fill in gaps from lost instruction during the prior school year.

Secondary students that are receiving math and reading support in Tier II or Tier III will receive the applicable in-program supports within their intervention.

At the secondary level, teachers will monitor their ELL students' progress based on class assignments and beginning of the school year assessment provided for students to complete. ELL students who are struggling with the beginning of the year assignments, instructional staff will communicate with the school's admin team as an initial conversation to review the student's ELL plan for adjustment or additional of services. Student ESOL plans will be reviewed and modified based on the collected data.

Structured teacher collaboration time, in the form of PLCs or other collaborative structures, will enhance instructional practice and provide opportunities to engage in the continuous improvement model and to increase differentiation strategies. The structured collaboration will take place during pre-planning week and continue throughout the school year to continue to support teachers in learning and implementation of differentiation strategies. Included within the differentiation strategies will be strategies for reading and writing across disciplines: high-engagement and high-impact strategies. Vertical team conversations will take place during structured collaboration time to allow teachers to share insight on how students have seen and will see concepts from year to year. This time will also allow the team of teachers to problem solve how to differentiate instruction to meet student needs with a more longitudinal perspective.

Teachers will also engage in professional development related to technology resources that will help them differentiate and provide collaboration opportunities for learners in both the face-to-face setting as well as in virtual learning situations. Teachers will receive a crosswalk of technology resources and the strategies to replicate of best classroom practices in a virtual environment. The Microsoft TEAMS platform will be available to assist in the streamlining of communication between teachers and students as well as allow for active collaboration between students, which supports students both in the academic and social/emotional learning. Class Notebook provides a structure and a resource that students can utilize at home and at school without constant access to Wi-Fi, helping differentiate for students with access that is more equitable.

**Committee:** Instructional Delivery

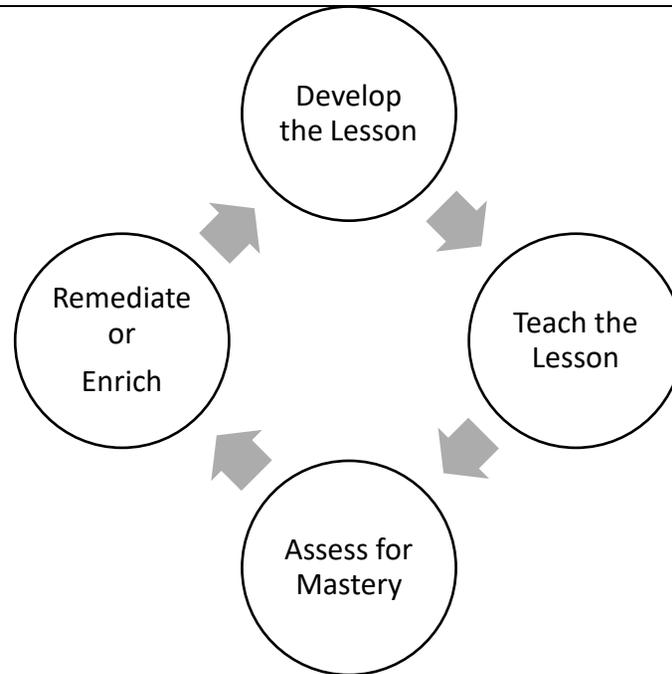
**Goal:** To continue to close the reading achievement gap and recover lost learning through increased **reading proficiency**.

Objective 2	Check Points to Achieve Objective	Measure of Success
<p>1. Respond to existing academic learning gaps in K-12 classrooms.</p>	<p>1. Respond to existing academic learning gaps in K-12 classrooms.</p> <ul style="list-style-type: none"><li>• Compile historical ELA and Math data to determine existing academic learning gaps.</li><li>• All elementary students will take a diagnostic screener in August to determine existing academic learning gaps.<ul style="list-style-type: none"><li>○ K-2: DRA</li><li>○ K-5: i-Ready</li></ul></li><li>• Select secondary students will be provided a diagnostic screener during August to determine existing academic learning gaps.<ul style="list-style-type: none"><li>○ 6-8: i-Ready</li><li>○ 9-12: Reading Plus Insight</li></ul></li><li>• Administrators and teachers will engage in data chats in order to determine existing academic learning gaps and provide proper intervention and/or adjust student placement/scheduling.</li><li>• Teachers will collaborate to share strategies for integrating skills and content from the last quarter of SY 2019-2020 into the first quarter of SY 2020-2021, using updated curriculum maps created by K-12 program specialists. This approach will replace the need for frontloading or attaching weeks of review to the start of the school year.</li><li>• Teachers will collaborate on remediation activities that utilize face-to-face and digital instruction.</li></ul>	<ul style="list-style-type: none"><li>• Subject-level data chats and instructional decisions based on the results of common formative assessment results.</li><li>• Quarterly Standards Mastery Assessments (QSMA) results in grades 3-10 to assess the progress towards mastery of standards taught up to that point in the school year.</li><li>• Pre/Post Summer 2021 data.</li></ul>

	<ul style="list-style-type: none"> <li>Teachers will learn strategies for utilizing the distributive practice method for review of skills and content.</li> <li>Elementary and Secondary Summer 2021 programs will continue to address reading gaps by working with targeted students who continue to demonstrate a need for remediation strategies.</li> </ul>	
<b>Staff Development</b>		
Needs / Deliverables	Timeline	
<b>K-12</b> <ol style="list-style-type: none"> <li>Implementation distributive practice activities while maintaining Tier 1 instruction.</li> <li>Remediation strategies.</li> <li>Elementary and Summer 2021 Training.</li> </ol>	<ul style="list-style-type: none"> <li>Ongoing professional development based on the school site needs. <ul style="list-style-type: none"> <li>School-based professional development during scheduled vertical and horizontal collaboration time.</li> <li>School-based early release days.</li> </ul> </li> <li>June 2021</li> </ul>	
<b>Requested Funding</b>		
Description	Anticipated Amount	Funding Source
Any activity authorized by the ESEA of 1965, the Individuals with Disabilities Education Act, the Adult Education and Family Literacy Act the Carl D. Perkins Career and Technical Education Act of 2006 or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act.	<ul style="list-style-type: none"> <li>Previously budgeted through differentiation objective.</li> <li>\$5,000 budgeted.</li> <li>\$1,024,581 plus transportation.</li> </ul>	<ul style="list-style-type: none"> <li>Title II</li> <li>Emergency and Secondary School Emergency Relief Funds (ESSER)</li> <li>Emergency and Secondary School Emergency Relief Funds (ESSER)</li> </ul>

<ul style="list-style-type: none"> <li>• Stipends for professional development @ \$25.00 an hour for instructional staff and \$15.00 for paraprofessionals.</li> <li>• Substitutes for common teacher planning/assessment development time @ \$70.00, if feasible.</li> </ul> <p>Planning and implementing activities related to summer learning and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English language learners, migrant students, students experiencing homelessness, and children in foster care.</p> <p>217 General Education teachers will be budgeted to work with students in grades 1-10 for summer recovery.</p> <p>One teacher costs approximately \$31.00 X 47 sites @ 7 hours a, 4 days a week for 4 weeks.</p> <p>155 non-instructional staff will be budgeted to work with</p>		
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<p>students in grades 1-5 summer recovery programs @ 7 hours, 4 days a week for 4 weeks.</p> <p>93 instructional paraprofessionals @ \$16.00 an hour.</p> <p>47 Health Clinic Assistants total @15.35 an hour.</p> <p>47 Receptionists total @14.75 an hour.</p>		
<p><b>Goal / Objective Narrative</b></p>		
<p>In order to respond to existing academic learning gaps, schools will need to determine where the academic learning gaps exist. Administrators and teachers will utilize historical student data (FSA ELA/Math, i-Ready, QSMA, Reading or Math Program Data) and/or August diagnostic data to determine placement of students. Overall, teachers will be encouraged to complete a cycle of instruction that includes:</p>		



Teachers will collaborate to share strategies for integrating skills and content from the last quarter of SY 2019-2020 into the first quarter of SY 2020-2021 where it fits naturally within the curriculum map and pacing. This approach will replace the need for frontloading or attaching weeks of review to the start of the school year.

Teachers will be encouraged to utilize common pre/post and other formative assessments to determine Tier 1 academic learning gaps. Structured teacher collaboration time will be provided to develop quick assessments, analyze results, and utilize the results to drive instruction. Providing a common Learning Management System (LMS) across the district will allow teachers to digitize the assessments and get immediate feedback to prepare for remediation.

**Committee:** Instructional Delivery

**Goal:** To continue to close the reading achievement gap and recover lost learning through increased **reading proficiency**.

Objective 3	Check Points to Achieve Objective	Measure of Success
<p>1. Differentiate social-emotional learning (SEL) supports for students across all grade levels to ensure students are ready and able to learn.</p>	<p>1. Differentiate social-emotional supports for students across all grade levels to ensure students are ready and able to learn.</p> <p>Elementary Implement a district-wide initiative to collect, analyze, and use data to differentiate supports:</p> <ul style="list-style-type: none"><li>• Provide professional development refresher for teachers to effectively implement Sanford Harmony Tier 1 curriculum.</li><li>• Administer Behavioral and Emotional Screening System (BESS) to at-risk students participating in summer programs.</li><li>• Analyze and compare BESS results using the spring results of SY 19-20 and summer 2020 results to identify appropriate level of support for students.</li></ul> <p>Secondary Implement a district-wide initiative to collect, analyze, and use data to differentiate supports:</p> <ul style="list-style-type: none"><li>• Provide professional development in SEL curriculum.</li><li>• Develop and administer climate/knowledge survey for at-risk students participating in summer programs.</li><li>• Analyze and compare summer climate/knowledge survey results, SY 19-20 Multi-Disciplinary Team</li></ul>	<p>Elementary Review social-emotional screening results and student performance indicators.</p> <ul style="list-style-type: none"><li>• Compare 19-20 Spring BESS and summer BESS results to 20-21 Fall results.</li><li>• Compare 20-21 Fall to Spring BESS results to identify patterns (grade, class, individuals).</li><li>• Review Multi-Disciplinary Team (MDT) information to include: Mental Health needs, suicide risk, threat risk prevalence and trends.</li><li>• Review and analyze attendance, office disciplinary actions, and course failure trends.</li></ul> <p>Secondary Review survey results and student performance indicators:</p> <ul style="list-style-type: none"><li>• Compare Summer climate/knowledge survey results to Fall climate/knowledge results – for students that participated in both, determine if any support provided warrants continuation/fading/intensification.</li></ul>

	(MDT) information, and office disciplinary actions/attendance/discipline data trends to identify appropriate level of support for students.	<ul style="list-style-type: none"> <li>• Compare 20-21 Fall to Spring Climate/Knowledge survey results to identify patterns/trends.</li> <li>• Review Multi-Disciplinary Team (MDT) information to include: Mental Health needs, suicide risk, threat risk.</li> <li>• Review and analyze attendance, office disciplinary actions, and course failure trends.</li> </ul>
<b>Staff Development</b>		
Needs / Deliverables	Timeline	
<ul style="list-style-type: none"> <li>• Beginning of year training to review trauma effects of COVID, identify signs to look for, and provide initial strategies.</li> <li>• School-based curriculum training for elementary (Sanford Harmony) and secondary staff (Habitudes curriculum).</li> <li>• Orientation for administrators, faculty, and staff to current Mental Health Plan and resources already available (what and how to access resources).</li> </ul>	<p>Immediate: ensure 19-2SY 0 BESS data is available and prepare access to BESS for end of summer session.</p> <ul style="list-style-type: none"> <li>• Aug: PD during pre-planning week and/or early grade-level or faculty meetings; review existing data to determine level of support needed for students identified as warranting additional support.</li> <li>• Sept/Oct: Conduct Fall BESS screening; MDT meeting to review/analyze data.</li> <li>• March: Spring BESS; MDT meeting to review/analyze data.</li> </ul> <p>Immediate: Develop climate/knowledge survey.</p> <ul style="list-style-type: none"> <li>• Aug: PD during pre-planning week and/or grade-level meetings/faculty meetings; review existing data to determine level of support needed for students identified as warranting additional support.</li> <li>• Sept/Oct: conduct Fall climate/knowledge survey; MDT meeting to review/analyze data.</li> </ul>	

		<ul style="list-style-type: none"> <li>March: Spring Climate/knowledge survey; MDT meeting to review/analyze data.</li> </ul>
Requested Funding		
Description	Anticipated Amount	Funding Source
<p>Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.</p> <p>Secondary Social-Emotional Learning (SEL) Curriculum (including training):</p> <p>\$91,715. This would provide site license access for 22 secondary schools (including Ocali Charter, MTI, Hillcrest, New Leaf and SRMI) Stipend Quote (for off contract school designees to attend 2-day virtual intensive training): \$9,241.95. 22 participants, 15.5 hours at \$25 per hour.</p> <p><b>Total: \$100,956.95</b></p>	<ul style="list-style-type: none"> <li>\$100,956.95</li> </ul>	<ul style="list-style-type: none"> <li>Emergency and Secondary School Emergency Relief Funds (ESSER)</li> </ul>
Goal / Objective Narrative		
<p>The current MCPS Mental Health Plan provides an extensive framework for providing services and supports addressing the social-emotional needs of all students across grade-levels and tiers. The proposed objective expands upon the structure that is currently in place. It provides</p>		

additional professional development for teachers relevant to the effects of COVID-19 and other societal impacts during the closure period. Additionally, we will reorient all staff to the supports available and how to access supports for students. Initial professional development will emphasize the importance of rebuilding connections and fostering positive relationships with students, and using SEL curriculum, strategies, and supports to strengthen relationships over time. Professional Development is also proposed to review implementation of our current elementary SEL curriculum (Sanford Harmony) and secondary SEL curriculum (Habitudes).

A variety of current data sources will be tapped to allow school-based teams to review trends and determine the efficacy of the curriculum and supports provided. This includes BESS data and results, student performance data (office disciplinary actions, attendance, course failures, etc.), and Multi-Disciplinary Team (MDT) information and records. New data sources will include the development of a climate/knowledge survey developed for secondary students to provide feedback about their perception of the efficacy of the SEL curriculum and supports at the secondary level.

Multi-Disciplinary Teams will use the data collected for resource mapping to determine level of support needed to address concerns at the school, classroom, or individual level. When the social emotional needs of our students are met, they are likely ready to learn and to be in tune with the instruction being provided in the classroom.

<b>Committee:</b> Instructional Delivery		
<b>Goal:</b> To continue to close the achievement gap and recover lost learning through <b>progress monitoring.</b>		
<b>Objective 1</b>	<b>Check Points to Achieve Objective</b>	<b>Measure of Success</b>
<p>1. Implement a district-wide goal setting initiative as a major tool to monitor data.</p>	<p>1. Implement a district-wide goal setting initiative as a major tool to monitor data.</p> <ul style="list-style-type: none"> <li>• Adopt district-wide template for goal setting that is age appropriate. <ul style="list-style-type: none"> <li>○ Elementary: <ul style="list-style-type: none"> <li>▪ Grades K-2: Goal setting will be class wide with the creation of one, class wide academic goal and one social-emotional learning (SEL) goal.</li> <li>▪ Grades 3-5: With guidance, individual students will create one reading goal, one math goal, and one social-emotional learning (SEL) goal.</li> </ul> </li> <li>○ Secondary: <ul style="list-style-type: none"> <li>▪ Students will create one academic goal per subject.</li> <li>▪ Students will create one SEL goal.</li> </ul> </li> </ul> </li> <li>• Teacher guided creation of academic and social-emotional learning (SEL) goals.</li> <li>• Using common language for discussion with students (SMART goals).</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure fidelity of implementation during walk throughs, Progress Monitoring Plan (PMP) meetings, and the utilization of a common platform.</li> <li>• Scheduled Goal Review Chats. <ul style="list-style-type: none"> <li>○ Minimum 3 times per year.</li> <li>○ Opportunities may include Progress Reports at mid-quarter and Report Cards at end-of-quarter.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Integrate goal setting with social-emotional learning (SEL) curriculum and Career Planning Guide.</li> <li>Encourage parent involvement in developing and monitoring goals.</li> </ul>	
<b>Staff Development</b>		
Needs / Deliverables	Timeline	
<b>K-12</b> Professional Development for all stakeholders on goal setting covering the following topics: <ul style="list-style-type: none"> <li>Introduction to goal setting with students.</li> <li>Orientation to the use of a common student template for K-2, 3-5, 6-12.</li> <li>Establishing common language using SMART goals.</li> <li>Strategies for monitoring goal progress and establishing new targets.</li> </ul>	Professional Development will be completed by the end of the first month of school and will be ongoing throughout the year as needed.	
<b>Requested Funding</b>		
Description	Anticipated Amount	Funding Source
None		
<b>Goal / Objective Narrative</b>		
Establishing and monitoring goals across all grade levels will assist students in monitoring and meeting educational and emotional needs. Teachers will utilize a common, age-appropriate template to set goals. Teachers, parents, and others who hold an educational interest in the student's progress will regularly revisit these goals. Students in grades K-2 will work on creating class goals that can include academic, discipline, and social emotional leaning. Students in upper elementary will focus on individual goals in reading and math with a social-emotional goal. As students move to the secondary level, goals will be maintained by subject with the inclusion of a social-emotional goal.		

Elementary students will utilize a common template to create and track goals. Secondary students can utilize a variety of goal setting resources including a planner to set and track academic and social emotional goals. Goals should be clear and reachable; therefore, they will follow the pattern of being simple, meaningful, attainable, realistic, and time sensitive.

Student goal setting will be a district-wide initiative utilized as a tool to progress monitor data. All stakeholders will help students' monitor progress toward their goals. As students achieve their desired goals, they will create new academic and social-emotional targets and continue to track their progress.

**Committee:** Instructional Delivery

**Goal:** To continue to close the achievement gap and recover lost learning through **progress monitoring**

Objective 2	Check Points to Achieve Objective	Measure of Success
<p>1. Leverage assessments to make informed decisions before, during, and after instruction.</p>	<p>1. Leverage assessments to make informed decisions before, during, and after instruction.</p> <p>Elementary</p> <ul style="list-style-type: none"><li>• Students will receive appropriate interventions based on their reading deficit.</li><li>• Proficient students will receive enrichment opportunities.</li><li>• Consistent in-program progress monitoring.</li><li>• Standardized data notebook implementation.</li><li>• Administrators will monitor the appropriate implementation of MTSS Data Notebook.</li><li>• Administrators will conduct five minute Intervention Walkthroughs bi-weekly.</li><li>• Administrators will ensure quarterly intervention fidelity checks.</li><li>• Teachers will conduct monthly data chats with students.</li><li>• Administrators will conduct monthly data chats with teachers.</li></ul> <p>Secondary</p> <ul style="list-style-type: none"><li>• Create a “data snapshot” sheet for each of their students with the students’ multi-year, historical math and ELA data during planning week. Provide the snapshot sheets to teachers to use this data for planning purposes.</li></ul>	<p>Elementary</p> <ul style="list-style-type: none"><li>• i-Ready Diagnostic Growth</li><li>• Progress towards i-Ready Stretch Growth</li><li>• In-Program Progress Monitoring</li></ul> <p>Secondary</p> <p>Tier I - 6-12 (prior to start of school)</p> <ul style="list-style-type: none"><li>• Historical Math and ELA data compiled on a “data snapshot” card for all students.</li></ul> <p>6-12 in FSA tested courses</p> <ul style="list-style-type: none"><li>• Tier I progress monitoring through commonly created assessments in collaboration or PLC groups.</li><li>• Quarterly Standards Mastery Assessments (QSMA) to assess the progress towards mastery of standards taught up to that point in the school year.</li></ul> <p>6-12 in MTSS</p> <ul style="list-style-type: none"><li>• Tier II and Tier III progress monitoring.</li><li>• Tier II and Tier III In program diagnostic in first 3 weeks of school</li></ul>

	<ul style="list-style-type: none"> <li>• Teachers will engage in vertical team conversations and PLCs to plan for and support learners based on the assessment data.</li> <li>• Teachers will: <ul style="list-style-type: none"> <li>○ Learn high engagement-high impact strategies to be able to monitor and adjust during instruction based on assessment throughout lessons.</li> <li>○ Learn strategies for building relational capacity.</li> <li>○ Be provided with a crosswalk to bridge understanding between face-to-face strategies and digital alternatives.</li> </ul> </li> <li>• Teachers will receive training on writing daily learning targets aligned to standards and to create formative checks for understanding.</li> </ul>	<p>then in program assessments for progress monitoring.</p> <ul style="list-style-type: none"> <li>○ i-Ready diagnostics AP1, AP2, AP3 in accordance with the District Assessment Plan (math and/or reading campuses).</li> <li>○ Read180 Reading Inventory at beginning of year and as scripted in program.</li> <li>○ Math180 Math Inventory and as scripted in program at applicable campuses.</li> </ul> <p>SEL Assessments</p> <ul style="list-style-type: none"> <li>• My Career Shines</li> <li>• AVID Assessment for students in the AVID elective.</li> <li>• BESS Screener (Behavior Screener)</li> <li>• Teacher Observation</li> <li>• Conferencing with students</li> </ul>
<b>Staff Development</b>		
Needs / Deliverables		Timeline
<p>Elementary</p> <ol style="list-style-type: none"> <li>1. Intervention Screening.</li> <li>2. In-Program Intervention Progress Monitoring.</li> <li>3. How to Use and Interpret Data to Inform Instruction.</li> <li>4. MTSS Data Notebook Expectations.</li> <li>5. Administrative Fidelity Checks.</li> </ol> <p>Secondary</p> <ol style="list-style-type: none"> <li>1. How to Use and Interpret Data to Inform Instruction.</li> <li>2. PLC Structure and Implementation (or applicable variation of DuFour Model). <ul style="list-style-type: none"> <li>• Create formative assessments in PLCs to inform instruction.</li> </ul> </li> <li>3. How to Create and Use Formative Assessment to Adapt Instruction.</li> </ol>		<p>Elementary</p> <ol style="list-style-type: none"> <li>1. Intervention Training (screening and progress monitor) –Beginning August 2020.</li> <li>2. Data Chats – Teacher to Student- Beginning August 2020 and ongoing with updated data.</li> <li>3. MTSS Data Notebook Expectations- August/September 2020.</li> <li>4. Implementing Administrative Fidelity Checks-September 2020.</li> </ol>

<p>4. Differentiation Training: Simple Strategies to Incorporate in Every Lesson (on site experts).</p> <ul style="list-style-type: none"> <li>• How to differentiate based on assessments.</li> </ul> <p>5. Leveraging Instructional Technology Tools (like Microsoft TEAMS or Google Classroom) to Monitor Assessment Implementation.</p> <ul style="list-style-type: none"> <li>• How to use these platforms to implement and monitor assessment.</li> </ul> <p>6. High Engagement-High Impact Strategies (on-site experts).</p> <ul style="list-style-type: none"> <li>• How to monitor and adjust in the moment.</li> </ul> <p>7. Reading, Writing, Speaking and Listening Strategies in all Discipline (program specialists and on-site content experts).</p> <p>8. Strategies to Build Relational Capacity.</p>	<p>Secondary</p> <ol style="list-style-type: none"> <li>1. Create template for assessment data mail merge to create “Data Snapshot” cards- by July 31.</li> <li>2. Training recommendations communicated to campuses – Mid-July.</li> </ol>
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<b>Requested Funding</b>		
Description	Anticipated Amount	Funding Source
<p>Any activity authorized by the ESEA of 1965, the Individuals with Disabilities Education Act, the Adult Education and Family Literacy Act the Carl D. Perkins Career and Technical Education Act of 2006 or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act.</p> <ul style="list-style-type: none"> <li>• Stipends for staff development.</li> <li>• Funds for printing “data snapshot” cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Funds previously budgeted in the differentiation action plan.</li> <li>• Funds previously budgeted in the differentiation action plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Title II</li> <li>• Emergency and Secondary School Emergency Relief Funds (ESSER)</li> </ul>

**Goal / Objective Narrative**

In an effort to close the reading achievement gap and recover lost learning, Marion County Public Schools will implement several steps to ensure ongoing progress monitoring and data analysis. This process will begin by analyzing data and properly placing students in appropriate intervention or enrichment programs. Schools will implement consistent in-program progress monitoring and collect data through a standardized data notebook. Administrators will regularly monitor the appropriate implementation of MTSS Data Notebooks. Administrators will conduct five-minute progress monitoring walkthroughs to review in-program data and to monitor program delivery. The use of quarterly

Fidelity Checks will allow administrators the opportunity to review all aspects of program delivery. Data will drive decisions regarding the continuation or modification of intervention program placements. Teachers will also conduct data chats with students as a part of the goal-setting objective.

In order to close the reading achievement gap using progress monitoring, secondary schools in Marion County Public Schools will align currently utilized systems for analysis of student progress. Prior to the return of students, student historical data will be combined into “snapshot” cards for teacher analysis and planning during pre-week. The ultimate goal of utilizing trend data is to limit student time taking assessments to continue support on SEL proficiencies and to increase teacher capacity in data analysis and differentiation. Teacher utilization of trend data for pre-assessment data, instead of taking time to collect new data formally, will increase the amount of time teachers have for instruction, which is crucial with the increased need to teach additional standards to fill in gaps from lost instruction during the prior school year. In this way, we will leverage assessment data and buy instructional time for teachers to respond to the data.

Structured teacher collaboration time, in the form of PLCs and other collaborative structures, will enhance instructional practice and provide opportunities to engage in the continuous improvement model and to increase differentiation strategies. The structured collaboration will take place during pre-planning week and continue throughout the school year to continue to support teachers in creation of standards-aligned assessments for frequent formative assessment in the classroom. The data that teachers gather from ongoing formative assessment will guide them in the decision-making processes for monitoring, adjusting, and differentiating instruction to meet the needs of their learners. Vertical team conversations will take place during the structured teacher collaboration time to allow teachers to share insight and longitudinal perspective on how to address gaps and how to enrich students, as needs are evidenced in the data.

Teachers will also engage in professional development related to technology resources that will help them create, administer, and respond to the assessments in face-to-face, blended and virtual learning situations. Teachers will receive a crosswalk of technology resources and the strategies the work to replicate of best classroom practices in a virtual environment. The Microsoft TEAMS or Google Classroom platforms may assist in the streamlining of communication between teachers and students as well as allow for active collaboration between students, which supports students both in the academic and social/emotional learning.

Social-emotional health affects student academic achievement and therefore needs to be taken into consideration and addressed in order to close the achievement gap. Teachers will receive training on strategies to build relational capacity with their students and between the students, they teach. As teachers and students build relational capacity, teachers and students will be more acutely aware of changes and ongoing needs of the other members in the class and able to adjust, adapt, and seek additional outside supports as necessary to address the larger social-emotional health considerations that some students will need.

All students that are receiving math and reading support in Tier II or Tier III will receive the applicable ongoing progress monitoring assessments and in-program supports within their intervention.

## Second Interruption Task Force Action Plans

<b>Committee:</b> MCPSONline Handbooks (K-5 and 6-12)		
<b>Goal:</b> To review the MCPSONline Handbooks to ensure teachers have a guide for instructional delivery during distance learning.		
Objectives	Check Points to Achieve Objective	Measure of Success
<ol style="list-style-type: none"> <li>1. Provide data driven rigorous relevant instruction in a distance-learning environment.</li> <li>2. Cultivate student relationships through Social Emotional learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide clear expectations for the delivery of instructional content and progress monitoring.</li> <li>2. Communicate expectations for continuing Social Emotional lessons.</li> </ol>	<ol style="list-style-type: none"> <li>1. Progress Monitoring Data.</li> <li>2. Completion of Social Emotional lessons following the suggested MCPS Mental Health pacing guide.</li> </ol>
Staff Development		
Needs / Deliverables	Timeline	
<ol style="list-style-type: none"> <li>1. Communication plan in regard to MCPSONline Handbook content to: <ul style="list-style-type: none"> <li>• The School Board and Top District Leadership</li> <li>• Union representatives</li> <li>• District staff and school administrators</li> <li>• Teachers, students, and families</li> </ul> </li> <li>2. Review the content and expectations of the elements within the MCPSONline Handbook with instructional staff.</li> </ol>	<ol style="list-style-type: none"> <li>1. July 2020 - Share MCPSONline Handbooks with stakeholders.</li> <li>2. Pre-planning week - Review MCPSONline Handbooks with instructional staff July 13- Share MCPSONline Handbooks with School based Administrators and the professional development timeline for platforms outlined in the Handbooks.</li> </ol>	

Description	<b>Requested Funding</b> Anticipated Amount		Funding Source
N/A	N/A	N/A	
<b>Goal / Objective Narrative</b>			
<p>The sub-committee developed recommended edits to the current MCPS Distance Learning Handbooks, both K-5 and 6-12. The sub-committee worked with the Scheduling Committee to rebrand the Distance Learning name to MCPSONline. The MCPSONline Handbooks will be used to guide instruction for distance learning.</p>			

**Committee:** Instructional Continuity Plan

**Goal:** To update the current MCPS Instructional Continuity Plan following the guidance of the FDOE Template guidelines from the CARES Act.

Objectives	Check Points to Achieve Objective	Measure of Success
<ol style="list-style-type: none"><li>1. Provide data driven rigorous relevant instruction in a distance-learning environment.</li><li>2. Cultivate student relationships through Social-Emotional learning.</li><li>3. Ensure equitable access for all students.</li></ol>	<ol style="list-style-type: none"><li>1. Communicate clear expectations for students, families, and teachers. Provide district guidelines for instructional practices such as grading, attendance, schedules, pacing. Offer professional development opportunities for teachers to support virtual learning.</li><li>2. Provide clear expectations for Social-Emotional lessons throughout distance learning. Communicate procedures to parent, teachers, counselors, and administrators for supporting students and families in crisis. Provide resources for supporting students with social emotional needs.</li><li>3. Provide staff and students with access to a mobile device for distance learning. Continue to provide hotspots and/or internet options for families without access to internet at home. Utilize one Learning Management System, Canvas, for all employees and students. Limit distance learning classroom platform options to Microsoft Teams. Provide options for assessment security on the platform of choice through a compatible</li></ol>	<ol style="list-style-type: none"><li>1. Utilize formative assessment to monitor student progress.</li><li>2. BESS Data.</li><li>3. Parent Technology Survey.</li></ol>

	program. Develop a plan for supporting ESE and ELL students during virtual learning.	
<b>Staff Development</b>		
Needs / Deliverables	Timeline	
<ol style="list-style-type: none"> <li>1. Professional Development for: <ul style="list-style-type: none"> <li>• Canvas and Microsoft Teams</li> <li>• Assessing learning in a virtual setting</li> <li>• Providing rigorous relevant lessons in a virtual setting</li> <li>• Engaging students in a virtual setting</li> <li>• Utilize digital curriculum components</li> <li>• Teacher evaluation during distance learning</li> </ul> </li> <li>2. Provide ELL and ESE support during Distance Learning.</li> <li>3. Additional devices for employees and students (Submitted from another sub-committee).</li> <li>4. Additional hotspots (Submitted from another sub-committee).</li> <li>5. Options for providing secure assessments in a virtual setting.</li> </ol>	Start August 2020	
<b>Requested Funding</b>		
Description	Anticipated Amount	Funding Source
<ol style="list-style-type: none"> <li>1. 333 Dell Chromebook Carts (holds 30 Chromebooks).</li> <li>2. 9,990 Chromebooks for Students for 1:1 Distance Learning.</li> <li>3. T-Mobile Hot Spots (Government Unlimited LTE) – 6,500 for Students for Distance Learning.</li> <li>4. 372 Dell Laptops for MCPS Staff.</li> </ol>	<ol style="list-style-type: none"> <li>1. \$323,010</li> <li>2. \$2,780,017</li> <li>3. \$1,560,000</li> <li>4. \$241,800</li> </ol>	CARES Act

## Goal / Objective Narrative

The current Instructional Continuity Plan was reviewed, ensuring it had the Department of Education's recommended guidelines in order to implement continuity of teaching and learning. The Instructional Continuity Plan (ICP) provides District and school contact information and guidance for parents, guardians and students. The Instructional Continuity Plan (ICP) provides an outline for teachers, administrator, and non-instructional responsibilities and District policy during a closure. In addition, this plan explains the structure for content delivery ensuring our students are able to continue their education from home, when necessary.

The Instructional Continuity Plan (ICP) provides the structure for students to continue engaging in rigorous and relevant instructional opportunities with embedded resources to ensure all students stay on track during a closure. The plan includes student and family expectations during MCPSONline learning, step-by-step directions for accessing the Learning Management System and teacher platform, and easy to access resources for home learning. A plan for supporting ESE and ELL students during MCPSONline learning was developed.

The committee considered the survey responses from approximately 22,000 families from all MCPS schools and it showed that 31 percent of our students need access to a device and 11 percent of our students need internet access to be successful in MCPSONline learning. In order to ensure equitable access for all students, it was recommended that a part of the ESSER funds be utilized so all staff and students were provided access to a mobile device for distance learning, and hotspots would be checked out to families without access to internet in the home. There are clear checkout procedures for student chrome books and hot spots, ensuring all students have access to a device and internet.

The committee recommends the use of either Microsoft Teams or Google Classroom as the MCPSONline learning classroom platform. School and District staff continue to have access to professional development opportunities through Microsoft Teams provided by the Teaching and Learning Department and the Technology Department. District staff will provide technology and curriculum support to teachers to ensure instructional goals are accomplished.

<b>Committee:</b> Learning Management System/Staff Development		
<b>Goal:</b> For the 2020 – 2021 school year, Microsoft Teams will be the district-supported platform serving as the springboard to allow for a seamless transition to Canvas for a blended approach to teaching and learning.		
<b>Objectives</b>	<b>Check Points to Achieve Objective</b>	<b>Measure of Success</b>
<ol style="list-style-type: none"> <li>In preparation for and during the 2020-2021 school year, district staff will support the training and utilization of Microsoft Teams as the digital hub to create and sustain an interactive online classroom.</li> <li>In preparation for and during the 2020-2021 school year, educators with established knowledge of Google Classroom may continue to utilize the platform as a virtual instructional delivery option.</li> </ol>	<ol style="list-style-type: none"> <li>Microsoft Teams professional learning opportunities were enacted March 23 as a resource on the MCPS Distance Learning SharePoint page. Additionally, Microsoft Teams training is currently being offered during the June 3 – June 30, 2020 timeframe. The professional learning opportunities are already developed and organized in four (4) Moodle courses allowing for current and future training opportunities, when appropriate (see detailed Staff Development timeline below).</li> </ol>	<ol style="list-style-type: none"> <li>While Teacher Webpages was the minimum expectation during Distance Learning, use of Microsoft Teams and Google Classroom will now be the minimum expectation for virtual instructional delivery. All teachers must determine which platform they will utilize for virtual instruction, and communicate their selection to their students, parents, and site-based administrator during August 2020 preplanning week.</li> </ol>
<b>Staff Development</b>		
<b>Needs / Deliverables</b>		<b>Timeline</b>
<ol style="list-style-type: none"> <li>Microsoft Teams Implementation Timeline.</li> </ol> <p><b>JULY 2020</b> Target Audience</p> <ul style="list-style-type: none"> <li><b>Site-based Administrators and other members of the School Leadership Teams</b> <ul style="list-style-type: none"> <li>Complete MOODLE courses:           <ul style="list-style-type: none"> <li>Teams Course 1 – All About Teams (1-hour course)</li> <li>Teams Course 2 – Working with Students (1-hour course)</li> <li>Teams Course 3 – Assignments and Feedback (1-hour course)</li> </ul> </li> </ul> </li> </ul>		<ol style="list-style-type: none"> <li>Microsoft Team Implementation Timeline.</li> </ol> <p><b>JULY 2020</b> <b>*Contingent upon plan approval</b></p>

- OPTIONAL: Teams Course 4 – Class Notebook in Microsoft Teams (1-hour course)

NOTE: The MOODLE courses would be modified for this group making completion of the hands-on activities optional for course completion.

Rationale: It is important for school administrators to fully understand the capabilities of Teams.

- **Lead Teachers from each school to serve as the site facilitator**

- Complete full non-modified MOODLE courses:
  - Teams Course 1 – All About Teams (3-hour course)
  - Teams Course 2 – Working with Students (3-hour course)
  - Teams Course 3 – Assignments and Feedback (3-hour course)
  - Teams Course 4 – Class Notebook in Microsoft Teams (3-hour course)

Rationale: These teachers will be the local “experts” on their respective campuses.

**AUGUST/SEPTEMBER 2020**

Target Audience

- **All Teachers**

Principals would have the choice of how best to provide the training for their teachers. They may choose to have their Lead Teachers conduct face-to-face trainings in a lab setting. They would also have the option of utilizing the MOODLE courses for their teachers with their Lead Teachers serving as the course facilitators, or they may choose a combination of both face-to-face trainings and MOODLE courses.

- Teams Course 1 – All About Teams (3-hour course)
- Teams Course 2 – Working with Students (3-hour course)
- Teams Course 3 – Assignments and Feedback (3-hour course)
- Teams Course 4 – Class Notebook in Microsoft Teams (3-hour course)

Rationale: Encourage all teachers to begin incorporating Teams into their normal instruction so that when/if a shutdown occurs the transition to distance learning can be seamless for students and teachers.

**AUGUST/SEPTEMBER 2020**

<p><b>Additional Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>• Encourage the use of Teams for additional purposes: <ul style="list-style-type: none"> <li>○ Virtual faculty meetings</li> <li>○ PLC meetings, grade level meetings, subject area meetings</li> <li>○ Clubs and extracurricular activities</li> </ul> </li> </ul> <p>Rationale: Expanded use of Teams in multiple settings will increase teacher comfort level with the platform.</p> <p>2. Canvas LMS Implementation Timeline.</p> <p><b>FALL 2020 – This training to commence as soon as Canvas is in place</b></p> <ul style="list-style-type: none"> <li>• Utilize training resources available through Canvas if possible. First wave of training would be school administrators and targeted lead teachers. <ul style="list-style-type: none"> <li>○ Live webinar training to train 2 groups of no more than 30 participants – 6 hours each <ul style="list-style-type: none"> <li>▪ 1<sup>st</sup> (core) group – Technology and/or Super Users</li> <li>▪ 2nd group – additional Super Users and Curriculum &amp; Instruction Coordinators/Program Specialists</li> <li>▪ Webinars are recorded and can be shared with others at any time for future training</li> </ul> </li> </ul> </li> </ul> <p><b>WINTER 2020/SPRING 2021 – This training to commence as soon as first wave of training has completed</b></p> <ul style="list-style-type: none"> <li>• Training provided to all teachers utilizing the training resources available through Canvas or in-house trainings could be developed if committee feels this would be more appropriate.</li> </ul>	<p>2. Canvas LMS Implementation Timeline.</p> <p><b>FALL 2020</b>  <b>*Contingent upon the acquisition of Canvas</b></p>	
Requested Funding		
Description	Anticipated Amount	Funding Source
<p>1. Moodle delivery of Microsoft Teams courses to Site-based administrators and Leadership Teams.</p>	<p>1. \$0.00  2. Lead teacher supplement for facilitating the Moodle course assignment review and grading at</p>	<p>1. N/A  2. CARES funding or Title II  3. CARES funding</p>

<p>2. Moodle delivery of Microsoft Teams courses to 100 Lead Teachers (2 per school site).</p> <p>3. Quote for a 3-year subscription contract with Canvas.</p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ Canvas can serve as the Professional Learning platform. <ul style="list-style-type: none"> <li>○ Provides teachers opportunity to learn Canvas from student perspective.</li> </ul> </li> <li>▪ Teachers and administrators will have access to: <ul style="list-style-type: none"> <li>○ Canvas Support via telephone – 24/7 (including holidays) – unlimited.</li> <li>○ Library prerecorded training modules – 24/7.</li> </ul> </li> <li>▪ School administrators can monitor the usage of training modules. <ul style="list-style-type: none"> <li>○ Virtual webinars available immediately, with onsite training available early August.</li> </ul> </li> </ul> <p><b>Student/Teacher Access</b></p> <ul style="list-style-type: none"> <li>▪ Canvas can be accessed by all users not only by laptop/Chromebook, but also through apps on cellphone and iPads.</li> <li>▪ Also included in quote is Canvas Studio Cloud subscription. <ul style="list-style-type: none"> <li>○ Video library created by teachers <ul style="list-style-type: none"> <li>▪ Teacher made videos.</li> </ul> </li> </ul> </li> </ul>	<p>their school locations (unsure of this anticipated amount).</p> <p>3. \$758,753.00</p>	
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<ul style="list-style-type: none"> <li>▪ Saved supplemental videos.</li> <li>▪ Ability for teachers to share videos with other teachers in District subscription.</li> <li>▪ Ability for teachers to monitor individual student viewing of videos. <ul style="list-style-type: none"> <li>• How long students watched.</li> <li>• At what point did students loose interest and stop watching.</li> </ul> </li> <li>○ Provides ability for students and teachers to interact with video. <ul style="list-style-type: none"> <li>▪ Captions (teacher)</li> <li>▪ Comments (student)</li> <li>▪ Embedded quizzes</li> </ul> </li> </ul> <p><b>Parent Access</b></p> <ul style="list-style-type: none"> <li>▪ Access through parent specific app. <ul style="list-style-type: none"> <li>○ Monitor student progress on assignments and feedback.</li> </ul> </li> </ul>		
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**Goal / Objective Narrative**

It is recommended that a part of the ESSER funds be used to purchase a District-wide learning management system. Use of an effective LMS will allow our District to streamline all digital tools and content to ensure a simpler and more connected experience for teachers and families if MCPSONline learning is needed. On-going professional development of all stakeholders will ensure teachers, students, and parents understand the basic and advanced components of the platform; therefore the district can leverage this resource to ensure continued instruction should MCPSONline be necessary.

<b>Committee:</b> Employee Designation		
<b>Goal:</b> Ensure the safety, security and welfare of students and staff by minimizing exposure to COVID-19 while meeting students' needs and maintaining business operations in accordance with applicable law, School Board policy and public health recommendations.		
<b>Objectives</b>	<b>Check Points to Achieve Objective</b>	<b>Measure of Success</b>
<ol style="list-style-type: none"> <li>1. Maintain a list that designates which employee classifications are able to telework, are not able to telework or are able to work a hybrid schedule and the duties they can perform.</li> <li>2. Create a School Board Policy to allow the District to continue to pay employees for a specific time period while at home due to an emergency interruption by September 8, 2020.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a list that designates employee classifications by June 24, 2020; work with Supervisors to determine suggested job duties to be performed during an emergency interruption by June 24, 2020; update and modify list as needed - ongoing.</li> <li>2. Initial discussion of a draft policy by June 23, 2020; draft ready by June 24, 2020; recommended policy approved by Superintendent and Legal by August 25, 2020.</li> </ol>	<ol style="list-style-type: none"> <li>1. School Board employees remain gainfully employed during emergencies while completing relevant and meaningful job duties beneficial to the students and District.</li> <li>2. School Board approves policy during School Board Meeting on September 8, 2020.</li> </ol>
<b>Staff Development</b>		
<b>Needs / Deliverables</b>		<b>Timeline</b>
<ol style="list-style-type: none"> <li>1. Training is needed for our essential support personnel to carry out remote duties: Zoom training, Microsoft Teams training if using, Learning Management System training. Training will occur during employees' regularly scheduled workday; no funding required.</li> <li>2. Cross training for extended day, cafeteria, transportation staff, etc. as needed to carry out additional duties not normally performed to include training in preparing and serving food, lifting, cleaning, using chemicals that differ from regularly used chemicals, etc. Training will occur during employees' regularly scheduled workday; no funding required.</li> </ol>		<ol style="list-style-type: none"> <li>1. As soon as possible after a school or District closure.</li> <li>2. As soon as possible after a school or District closure.</li> </ol>

Description	Requested Funding Anticipated Amount	Funding Source
<ol style="list-style-type: none"> <li>For staff to complete remote duties, administrators indicated a need for 410 Chromebooks and/or laptops.</li> <li>For staff to access the internet at home to complete remote duties, administrators indicated a need for 260 hotspots, which may include an annual contract with monthly fees.</li> </ol>	<ol style="list-style-type: none"> <li>Approximate cost for 372 Chromebooks and laptops: \$115, 000 - \$270,000.</li> <li>Approximate cost for 260 hotspots: \$20,800; monthly fees if required by vendor: \$140,400 for a total cost of \$161,200.</li> </ol>	<ol style="list-style-type: none"> <li>CARES Act Fund</li> <li>CARES Act Fund</li> </ol>
<b>Goal / Objective Narrative</b>		
<p>In keeping with Marion County Public Schools’ priority to serve students and support faculty and staff, our Employee Designation Subcommittee has worked to develop a plan that ensures the safety, security and welfare of students and staff by minimizing exposure to COVID-19 while meeting students’ needs and maintaining business operations in accordance with applicable law, School Board policy and public health recommendations. It is the desire of this committee to keep as many employees gainfully employed during emergencies, completing relevant and meaningful job duties beneficial to students and the District.</p> <p>This plan includes the identification of employee classifications as able to telework or hybrid work (which includes both on site work and on telework), suggested tasks employees may perform and training needed for non-instructional personnel in the event of a second interruption. This document is intended to be continually edited and updated in accordance with changing job descriptions, department needs, union conversations, and required District response to the COVID-19 Pandemic. It is important to note that employee designations are suggested for entire classifications. These designations may change according to individual employee, school and/or District need and should be reviewed on a case-by-case basis when the need arises. Principals and Supervisors will remain flexible with employee schedules and, if possible, will provide employees adequate notice when requiring them to report to a worksite.</p> <p>In the event of a partial interruption such as the closure of a school(s) or department(s), unless furloughed, employees impacted by the closure may be reassigned to other schools or departments as needed to assist or may telework or hybrid work to assist distance learning. Employees affected by a closure and who are under quarantine may choose to telework if possible, based on their job duties and health status.</p> <p>To support employees, this plan includes the recommendation of a new School Board policy to pay employees performing work during the occurrence of an emergency, disaster, or public health emergency while ensuring the District's compliance with applicable law regarding</p>		

documentation for reporting of time and other associated costs. To comply with documentation requirements for reporting of time, the committee recommends the requirement of timesheets and task logs for hourly staff.

The identification of employee classifications as able to telework or hybrid work (which includes both on site work and on telework) is not intended as a permanent classification designation. These designations and work arrangements are solely in response to the COVID-19 Pandemic and are a temporary measure due to an unanticipated safety threat.

This plan is subject to and could be modified in accordance with District need and current applicable law, executive orders and public health recommendations related to COVID-19.