



Considerations for Maryland Recovery Plan Scenario (July 2020)

Scenario	<u>Schools will open with flexible scheduling models incorporating in-school and virtual learning</u>		
Considerations	What are the issues that may impact equitable access in each of the areas below?	What are the roadblocks?	What are the solutions?
Transportation	<p>Bus driver and student health need to be considered, including cloth face coverings.</p> <p>Arrival and dismissal procedures currently do not provide safety for all kids.</p> <p>Bus drivers will need a barrier to maintain shielding from students. Bus drivers will need training on expected bus behaviors and responsibilities – and rights.</p> <p>Not all families are comfortable with continuing bus services.</p> <p>Issues identified and discussed but not resolved:</p> <p>Not all students rely on school provided buses – MTA services for students in BCPSS.</p>	<p>Who will provide cloth face covering for bus drivers? Not currently available.</p> <p>Inconsistent expectations of bus behavior responsibilities – the training is not currently available or scheduled.</p> <p>Additional recommendations and guidelines for bus modifications that may be offered by MVA may impact LSS developing plans for transportation. Evolving recommendations may influence decisions.</p> <p>Families, and communities need to work together to support guidelines being developed by LSS. Communication about expectations need to be clearly communicated prior to return.</p>	<p>Provide cloth face coverings to bus drivers.</p> <p>Design new systems for arrival and dismissal procedures to provide safe distancing.</p> <p>Create requirements for keeping students socially distanced on buses to adhere to health guidelines. Develop clear expectations for students and bus drivers. Provide training for bus drivers.</p> <p>Communicate bus expectations widely to the community. Provide additional support staffing on the bus.</p>



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	<p>All students need a clean bus and those services are not currently available.</p> <p>Keeping students socially distanced will interrupt timing and scheduling.</p> <p>In order to keep students safe, temperature taking is one way to ensure health of all students. All students would need this prior to bordering.</p> <p>Uncoordinated protocols across LSS will create inconsistent expectations for teacher and students (i.e. temperature taking).</p> <p>Not all families have the option to provide in-person support for student preparation for transportation – temperature, cloth face mask.</p> <p>Additional requirements will required additional staffing to allow for equitable implementation of services.</p>		



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	<p>Trauma informed pedagogy needs to be a driving force in developing guidelines.</p> <p>Social-emotional support needs to be differentiated by grade band.</p> <p>Special Education issues: transportation, its varied forms – buses, vans, taxis, etc., and social distancing, face masks, Instructional Assistants.</p>		
Food Service	<p>School meals are required to be provided by federal law, Free and Reduced Meals. Cannot abrogate this responsibility. Significant points of contact on surfaces (e.g. students entering ID on keypad/handheld devices). Being able to covertly identify Free and Reduced Meals students (e.g., to collect money). Challenges with honoring data privacy and ensuring that all eligible students are able to receive meals (assuming that National Emergency program that operated in spring will not continue in SY2019-20).</p>	<p>Some of the advanced technologies (e.g. touchless devices) may require procurement (extra cost to implement).</p>	<p>Rely more on technology – parents pay for meals online, use handheld devices for students to sign in with when delivering meals. There is technology that allows for touchless interactions that some LSSs are using.</p>



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	<p>Issues with social distancing/physical spacing in cafeteria and other spaces. Schools overcrowded, don't have space to feed students.</p> <p>Families will need to be connected to the food services system</p> <p>Issues identified and discussed but not resolved:</p> <p>Equity issue - some students need special meals (e.g. students with allergies). How to ensure that these meals are managed appropriately – training for staff who prepare/deliver for students with special dietary needs.</p> <p>Emergency response protocols (e.g. Epi pen administration) will need to be adjusted) in light of new physical spacing needs.</p>	<p>Schools will need to create differentiated food delivery systems. Have identified different possible delivery models in principle, but yet to operationalize them (see them work in practice).</p> <p>Getting parents to fill out paperwork for Free and Reduced meals can be challenging – connecting families to available services.</p>	<p>Using different models already – delivery, pick-up, small numbers of students dining in.</p> <p>Direct certification drives CEP formula (e.g. SNAP, Headstart, homeless, foster) – this alleviates need for parents to fill out paperwork to apply for services. (August 31 is deadline for LSSs to apply for CEP. This year will use June 19 data to determine which students will count towards CEP.). Can MSDE update CEP data more frequently than quarterly (e.g. monthly) to allow for better tracking? MSDE expecting some changes to process for coming school year. Is already possible for LSSs to update eligible schools on list.</p>

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Health and Safety	<p>Students and educators will need access to cloth face coverings. Not all family schedules are able to support guidelines for health. Students have varying needs related to face cloth coverings</p> <p>Students will need instructional settings that adhere to safety guidelines.</p> <p>Evolving awareness and research around the science of COVID (how it's transmitted, the extent of infectiousness) and on best practices – we will need to adjust policies/procedures as we learn more.</p>	<p>Current bank and allocation of cloth face coverings will need to be laundered and maintained. Students will need access to cloth face coverings that will not interrupt a student's opportunity to learn and focus while in school.</p> <p>All educators including principals/administration will be expected to uphold, implement, and enforce safety guidelines while delivering classroom instruction and throughout school premises.</p> <p>Resistance among some members of the community to enforcing safety guidelines (e.g., wearing masks). Children's natural inclination on occasion is to challenge "the rules" – do not want to punish children for this behavior, especially if parents are the ones who have</p>	<p>Current bank and allocation will provide short-term solution. Families and students will need to identify coverings that will not disrupt their ability to focus and learn while in school. For students with 504/IEP accommodations that do not support the use of daily coverings will need individualized support and plans.</p> <p>While important that teachers/administrators model behaviors, peer-to-peer support/interactions among students (e.g., to model behavior on buses, eating) is potentially even more important. Draw on student government associations for advice/support on how to implement these new protocols/practices – encourage principals to reach out to student government/leaders.</p> <p>Clear guidelines being developed by CDC and others on protocols – e.g. what is the definition of an outbreak (not the same as a cluster of cases within the same classroom; implies spread across multiple spaces across school). Already have existing protocols for dealing with outbreaks for other scenarios – can be adapted/extended to COVID situation.</p>



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	<p>Issues identified and discussed but not resolved:</p> <p>Legitimate concerns among parents/educators as to the seriousness of this issue, which need to be addressed. Recognize they are real.</p> <p>What happens if someone tests positive or if there is a full-blown outbreak? – protocols for quarantining, contact tracing, etc. Anyone who’s been in contact will need to self-isolate/be quarantined, even if they have no symptoms.</p> <p>Need to provide ongoing education to those who are quarantining at home.</p>	<p>communicated the message to their children that these safety guidelines (e.g., wearing masks) are not legitimate.</p> <p>Issues identified and discussed but not resolved:</p> <p>MSDE and others have issued guidance on cleaning, but ultimately it is left to LSSs to decide on this – e.g., how often will particular spaces be cleaned.</p> <p>Mask wearing and temperature present similar roadblocks.</p>	



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	<p>What are the cleaning protocols/ expectations? – E.g., Disinfect rooms daily?</p> <p>From student perspective, especially younger children, need to explain the realities of COVID in an age appropriate manner. Lots of uncertainty. Ensure smooth transition (focus on orientation to new reality) and set expectations for students (e.g., behaviors, wearing masks).</p> <p>How can we engage student leaders to support a smooth transition?</p>		



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Instruction for All Students	<p>Students: Many students are not able to benefit from distance learning.</p> <p>Families: Many parents cannot support their students through distance learning and a hybrid schedule makes it very challenging for parents. How to support parents and families with multiple children in a system who may be on different schedules. How to support families who might have to rely on older students for help. How to communicate with parents about prioritizing instruction for students who require more help and support. Collaboration with parents and families; managing</p>	<p>Access to devices, having to share devices/screen time, access to wifi/lack of connectivity, and lack of bandwidth.</p> <p>Parents/guardians inexperience with facilitating instruction, parents/guardians also having to work at the same time and the students need support/instruction, and the time and preparation required from LSS to provide training for parents/guardians.</p>	<p>Local School Systems (LSS) should prioritize face-to-face instruction for students who are not being fully supported through distance so that they return first. In addition, students who were not engaged in the spring virtual learning process should also be prioritized. These decisions must be done to ensure that the prioritization does not stigmatize the students returning and does not lead to a segregation of students with disabilities and other vulnerable groups; need to consider the least restrictive environment.</p> <p>LSS should equip parents with some of the same resources teachers have (answer keys) to better support students at home. LSS should provide interpreters for families and students who do not speak English. LSS must ensure that teachers are giving feedback to parents about the instruction. A survey of parent's needs should be considered.</p>



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	<p>family dynamics with providing virtual learning in the home.</p> <p>Teachers: Supporting the demands of teachers working in a hybrid model.</p> <p>Instructional Quality: How can teachers provide evidence-based practices in an online or remote setting?</p> <p>Social-emotional supports will be missing in a remote learning environment.</p>	<p>Comfort/training on new technologies and programming for distance/virtual learning, mentorship and guidance of new/developing teachers, union and contract concerns, and the coordination of personal and work schedules.</p> <p>Identifying evidence-based best practices, timing and resources to provide professional development on selected practices, and adjusting an evaluation system/set of standards to address a hybrid model.</p> <p>Identifying the best ways to infuse social-emotional supports into classroom instruction and who will facilitate the lessons, privacy and confidentiality concerns for small group and individual counseling in a</p>	<p>LSS should provide Intensive professional development around distance/virtual learning and how to engage students. Consider what educators need to transition their teaching from virtual and face-to-face; make sure they have the training and technology they need to be successful.</p> <p>LSS should ensure that principals/evaluators are doing virtual learning walks to ensure quality instruction is occurring and build in planning time for teachers. MSDE should provide guidance on best practices for providing instruction in a hybrid/virtual model for all students including students with disabilities, EL students, Gifted & Talented students, and other student groups.</p> <p>Schools should use school counselors in the virtual learning lessons, e.g. coping skills, SEL, etc. Schools should refrain from suspending/expelling students from school upon return with the understanding that the transition will be challenging for everyone;</p>

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	<p>Question: There are some great programs and activities to support SEL; however, with schools moving to hybrid or 4x4 models, there seems to be little time for SEL. How can we suggest that school systems find ways to deal with SEL and find time in their days or weeks to implement discussions and/or activities to support SEL as part of the curriculum? Relationship-based activities and programs will be necessary for student success.</p> <p>If high school students are working with young children, will they be tested for COVID before working with kids?</p> <p>CTE students will struggle to earn the hours for industry credentials.</p>	<p>remote/virtual setting, and exclusionary discipline practices.</p> <p>Access to tools, workshops etc. required to perform essential teaching/learning, and closed business/internship/work-study sites.</p>	<p>provide more trauma-informed approaches to school discipline. LSS should provide trauma-informed supports for staff and students upon re-entry, acquire more staff for social-emotional support, and utilize community-based partners who can provide excellent social-emotional supports. Consideration should be given to developing more community school models, implementing individualized learning plans for all students, and including student assessment to determine current level of learning. Schools should consider utilizing peer mentoring programs to give students a voice and allow students to support one another, especially at the middle and high school levels. Explore models in the online setting for developing relationships and rapport with students.</p> <p>LSS should explore allowing CTE teachers to provide their virtual instruction from automotive shops and other associated businesses/industries and identify virtual workplace learning for student when and where possible. If buildings are open and available, LSS should allow students to access the tools they need to earn credentials. Grant</p>

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	<p>Monitoring student progress in a hybrid or remote setting.</p>	<p>Determining which assessments should be used, burnout from being assessed too often, and developing outcomes for differentiated instruction/modalities.</p>	<p>announcement for more materials and devices can be purchased to support CTE students in the virtual setting. Increase and expand partnerships to address staffing shortfalls. CTE students who are ready for internships can be part of virtual meetings at companies. At the very least they will experience discussion and conversation.</p> <p>Weekly quizzes to monitor student learning/progress. Utilize multiple forms of monitoring, e.g. assessment, observation, etc. Ensure monitoring is occurring but also check to ensure students are not overwhelmed with the amount. Monitor with intentional outcomes for differentiated instruction and products used in the learning process. Ensure students have access to a variety of monitoring/assessment modalities. Have contingencies plans for providing monitoring and assessment if another outbreak occurs. Give students choice and voice in how they can demonstrate learning.</p>

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	<p>Issues identified but not discussed:</p> <p>How to support homeless students with a hybrid model.</p> <p>Multiple people having to use the same device throughout the day; assistive technology needs, e.g. headphones.</p> <p>The ability to move forward in student learning outcomes and not just simply contacting the student on a given day.</p> <p>Ensuring quality in the offering and access to virtual learning and curriculum for charter schools.</p> <p>Engaging gifted and talented students.</p> <p>Addressing staffing shortfalls.</p> <p>Evaluation of teachers in a hybrid setting. How will it be addressed?</p>		<p>Additional Comments:</p> <p>University teacher preparation programs and how teacher candidates and faculty can be utilized for professional development; collaborate with universities to ensure teachers are better prepared for current teaching environment,</p> <p>Support for teachers/educators who have to teach a class while supporting their own students at home concurrently.</p> <p>Review other states to see what research/evidence-based hybrid models are being implemented.</p> <p>Administrators with a focus on how to communicate to families and prioritize family choice/flexibility.</p> <p>Develop a set of equity principles so that equity is central to every decision.</p> <p>Re-think ways to provide mentorship and support for new and developing teachers.</p> <p>And Social Emotional support extends to faculty and staff, and expanding the support community to include higher education partners--not just teacher preparation programs, but social work, health care, public health, etc.</p>

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<p>Student Supports: Special Education/EL</p>	<p>How will high quality instruction occur for students with disabilities? What does it mean for the IEP and associated data?</p> <p>Students with disabilities, particularly those on the Autism Spectrum, struggle with transitions in a hybrid model from being in school sometimes and then not in others. In addition, students who depend on paraprofessionals for their needs in a virtual setting.</p> <p>Identifying EL students in a virtual learning setting and then be able to provide services, gauging their English proficiency, and communication to families of EL students must be clear, consistent, and translated.</p>	<p>Differentiating instruction in a virtual setting, ability to hire/train additional support staff, and ability/capacity for students to work in smaller groups.</p> <p>Creating multiple schedule formats/models, ability/capacity to hire additional paraprofessionals, and ensuring all related services needs are met.</p> <p>Appropriate and understandable translation services and educating LSS on available translation options.</p>	<p>LSS should include students with disabilities in the flexible model that is strategic and intentional and provides equity to all students; All means all. Increased creativity with delivering virtual or hybrid instruction for students with disabilities, which could include addressing staffing.</p> <p>LSS should provide In-person services at students' homes who might be able to then get direct services and instruction, e.g. Autism waiver. In addition, LSS should explore alternatives to small group lessons for the hybrid/virtual setting.</p> <p>MSDE should review best practices for identifying and providing instruction to EL students in the virtual setting and provide guidance for the LSS. LSS must ensure that interpreters are available for parents and families when providing instruction at home and that interpreting for related service</p>



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			<p>providers working with EL students, but not using Google Translate or similar tools. LSS should seek to increase staff who can ensure effective translating services and allow for the use of small group settings for EL students. Finally, LSS should explore community partnerships to provide services to EL students.</p>
Technology	<p>Many students do not have access to the internet to use devices and/or they do not have access to devices. In addition, devices may not also be equipped to handle the software demands required by online learning. Broadband, infrastructure, and connectivity issues also impact families accessing the internet and multiple devices at the same time in the same home.</p> <p>Questions:</p> <p>Is a one to one student to devices being explored?</p>	<p>Access to devices, having to share devices/screen time, access to wifi/lack of connectivity, and lack of bandwidth.</p>	<p>Many LEAs are using CARES Act and Title IV, Part A waiver funds to buy more devices for students. Use of this money should ensure that all students have access to an up-to-date device. To ensure a smooth transition to a flexible model, Local School Systems (LSS)SS should conduct practice runs prior to the start of the school year to iron out any issues. This will minimize interruptions to instruction and ensure students and parents are able to utilize the devices for instruction. The LSS should negotiate options for parents to have internet access at an acceptable bandwidth or cost AND investigate putting in a mesh network in the district.</p> <p>When instruction occurs, LSS should make instruction and learning available through multiple modalities, e.g. a cell phone, laptop, etc. Clear guidelines should be established for total daily screen time for students (particularly at the K-5 grades). Local School</p>



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			Systems should explore additional consumables and alternate materials that can be sent to students to limit the amount of screen time for younger learners, and explore additional funding sources, e.g. federal, State, etc. /waivers that will allow for the purchase of consumables. LSS should examine the use of mass media, local newspaper, to send and communicate lessons; cable TV or the telephone could be additional modalities.

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Child Care	<p>Cost-families lost jobs and income. Returning to child-care is costly</p> <p>Rotating schedule is hard to schedule</p> <p>Educators and school staff with children in school who are required to work</p> <p>Age appropriate child-care is an issue</p> <p>Outbreak in child-care center</p> <p>Plan if someone does test positive?</p> <p>Access-are centers going to held to high level health standards (Steven</p>	<p>Funding to purchase PPE and cleaning supplies</p> <p>Physical space to spread students out</p> <p>Number of centers taking new enrollees and open (Steven about 70% open, limited capacity)</p> <p>More need than slots available. Limited capacity issues</p> <p>Funding to incentivize larger centers to open. (little revenue margins)</p> <p>Max at 15 currently. Struggling to make ends meet.</p> <p>Cost to parents-high unemployment.</p>	<p>State Legislators working on funding. Need federal funding too. Federal bills being considered. County funding.</p> <p>Scholarships are available for needy families.</p> <p>Partners offering help to work with school systems to support childcare and families during time to do distance learning.</p> <p>Communication-Early learning coordinator in local school systems. On going conversations important. Bridging early childhood and K-12. Continuum.</p> <p>Child-care needs to be part of Recovery Planning and Recovery Plans</p> <p>External communication in many languages, communications to educators, staff.</p> <p>Provide child-care in empty parts of school, Maybe engage juniors and seniors in high</p>

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	<p>Hicks-yes. Including training and health care. Already being done at high levels.)</p>	<p>Can they deliver digital learning? Can they help students to learn digitally?</p> <p>Trust/Fear about the virus.</p> <p>Family or center-based providers-different ages of children</p> <p>How many have license to have school aged children?</p> <p>Will have to apply for correct license if they want to change to meet the needs of older children.</p>	<p>school to assist. (may not be possible due to licensing)</p> <p>CTE has childcare programs. May be in place in school systems-may be underdeveloped. All guidelines are required and must be followed.</p> <p>Emergency licensing? School aged child-care in an alternative space? Repurposing of school spaces or other large areas (buildings, etc).</p> <p>Higher education has child-care centers-moved from high schools to higher ed. in many places.</p> <p>When pandemic hit-essential personnel school aged sites-YMCAs, etc) limited licensing requirements. Reputable folks.</p> <p>Need to be cautious that we are not just replicating schools.</p> <p>Systematic plan-superintendent works with principal, principal works with educators,</p>



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			<p>educator identifies families/students by name and know where that child will be if not on school campus. Safety of child included in identification. Teacher can work with others to identify what the child needs and where they need to be.</p> <p>Other employees can assist-hourly employees who usually work one-on-one with students. Already fingerprinted and have trainings.</p> <p>There are licensed child-care programs that work in the schools with trained staff. Auditoriums, cafeterias can be investigated as spaces for after-school care, etc.</p> <p>Let families know that Maryland has laws in place-no nanny sharing, etc. Educate. We have programs that would like to open and staff that could assist.</p>



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Staffing	<p>Considerations of age and health and family status issues (children, family with health issues)</p> <p>Lack of technology to do their work. Internet access as well, Training, technology for support staff often lacking</p> <p>Single parents</p> <p>Geographic location, public transportation</p> <p>Multiple jobs</p> <p>Staff reaching out to students who are missing from engagement. Who will be doing that?</p>	<p>Substitutes-changes in delivery models</p> <p>Are there enough substitutes</p> <p>Training on the platforms needed to deliver instruction.</p> <p>CTE educators may not have instructional training but have training in their fields. Need training too</p> <p>Varying levels of background training in virtual instruction</p> <p>Parents as teachers-need training and access</p>	<p>Training for child-care providers/educators/staff/substitutes/families to do virtual instruction (extended staff)</p> <p>Option for virtual lessons delivered from classrooms (chemistry, CTE, others). Visual demonstrations</p> <p>Educators being partners and support for each other for virtual instruction</p> <p>Face-to-face contact and engagement important. Need to have hands on instruction</p> <p>Partners support important- but needs to be monitored</p> <p>Cohesion for instruction moving from virtual to in person. Teacher teams and other strategies need to be employed</p>

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		<p>Child-care</p> <p>Retirements, taking leave</p> <p>Time for training and time to practice</p> <p>District policies about type of virtual instruction</p> <p>Comfort level in a synchronistic environment</p>	<p>Phases for change. Needs of staff and parents. Every building may have varying needs. Alert people of upcoming changes so they can prepare.</p> <p>Look at workload in hybrid situation. How many students are going to show up? All needs to be considered.</p> <p>Default to blended options easier to move from virtual to in-person is easier.</p> <p>Prepared to go from hybrid to completely virtual if another outbreak. Nimble.</p> <p>Essential training for new educators and staff</p>

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		<p>Teacher cameras? Many do not have cameras and other hardware</p> <p>Scheduling access to classrooms if teacher wants to present from classroom. Cleaning, disinfecting, etc.</p> <p>New staff and educators</p>	<p>May need to redefine staff positions, reach out to retirees, Creative ways to employ staff.</p> <p>Oversight vital. Work must be reasonable for all staff. Guidance and accountability.</p> <p>Screen time regulations should be followed for all staff and students.</p> <p>Health breaks-yoga, mindfulness.</p>
Social-Emotional	<p>Assignments can be overwhelming in virtual instruction</p> <p>Not feeling work was beneficial</p> <p>Unhealthy environments when not in school</p> <p>Lack of devices for families with multiple children</p>	<p>Not having interactive instruction</p> <p>Rigor balanced with social emotional needs</p> <p>Lack of access</p> <p>Hard to identify student who have needs because they have been away for so long</p>	<p>Discussion in classes important. Interactive/collaborative</p> <p>More synchronistic instruction</p> <p>Scheduled time for social emotional support in classroom time (COVID, equity, etc)</p> <p>Staff own social emotional needs must be attended to</p>

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	<p>Not being with peers</p> <p>Where does the technology go-at home or in school?</p> <p>Access to social emotional supports</p>	<p>Unreported abuse issues</p> <p>Student who did not check in</p>	<p>Additional supports need to be provided-access vital.</p> <p>District efforts to share resources</p> <p>Provide mental health training for staff-trauma informed care, refer to resources in school and in community. Training for recognition of signs and symptoms</p> <p>Training on holding courageous conversations so they are safe</p> <p>Self-care for educators. Staff mental health issues as well.</p> <p>State support for restorative practices/approaches-mandated. Training being developed</p> <p>Equity and Implicit bias training</p> <p>Training on depression, isolation and mental health</p> <p>Crosswalks to instruction for SEL being developed</p>



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Considerations	What are the issues that may impact equitable access in each of the areas below?	What are the roadblocks?	What are the solutions?
			<p>Materials for staff on SEL being developed</p> <p>Training in SEL</p> <p>Triage/crisis intervention services for schools with losses/deaths</p> <p>Polling and surveying staff and students to determine needs</p> <p>Ability to build relationships with students virtually and hybrid strategies.</p> <p>Tile IV, Part A funds, CARES Act funding(?) Possibly if funded.</p> <p>Consider virtual start-impacts on bus drivers and others. May need to redefine their work so they are not laid off.</p> <p>Safety net procedures for students who do not engage. Educators need to know the process-who to reach out to.</p> <p>Communication to parents and families. Some way to log in and make sure students are connected.</p>



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Considerations	What are the issues that may impact equitable access in each of the areas below?	What are the roadblocks?	What are the solutions?
			<p>Work with special education and special needs students to assure their plans are up to date regarding SEL needs.</p> <p>Staff needs for protective gear for students with high needs (may be physical too)</p> <p>Communicate health strategies intervention protocols and assessments with staff</p>



Considerations for Maryland Recovery Plan Scenario (July 2020)

Scenario A		Scenario B		Scenario C	
Name:	Organization:	Name:	Organization:	Name:	Organization:
Noureen Badwi	Student - Maryland State Board of Education	McKenzie Allen	Maryland Alliance of Public Charter Schools	Cheryl Bost	Maryland State Educators Association
Terry Ball	Maryland Association of Elementary School Principals	Edna Battle**	Maryland Parent Teacher Association	Diane O’Grady Cunniff	University System of Maryland
Teresa Beilstein	Teacher of the Year	Caroline Boice	Legislative Services	Brian Dulay**	Maryland Business Roundtable
Keith Colston**	Maryland Governor’s Office of Community Initiatives	Kenya Campbell	American Federation of Teachers	Drew Fagan**	University of Maryland - EL
Cheryl DePinto	Maryland Department of Health	Edwin Green**	Greater Baltimore Urban League	Stephanie Farmer**	Principal
Barbara Dezman**	National Association for the Advancement of Colored People	Ryan Kaiser	Baltimore City Public Schools – Former Teacher of the Year	Rachel Hise	Legislative Services
Emily Dow	Maryland Higher Education Commission	Addie Kaufman	Maryland Association of Secondary School Principals	Nicole Parr	Career Technology Education (Cecil County)
Cristina Duncan Evans**	Baltimore Teachers’ Union	Marlo Lemon	Parent’s Place of Maryland	Christine Peusch	Maryland State Child Care Association
Frances Glendening	Maryland Association of Boards of Education	Leslie Margolis	Disability Rights of Maryland	Grant Procopio	Student – Maryland Association of Student Council
Kelly Griffith	Talbot County Public Schools Superintendent PSSAM	Naggena Ohri	Student - Maryland Association of Student Councils	Steven Averitt Sanzone	Parent’s Place of Maryland



Considerations for Maryland Recovery Plan Scenario (July 2020)

Scenario A		Scenario B		Scenario C	
Name:	Organization:	Name:	Organization:	Name:	Organization:
Rachel London**	Maryland Developmental Disabilities Council	Nancy Shapiro	University System of Maryland	Janet Wilson	Chief, Teaching, Learning and Schools Montgomery County Public Schools
Afie Mirshah Nayar**	Principal Montgomery County; Maryland Association of Secondary School Principals	Sharelle Stagg	Elementary Assistant Principal Prince George's County	Diane Workman	Calvert County Public Schools Assistant Superintendent
Tonya Sweat	Maryland Parent Teacher Association	Daryl Williams	Baltimore County Public Schools Superintendent, PSSAM		
		John Woolums	Maryland Association of Boards of Education		
MSDE PARTICIPANTS					
Co-Chairpersons: Dr. Sylvia Lawson, Deputy Superintendent, Office of School Effectiveness Dr. Carol Williamson, Deputy Superintendent, Office of Teaching and Learning					
Michelle Cooper	Maryland State Department of Education	Tiara Booker-Dwyer	Maryland State Department of Education	Zachary Hands	Maryland State Department of Education
Rhodri Evans*	Maryland State Department of Education	Marcella Franczkowski	Maryland State Department of Education	Steven Hicks	Maryland State Department of Education
*Leah Renzi	Maryland State Department of Education	Jennifer Judkins	Maryland State Department of Education	Kelly Meadows	Maryland State Department of Education



Considerations for Maryland Recovery Plan Scenario (July 2020)

Scenario A		Scenario B		Scenario C	
Name:	Organization:	Name:	Organization:	Name:	Organization:
Gabriel Rose	Maryland State Department of Education	*Bruce Lesh	Maryland State Department of Education	Lynne Muller*	Maryland State Department of Education
Robin Ziegler	Maryland State Department of Education	Jonathan Turner*	Maryland State Department of Education	Walter Sallee	Maryland State Department of Education
		Ilhye Yoon	Maryland State Department of Education	*Susan Spinnato	Maryland State Department of Education

*Facilitator or Notetaker

**Invited to participate but unable to attend the meeting