The Somerset County Public Schools Continuity of Learning Plan will focus on providing students with a learning opportunity to strengthen those important, foundational skills required for success at the next grade. Unfortunately, new learning will be a challenge given the current school closure. Therefore, we will focus our efforts on building the student’s capacity for success in the 2020-2021 school year.

Essential Component 1:

On March 25 & 26, a survey was pushed out to all families via a ConnectEd call to determine a basic understanding of connectivity and device availability. Roughly 50% of the families within our county responded. The following were the results of this survey:

**Question #1:** Do you have reliable internet connection in your home? 1) Yes; 2) No; 3) Sometimes
Results: 1454 households responded. 976 (67%) indicated Yes; 19% indicated No; and 14% indicated Sometimes.

**Question #2:** Besides a cell phone, do you have an internet capable device available for your students to use? 1) Yes; 2) No
Results: 1436 households responded. 898 (63%) indicated Yes; 538 (37%) indicated No.

**Question #3:** When instructional packets are made available, do you have transportation to go to your child’s school to pick up the school work? 1) Yes; 2) No.
Results: 1419 households responded. 1289 (91%) indicated Yes; 130 (9%) indicated No.

**Question #4:** What would be the best way to make student work available to your child? 1) Internet; 2) Packets available at Food Sites; 3) Packets available from school.
Results: 1399 households responded. 639 (46%) indicated Internet; 306 (22%) indicated Food Sites; 454 (32%) indicated School.

As we moved into the development of the learning packets, we learned that our connectivity and device data was inaccurate. There were far more families that did not have reliable connectivity, or there was a single device in the family for multiple children to use plus parents who were working from home. When Learning Packet #1 was mailed on April 3, our high schools and intermediate school had confirmed with approximately 40% of their student population who indicated their preference to receive the packet work electronically. At this point, only students in grades 6-12 were given the option to access learning packet work via Google Classroom. By Learning Packet #3, that percentage had dropped to approximately 25% due to connectivity issues across Somerset County. Therefore, the primary source of instructional work was going to be through paper learning packets mailed home.
Regarding “Accommodations for students with no connectivity”, Somerset County Public Schools did purchase and install Internet Extender devices in all school buildings. These would allow parents to drive into our school parking lots and access the internet in order for their child to complete the work via the Google Classroom. However, Somerset County Public Schools does not have the resources to furnish all students with laptops. Therefore, the accommodation to assist these students with their work would fall on the shoulders of our teachers to make regular contact with their students to offer any assistance needed on the activities provided.

Somerset County Public Schools are examining a 1-1 initiative for 2020-2021 with all students in grades 6-12 having a laptop to begin the school year. Grades 3-5 will be phased into this initiative by January 1, 2021.

The learning opportunities will be provided in the form of weekly learning packets. These learning packets will be developed collaboratively by grade level teams and specific content course instructors across the county via Google Meet sessions. Most Google Meet sessions utilized to develop lessons to be included within the learning packets will be facilitated by our central office Instructional Supervisors and/or school-based Instructional Facilitators. The learning packets will be made available in paper form which will be mailed home to students. Additionally, for students with internet connectivity, the students will be provided with the necessary codes in order to access the information through the teacher’s Google Classroom. Additionally, all of the lessons from all of the levels are provided in PDF form on the school system website and the school system Facebook Page. Students receiving paper learning packets will be instructed to retain the completed learning packets until student accountability measures are finalized. Students completing learning packets via Google Classroom will be reviewed and scored. Scored work will be retained electronically until student accountability measures are finalized.

The Learning Packets will be composed of instructional assignments/tasks in the core content areas and identified special subject areas in order to expose the student to content and strengthen important skills. Each learning packet will consist of instructional work to cover a three-day period. This may be three days of individual assignments, or depending on the content area could involve a single assignment that extends the three-day time period.

At the elementary level, the focus will be on mathematics and reading. However, activities in social studies, science and special subject areas will also be included. Secondary learning packets will address the four content areas (Math, ELA, Science, & Social Studies) while also including learning opportunities in special subject areas such as health, music, foreign language and technology education. At the high school level, students enrolled in Advanced Placement courses, Dual Enrollment courses, Project Lead the Way courses and Career Technology Education courses will focus on very specific tasks related to their subject area.

Collection of Learning Packets: We are currently discussing and examining procedures to collect the learning packets from the students. The procedures discussed include:

- Students working through Google Classroom can submit their work through this medium.
- Students could take pictures of their completed assignments and text photos to teachers or send them via an email.
- Student with the proper equipment can scan in their work and send it back to their teachers via e-mail.
- Each school sets up a “drop box” and packets are placed in the drop box. Schools within the general region could have multiple school drop boxes to collect student work. Principals or their designee allow packets to decontaminate for 72 hours before handled.
- Students drop off completed packet work at food distribution sites. Principals or their designee allow packets to decontaminate for 72 hours before handled.
- The afternoon bus routes are run and students come to their normal bus stop with their work and drop it in a box on the bus. Principals or their designee allow packets to decontaminate for 72 hours before handled.
- Work with our Post Masters to determine a pre-postage paid envelope to be provided to the students and the packets are returned to their home school via the mail. Any additional postage needed would then become the responsibility of the school system. Principals or their designee allow packets to decontaminate for 72 hours before handled.

**Sorting and Distribution of Work back to Teachers:** We are currently discussing and examining procedures to sort collected work and disseminate this work to the correct teacher. The procedures discussed include:

- Administrative teams collecting paper packets would sort the assignments by teacher and scan them to be forwarded to the correct teacher via e-mail.
- After a decontamination period, teachers pick up work from their home school and take it home to score.

**Scoring of Collected Work:** We are currently discussing and examining procedures to score the work using a 1-Point Rubric (See Sufficient Completion of Packet within the Grading Procedure Proposal). The procedures discussed include:

- After receiving the student work, teachers review and assign a point value (0, 0.5 or 1 point) to the work submitted.
- After receiving the work and before disseminating to the teachers, the administration reviews and assigns a zero (0) or a 0.5 to those submitted assignments meeting the established criteria. Teachers are provided those assignments that are fully completed to determine whether they warrant a 0.5 or a full point.
- After receiving the work and before disseminating to the teachers, the administration reviews and assigns a zero (0), a 0.5 or a full point to those submitted assignments meeting the established criteria. Teachers are then provided the assignments receiving a full point in order to provide feedback to the student and generate a listing of skills and standards that would need to be addressed if a “summer catch-up” program were established.

**Essential Component 3: Student Instructional Day:**

- **Pre-K & K**
  Menu/Activity Board with 3 days with 5 activities per day = 15 activities per week
  When student demonstrates skill or task to parent/guardian, student colors in the block of the activity/task.
  Estimated 10 minutes per task/assignment/activity = 50 minutes per day of instructional work
  (150 min. = 2.5 hrs. per wk.)

- **Grade 1**
  M/W/F (Day 1, Day 2, Day 3 = 1 week)
  3 days with 5 assignments per day = 15 total assignments per learning packet
  Estimated 10 minutes per task/assignment/activity = 50 minutes per day of instructional work
  (150 min. = 2.5 hrs. per wk.)

- **Grade 2-5, Grade 6, & Grade 7**
  M/W/F (Day 1, Day 2, Day 3 = 1 week)
  3 days with 5 assignments per day = 15 total assignments per learning packet
Estimated 20 minutes per task/assignment/activity = 100 minutes per day of instruction time
(300 minutes = 5 hrs. per wk.)
Estimated 60 minutes (1 hr. per week) per content area based on content area assignment
(300 minutes = 5 hrs. per wk.)

Grade 8 – Grade 12
M/W/F (Day 1, Day 2, Day 3 = 1 week)
3 days with 6 assignments per day = 18 total assignments per learning pack
Estimated 20 minutes per task/assignment/activity = 120 minutes per day of instructional time
(360 min. = 6 hrs. per wk.)
Estimated 60 minutes (1 hr. per week) per content area based on content area assignment
(360 min. = 6 hrs. per wk.)

Teacher Instructional Day:
During this pandemic, 10-month teachers and instructional facilitators are teleworking. The primary methods of communication are Google Meet, email, and phone calls. The typical teacher will be expected to participate in Google Meet sessions and complete a variety of tasks during their 8:00 AM – 3:30 PM work day. These may include:

A. 60 minute – 90 minute virtual faculty meetings facilitated by their Principal
B. 60 minute – 90 minute virtual collaborative planning sessions (via Google Meet) with grade level teams and/or course content teachers facilitated by Instructional Supervisors or Instructional Facilitators
C. Continual – develop and submit lesson activities to be reviewed and vetted by colleagues and Instructional Supervisors and Instructional Facilitators for eventual inclusion in learning packets. Review and refine suggested learning activities by colleagues.
D. 120 minute Office Hours (two blocks per week) – see Office Hour Guidelines (Tasks include student contacts for attendance, student contacts for academic assistance, etc...)
E. Continual – Outside of the established office hours, teachers are also scoring submitted work via Google Classroom and reaching out to their students to check progress, monitor student attendance, and check on student well-being. Teachers are also going above and beyond to offer student enrichment activities via social media forums and through their Google Classroom connection.
F. Regular Education Teachers also participate in professional development opportunities when made available by Instructional Supervisors
G. Under the facilitation of Instructional Supervisors, Mathematics and ELA Secondary Teachers are working on curriculum development and a cohort of elementary teachers (Grades K, 1, & 2) are working on ELA curriculum development.
H. Special Education Teachers are attending to the following tasks:
   - Collaborating with parents and related service providers on writing and updating Individual Distance Learning Plans
   - Weekly modifying general education work for students
   - Weekly coaching conversations with parents and/or students regarding work and progress
   - Planning, attending and conducting virtual IEP meetings
   - Documenting the IEP process and producing documents for virtual IEP meetings
   - Documenting student progress and parent contacts
   - Attending school staff meetings and department meetings
   - Attending county virtual PD

Essential Component 2: Staff Roles & Responsibilities:
**District Leadership (Superintendent, Deputy Superintendent, & Director of Schools)**

- Facilitate the collaborative development of the continuity of learning plan with Instructional Supervisors, and Principals.
- Facilitate the collaborative plan to establish timelines at each level for the development of the learning packets, the packing of the learning packets, and the mailing of the learning packets.
- Facilitate the communication of the continuity of learning plan with Board of Education and all stakeholders.
- Continually monitor the progress and effectiveness of learning packet materials via constant contact with school level administrators.
- Provide current MSDE updates with appropriate stakeholders as they are made available.

**Instructional Supervisors**

- Facilitate Google Meet sessions with grade level teams and specific content course teachers in order to collaboratively develop lesson assignments to be included within each learning packet. Instructional Supervisors will provide teachers with a logical framework to address needed skills, standards and topics.
- Provide instructional resources to grade level teams, specific content course teachers, and Instructional Facilitators to assist with the development of the lessons included in each learning packet.

**School Administration**

- Communicate SCPS Continuity of Learning Plan (CLP) to building staff
- Support and monitor the implementation of SCP CLP and student/teacher accountability
- Communicate with and provide timely feedback to students, parents and staff
- Promote the availability of resources to help build the capacity of knowledge in students and staff.
- Vetting learning packet contents

**Content/Classroom Teachers**

- Participate in Professional Development to efficiently implement SCPS CLP
- Develop and upload to Google Classroom learning packets for CLP
- Continually monitor student progress through office hours and online contact
- Communicate progress of students with administration
- Provide instructional resources to students when appropriate
- Provide establish office hours per week in order to offer students assistance (via phone or email) with instructional assignments.
- Contact parents on a weekly basis through Remind App. (Maintain log of parent contact to be submitted to Principal via e-mail on a weekly basis)

**Instructional Facilitators**

- Provide support to teachers to develop and upload to Google Classroom learning packets for CLP.
- Assist classroom teachers in the monitoring of student progress.
- Establish office hours to assist students with instructional work
- Provide instructional resources to student when appropriate
- Assist administration in the development and implementation of instructional work associated with CLP
- Vetting learning packet contents

**Teacher Mentors**

- Conduct Google Meet sessions with new teachers. Maintain a log of session minutes and notes. Submit log to Principal on a weekly basis.
- Provide support to teachers to develop and upload to Google Classroom learning packets for CLP.
**May 20, 2020**

| **Special Education Teachers** | - Assist administration in the development and implementation of instructional work associated with CLP  
- Ensure assigned general education teachers have updated accommodations and supports for all caseload students  
- Ensure that each student assigned is connected to a general education teacher of record with administrative supports as needed.  
- Partner with classroom teachers to accommodate and provide learning supports needed  
- Communicate regularly with caseload students and parents to assess progress.  
- Phone calls and notifications via Remind App should be maintained in a log. Log to be submitted to Principal on a weekly basis  
- Continually document and communicate IEP goal process electronically  
- Support social emotional goals in collaboration with parents through weekly contact.  
- Collaborating with parents and related service providers on writing and updating Individual Distance Learning Plans  
- Weekly modifying general education work for students  
- Weekly coaching conversations with parents and/or students regarding work and progress  
- Planning, attending and conducting virtual IEP meetings  
- Documenting the IEP process and producing documents for virtual IEP meetings  
- Documenting student progress and parent contacts  
- Attending school staff meetings and department meetings  
- Attending county virtual PD |
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<tr>
<td><strong>Related Service Providers</strong></td>
<td>- Provide services as outlined on the student’s IEP/IFSP virtually vs. in person with the parent/guardian supervising or assisting as needed for modeling and to ensure student safety.</td>
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| **Infant & Toddler Staff** | - Maintain regular weekly contact with families to provide support. Maintain a log of contacts and submit log to Supervisor of Special Education on a weekly basis.  
- Assist Special Education Department as needed |
| **EL Teachers** | - Maintain regular weekly contact with parents and families to assist with completion of required instructional work.  
- Provide interpretation and translation services when needed |
| **Intervention Teachers** | - Provide support to teachers to develop and upload to Google Classroom learning packets for CLP.  
- Assist classroom teachers in the monitoring of student progress.  
- Provide instructional and intervention resources to student when appropriate  
- Assist administration in the development and implementation of instructional work associated with CLP  
- Principals will assign to grade level teachers to assist with packet development |
| **Para Professionals/Learning** | - Assist with contacting parents and students via phone calls and using the Remind App  
- Assist Administration as needed. |
### Support Assistants/IEP Clerks
- Assist in the duplication, organization, distribution, collection of Student Learning Packets
- Assist Administration as needed.

### Judy Center Staff
- Maintain regular phone contact with families and support agencies for families in need
- Address needs of families and communicate

### 12-month School Secretaries & Associates

<table>
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<tr>
<th>School Counselors</th>
<th>Learning Support Specialist</th>
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<td>Behavior Support Specialist</td>
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<td>Family-Community Liaison</td>
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- Call parents to get status of work;
- Student Check-ins;
- Establish a set time of day Monday through Friday.
- Document all contacts in Power School.
- Staff will be given a “script” or help to develop script for student contact calls
- Student Support Informational Call Line
- Staff would be available at certain times during the day Monday through Friday to answer questions; make referrals for other services; provide information and communicate with mobile crisis center as needed.

**Protocols:**

1) If a student expresses suicidal ideation- could we set up something where a message would go out to certain people (that way the staff can remain on phone with student); someone in that group would contact 911; police would be asked to do child welfare check
- Parent contact would be made in this same time frame
- Follow up would occur with student and parent
- If already connected to mental health; follow up with therapist.
- If not, referral made for mental health services if parent provides consent.

2.) If a student expresses that they are being abused or neglected; report would be made to DSS immediately following the call; If there is imminent danger, then follow step 1. Make sure to have student demographics; etc.

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### Essential Component 2: Student & Parent Responsibility:

#### Student
- Develop a routine to dedicate appropriate amount of time to complete lessons provided within the learning packets.
- Respond to communication by teachers to assist and monitor progress
- Establish a quiet and comfortable space to complete work, uninterrupted by the daily activities of the household
- Complete as much of the learning packet assignments as possible with academic honesty.
- Reach out to your teachers or school administrators when in need of assistance

#### Parent
- Support the learning of your child by providing a safe, secure, and quiet space for the students to complete their work.
- Respond to communication by teachers when they make contact to assist and/or monitor the progress of your child.
- Access resources made available online or offline.
- Reach out to your child’s teachers and/or school administrators when your child is in need of academic assistance or emotional support.
Essential Component 4: Student Accountability & Student Attendance

SCPS Continuity of Learning
Student Accountability for Quarter 4 and Y1

The following procedure will be utilized to generate each course Quarter 4 grade and the Year 1 (final grade). Students submitting completed learning packet assignments will have the opportunity to improve their Year 1 (final grade). [*See Sufficient Completion of Learning Packet Assignments] A total of ten (10) learning packets will be made available to students through the end of the 2019-2020 school year (last day for students is June 18, 2020). Learning Packet #1 was mailed and/or made available via Google Classroom on Friday, April 3, 2020. Year 1 grades will not be calculated until all submitted learning packet assignments have been reviewed and scored by teachers. A student’s Year 1 grade will not be negatively impacted by the submission of learning packet assignments. Year 1 grades can be viewed by parents/guardians via the Power School Parent Portal. However, until all learning packet assignments are scored, the Y1 grade displayed would represent the lowest possible Y1 grade. The Y1 grade may be improved through the scoring of submitted learning packet assignments.

The information below will explain in detail how the Year 1 (final grade) would be calculated and possibly improved by submitting completed learning packet assignments. Examples of student grades are provided along with grade calculations. The grade level and course formats addressed below include:

- Pre-Kindergarten (Pre-K) & Kindergarten (K)**
- Grades 1 through Grade 7 Year-Long Classes**
- Grades 8 through Grade 12 Year-Long Classes
- Semester Classes
- High School Quarter Class (Physical Education/Health)

*Sufficient Completion of Packets (Applies to grades 1-12 for submitted packets – paper & online)

No or very little attempt at the work = 0 Points
(Less than 30% of the work attempted)

Most attempted = 0.5 Points
(More than 50% of the work attempted)

All attempted with 65% accuracy = 1.0 Point

NOTE: The cumulative points earned from submitting packet work would then be added to the Y1 calculated grade after all submitted learning packet assignments are reviewed and scored by the teacher. The initial scoring and recording of submitted learning packets assignments will be based on 100 points scale. The conversion to determine added points will follow scoring and recording of graded work.

**Computer & Media Specials classes for PreK through Grade 5 will receive the Y1 grade calculated as the average of Q1, Q2, Q3, and Q4.
Student Accountability:

A. Pre-K and K – Quarter reports based on student ability to demonstrate mastery of a standard. Grading is as follows: P – Proficient; IP – In Progress; NA – Not Assessed; NI – Needs Improvement

Principals will determine the Q4 grade for students through a review of their levels of achievement on Q1, Q2, and Q3. Principals will also determine the Y1 level of achievement. Learning Packets #8, 9, & 10 will contain activities that will address all of the key standards that are typically assessed during the quarter 4 time-period. Parents will be asked to confirm completion of each activity by signing off on the activity. Parent confirmation of activities will be used to improve the Y1 level of achievement.

B. Grades 1 through Grade 7: Year-long Classes
   (Y1 Grade calculated by average of four quarter grades)

Step 1:
   The starting Q4 grade will be the average of Q1 + Q2 + Q3

Step 2:
   This Q4 grade is then calculated into the average of the four quarters to get Y1

Example Student A:  Q1 Grade = 72; Q2 Grade = 91; Q3 Grade = 78
   Q4 = (72+91+78 = 241)/3 = 80
   Y1 = (72+91+78+80 = 321)/4 = 80
   Student A Year 1 (final course grade) = 80%

Example Student B:  Q1 Grade = 52; Q2 Grade = 60; Q3 Grade = 44
   Q4 = (52+60+44 = 156)/3 = 52
   Y1 = (52+60+44+52 = 208)/4 = 52
   Student B Year 1 (final course grade) = 52%

Step 3: For students with a failing average of Q1+Q2+Q3 they will be assign a Q4 grade of 65% and the Y1 grade will be recalculated using 65% as the Q4 grade.

Example B:  Y1 = (52+60+44+65 = 221)/4 = 55  Student B Year 1 becomes = 55%

EXAMPLE (Impact of submitted learning packet assignments):

Student A:  If Student A earned 8 extra points from packet work submission, then their Y1 final grade would be 80+8= 88%.

   If Student A did not submit any packet work, then their Y1 final grade would remain an 80%

Student B:  If Student B earned 8 extra points from packet work submission, then their Y1 final grade would be 55+8 = 63%.
If Student B did not submit any packet work, then their Y1 final grade would remain a 55%

C. Grades 8-12 Year-Long Classes:

**Step 1:** Semester 1 (S1) Grade = Average of Q1 + Q2
**Step 2:** Semester 2 (S2) Grade = Average of Q3 + Q4
**Step 3:** Y1 (Final Grade) = Average of S1 + S2

Example Student C:  
Q1 = 72; Q2 = 91  
S1 = (72 + 91)/2 = 82  
Q3 = 78  
Q4 grade is calculated as the average of Q1+Q2+Q3 = 80  
S2 = (78 + 80)/2 = 79  
Y1 = (S1+S2)/2 = (82+79)/2 = 81  
Student C Y1 (final course grade) = 81%

Example Student D:  
Q1 = 52; Q2 = 60  
S1 = (52+60)/2 = 56  
Q3 = 44  
Q4 grade is calculated as the average of Q1+Q2+Q3 = 52  
S2 = (44 + 52)/2 = 48  
Y1 = (S1 + S2)/2 = (56 + 48)/2 = 52  
Student D Y1 (final course grade) = 52%

**Step 4:** For students with a failing average of Q1+Q2+Q3, we assign a Q4 grade of 65% and the Y1 grade will be recalculated using 65% as the Q4 grade.

S2 = (44+65)/2 = 55  
Y1 = (56+55)/2 = 56  
Student D Y1 becomes a 56%

EXAMPLE (Impact of submitted learning packet assignments):

**Student C:**  
If Student C earned 8 extra points from packet work submission, then their Y1 final grade would be 81+8= 89%.  
If Student C did not submit any packet work, then their Y1 final grade would remain an 81%

**Student D:**  
If Student D earned 8 extra points from packet work submission, then their Y1 final grade would be 56+8 = 64%.  
If Student D did not submit any packet work, then their Y1 final grade would remain a 56%
D. **Semester Classes:**

Y1 is calculated as \((Q3 + Q4)/2\)

NOTE: Students earning less than a 65% for Q3 would begin Q4 with an assigned grade of 65%. They would then have an opportunity to improve their Y1 grade by submitting completed packets. (See Example Student E below.)

NOTE: Students earning a 65% or greater for Q3 would begin Q4 with the same grade earned in Q3. It was discovered that a student who did well in Q3 was penalized if we started them with a 65% in Q4. They would then have an opportunity to improve their Y1 grade by submitting completed packets. (See Example Student F below.)

**Example Student E:**  
Q3 Grade = 40%  
Q4 Grade = 65% (everyone earning a Q3 less than a 65% starts Q4 with a 65%)  

\[ Y1 = \frac{(40 + 65)}{2} = \frac{105}{2} = 53\% \]

Student E Y1 (final course grade) = 53%

EXAMPLE (Impact of submitted learning packet assignments):

**Student E:**  
If Student E earned 8 extra points from packet work submission, then their Y1 final grade would be 53 + 8 = 61%.

If Student E did not submit any packet work, then their Y1 final grade would remain a 53%

**Example Student F:**  
Q3 Grade = 76%  
Q4 Grade = 76% (Q4 = Q3 because they earned a 65% or better during Q3)  

\[ Y1 = \frac{(76 + 76)}{2} = \frac{152}{2} = 76\% \]

Student F Y1 (final course grade) = 76%

**Student F:**  
If Student F earned 8 extra points from packet work submission, then their Y1 final grade would be 76 + 8 = 84%.

If Student F did not submit any packet work, then their Y1 final grade would remain a 76%

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**E: Quarter Classes at High School (PE & Health):**

The high schools taught their Health during Q3.  
Q4 at high schools would be the PE component. (How would you assess PE via a learning packet?)

Students may need to be re-enrolled in the PE/Health class during 2020-2021
Student Attendance:

During this period of school closure due to the COVID-19 pandemic, Somerset County Public Schools will be utilizing a method which connects student attendance with confirmed receipt of the distributed Learning Packets.

“The Maryland Student Records System Manual allows for a student to be counted present if engaged in activity sponsored by the school and personally supervised by school personnel. This may include authorized independent study, instruction for homebound students, and similar activities when officially authorized under policies of the local school board.”

Learning Packets (via Google Classroom or hard copy) will represent “similar activities when officially authorized under policies of the local school board”. The requirement of “personally supervised by school personnel”, will involve teacher and staff confirmation that students have received their appropriate learning packets.

Procedure:

Following each mailing of the Learning Packets (and subsequent access to the Learning Packets via Google Classroom), teachers and identified staff will be attempting to make contact with their students. This contact will be by phone, e-mail, Google Text/Voice, and/or through the Remind App. A response by the student or parent affirming their receipt of the learning packet will result in the student being marked present during the time period between each learning packet distribution. The confirmation response by the student or parent will be required. In the event that contact is made, but the student or parent have not received the learning packet, then arrangements will be made to receive the learning packet and a follow-up confirmation contact will be made. If no contact is made after multiple attempts, then the student will be marked absent through the next distribution of a learning packet. This method of student attendance will be retroactive to April 3, 2020 (distribution date of first learning packet) through the end of the school closure.

Office Hour Guidelines:

The following information was shared with all staff to explain details associated with established office hours:

The bullets below indicate the expectations established for Regular Education Teachers, Special Education Teachers, EL Teachers, Instructional Facilitators, Teacher Mentors, Student Service Staff, Nurses, and Para-Professionals. Some expectations listed will require staff to engage in tasks outside of their established office hours. Office Hours for each school will be posted on the system website, each school website, and other social media forums. These expectations represent the baseline. Principals have the authority to assign approved expectations if deemed necessary. With the exception of the para-professionals, everybody listed on this document has a daily work day of 8:00 AM to 3:30 PM.

Regular Education, Special Education Teachers, & EL Teachers (Two 2-Hour Blocks of Time per Week):

NOTE: School Specific or Level Specific schedules have been created for this group. Schedules will be shared by Principals.

1. Checking school system email on a daily basis (every work day).
2. Attend to questions or requests from students seeking assistance with learning packet assignments.
3. Participate via Google Meet in department meetings, grade level meetings, meetings with Instructional Supervisors for such things as curriculum development work and learning packet assignment development, meetings with Special Education Teachers to modify learning packet assignments, and meeting with Principal.
NOTE: Google Meet sessions will NOT be limited to just the office hour blocks of time that are established. AND established office hours are not sacred to being used for Google Meets. Principals and Instructional Supervisors will attempt to schedule Google Meet sessions outside of established office hours. However, due to the need for collaborative efforts across the county, there may be times when a portion of a teachers’ established office hours will be used for Google Meet sessions.

4. Send out Remind App messages and Class Dojo messages

5. Grade/Review submitted packet work via Google Classroom or paper packet work. (NOTE: Discussion are being held with regard to generating a grade for Q4. This will require that a teacher grade or review submitted student work. Aside from the Google Classroom work or work that gets submitted through other electronic means, we will be discussing how students with no internet access can safely submit paper packet work to be graded/reviewed. Staff safety will be first and foremost in this planning discussion.)

6. Instructional Supervisors will work with teachers to begin identifying the skills, concepts, standards and topics that will not be covered sufficiently (new learning) during this closure. A record of this material will be helpful for future instruction and assessing a student’s skill level next year.

7. Teacher will be expected to make regular contact with students. (Teachers can use *67 to block their personal number, they can set up a Google Number, use email, Remind App, or Google Voice/Text) – Other suggestions welcome. All efforts will be made to protect the privacy of a teacher’s personal cell phone number or home landline.

   A. Regular Education Teachers should each be assigned a set of students (i.e. Homeroom List). This will be the collection of students that teachers will be required to make contact with. Above and beyond this minimum requirement, we will need teachers of specific high school classes (Advanced Placement, Dual Enrollment, Project Lead the Way, & CTE) to make contact with their students as well. Weekly contact with students is preferred, however, contact following the mailing of a Learning Packet will be required for attendance record keeping purposes. A separate document on Student Attendance will be provided.

   B. Special Education Teachers and EL Teachers will be required to make regular (weekly) contact with the students on their caseload.

   C. All teachers will maintain a contact log that will be submitted to their Principals on a weekly basis. Details will be provided as to the mechanism to use in order to maintain contact logs. The log would contain date of contact, nature of contact, was contact successful, who they spoke with (student or parent), and how contact was made: phone, email, Remind App response, or some other social media forum. Student Attendance records will require a verbal contact with the parent or the student.

8. Special Education Teachers should maintain regular contact with the Regular Education Teachers with whom your case load students have classes with. A log should be maintained as a record of these contacts. The log should include date of contact, student discussed & nature of contact.

Instructional Facilitators (Three 2-hour Blocks of Time per Week):
May 20, 2020

NOTE: School Specific or Level Specific schedules have been created for this group. Schedules will be shared by Principals.

1. Check school system e-mail on a daily basis (every work day).

2. Participate in Google Meet sessions (see #2 above)

3. Contact assigned teachers from departments or grade level teams (as designated by Principal). Maintain a log of this contact. See note above about contact log being a Google Doc.

4. Conduct necessary contact and work specific to Learning Packet development or review.

5. Elementary Instructional Facilitators will be responsible for vetting all grade level learning packet assignments prior to being sent to the Principals for approval.

6. Additional duties during office hours as assigned by the Principal and/or Instructional Supervisors. Principals and Instructional Supervisor will be required to maintain communication relevant to these duties in order to keep everyone on the same page.

Teacher Mentors (Three 2-Hour Blocks of Time per Week):

1. Check school system email on a daily basis (every work day).

2. Conduct virtual meetings via email and google meet with teachers and departments helping them access tutorials to develop packets with other teachers. Also participate in Google Meet sessions as needed associated with #2 under Teachers (above).

3. Assist Teachers, Instructional Facilitators, and Instructional Supervisors with the creation of learning packet materials.

4. Make regular contacts with non-tenured teachers and other teachers as designated by Principals or Will Gray. Maintaining a log of these contacts to include date of contact, person contacted, and nature of contact (plus any follow-up discussions).

5. Conduct Google Meet sessions on social and emotional welfare of teachers.

6. Other duties as assigned by the building Principal or Instructional Supervisors with proper communication with Will Gray.

Teacher Mentor Office Hour Schedule:

Tuesday & Thursday: 8:00 AM – 10:00 AM
Wednesday: 12:00 PM – 2:00 PM

Student Support Staff (Three 2-hour Blocks of Time per Week):
All Student Support Staff will check their school system email on a daily basis (every work day).
School Counselors:

1. Ensure office hours and contact info is on school website
2. Call students and parents whom teachers have not been able to reach to confirm receipt of learning packets.
3. Contact seniors and their parents to assess assistance needed such as:
   - College applications
   - Senior survey
   - Status of AP classes/exams
   - Service learning hours
4. Schedules for 2020-2021
5. Develop character education information to be included in learning packet or placed online
6. Explore giving Naviance passwords to students
7. Follow up on any items that you were assisting families with (example custody paperwork)
8. Develop system for reaching out to staff and offering supportive information (such as self-care; managing stress while working virtually; etc.)
9. Work collaboratively with your school’s student services team (BIS; LSS; Community Liaison)
10. Work collaboratively with Principals in regards to report cards.
11. Document all contacts in Power School and keep log of other tasks.
12. Participate in virtual meetings with Student Services Supervisor and Principal

Learning Support Specialists & Learning Support Assistants:

1. Ensure office hours and contact info is on school website
2. Call students and parents who are on the LST caseload and/or whom teachers have not been able to reach to confirm receipt of learning packets
3. Make referrals to the appropriate agency for students and families (i.e., mental health; food; LCT team; etc.)
4. Document all contacts in Power School and keep log of other tasks.
5. Develop character education information to be included in learning packet or placed online
6. Secondary-Explore giving Naviance passwords to students
7. Follow up on any items that you were assisting families with (example custody paperwork)
8. Finalize FBAs/BIPs
9. Develop system for reaching out to staff and offering supportive info (such as self-care; working virtually; etc.)
10. Work collaboratively with your school’s student services team (Counselors; BIS; Community Liaison)
11. Participate in virtual meetings with Student Services Supervisor and Principal

**Behavior Intervention Specialists:**

1. Ensure office hours and contact info is on school website
2. Call students and parents who are on the BIS caseload and/or whom teachers have not been able to reach to confirm receipt of learning packets
3. Make referrals to the appropriate agency for students and families (i.e., mental health; food; LCT team; etc.)
4. Document all contacts in Power School and keep log of other tasks.
5. Develop character education information to be included in learning packet or placed online
6. Follow up on any items that you were assisting families with (example custody paperwork)
7. Finalize FBAs/BIPs
8. Develop system for reaching out to staff and offering supportive info (such as self-care; working virtually; etc.)
9. Work collaboratively with your school’s student services team (Counselors; LSS; Community Liaison)
10. Participate in virtual meetings with Student Services Supervisor and Principal

**Family/Community Liaisons:**

1. Ensure office hours and contact info is on school website
2. Call students and parents who are on your caseload and/or whom teachers have not been able to reach to confirm receipt of learning packets
3. Make referrals to the appropriate agency for students and families (i.e., mental health; food; LCT team; etc.)
4. Document all contacts in Power School and keep log of other tasks.
5. Develop character education information to be included in learning packet or placed online
6. Follow up on any items that you were assisting families with (example custody paperwork)
7. Develop system for reaching out to staff and offering supportive info (such as self-care; working virtually; etc.)
8. Finalize FBAs/BIPs
9. Work collaboratively with your school’s student services team (Counselors; LSS; BIS)
10. Participate in virtual meetings with Student Services Supervisor and Principal

**Student Services Staff Office Hours:**

This schedule will be on a two-week rotation: Week A & Week B.

**Week A:**

School Counselors: Mon., Wed., Fri., 8:00 AM – 10:00 AM
Learning Support Specialists & Learning Support Assistants: Mon., Wed., Fri., 8:00 AM – 10:00 AM
Behavior Intervention Specialists: Mon., Tues., Thurs., 1:00 PM – 3:00 PM
Community Liaisons: Mon., Tues., Thurs., 1:00 PM – 3:00 PM

Week B:
School Counselors: Mon., Tues., Thurs., 1:00 PM – 3:00 PM
Learning Support Specialists & Learning Support Assistants: Mon., Tues., Thurs., 1:00 PM – 3:00 PM
Behavior Intervention Specialists: Mon., Wed., Fri., 8:00 AM – 10:00 AM
Community Liaisons: Mon., Wed, Fri., 8:00 AM – 10:00 AM

School Nurses (Three 2-hour Blocks of Time per Week):

1. Check school system email on a daily basis (every work day).
2. Participate in Professional Development activities facilitated by Nurse Manager
3. Make weekly contact with students with severe medical conditions where medication is critical for their personal wellbeing.
4. Other duties as assigned by the Nurse Manager, Will Gray or the building Principals after proper communication with Will Gray

School Nurse Office Hours Schedule:
Monday & Friday: 9:30 AM – 11:30 AM
Wednesday: 1:30 PM – 3:30 PM

Para-Professionals (Three 2-hour Blocks of Time per Week):
Para-Professionals Office Hours will be developed and shared by Building Level Principals
Daily Work Hours will be 8:00 AM – 3:00 PM.

1. Check school system e-mail on a daily basis (every work day).
2. Assist Teachers with weekly contact of students for Student Attendance purposes and also assistance with lesson assignment tasks.
3. Other duties as assigned by the building Principal

Essential Component 5: Equity
The following has been implemented to address the needs of various student groups:

Families in Transition/Homeless: All FIT/homeless students are able to participate in the food program provided by the county. Staff have identified virtual office hours and are reaching out to our homeless families via phone and online to offer assistance with the learning packets, their social emotional needs and also referring them to needed services and resources. Additionally, to address specific needs of our homeless students, the following actions have been taken:
To Address Educational Stability:
*Students were provided virtual learning through online platforms.
*Students who did not have access to the internet or experienced other barriers were provided paper packets.
*Attendance is tracked for students via teacher phone contact. Any student that teachers are not able to reach, further outreach is conducted by student services staff (school counselors; learning support specialists; behavior specialists; or community liaisons.)
*Student services staff conducted virtual office hours to provide additional support such as resource linkages, crisis intervention, and other services.
*Contact information for student services staff are on each school's website
*McKinney Vento Liaison provided instruction to all student services staff on resources available for homeless students
*Enrollment process was changed and is currently being done through virtual submission
*Enhanced Wifi access at schools via the parking lot; provided info on accessing free Wifi

To Address Community Collaboration:
*MV Liaison participates in virtual meetings with and makes referrals of families to the Local Coordinated Team (LCT), which is governed by the Local Management Board. The goal of these meetings is to connect students and families to local resources.
*MV Liaison participates in virtual meetings with the tri-county homeless coalition (COC).
*MV Liaison collaborates with SCPS PR Specialist to provide resources on the county's district website and each school's website and Facebook pages.

To Address Mental Health:
*MV Liaison facilitates a monthly virtual meeting with the mental health providers and the Core Service Agency in the county to discuss mental health services being provided; current barriers; identifying families that the providers have not been able to contact.
*Tele-health is being provided to students and families by the mental health providers.
*MV Liaison collaborates with Mobile Crisis and provided this information to all student services staff and administrators regarding the appropriate protocols for connecting students and families to these services.
*MV Liaison has weekly contact with the mental health coordinator to discuss wraparound services that are being provided; identify gaps; and assess impact.

Special Education: Special education case managers are collaborating with parents and related service providers (as appropriate) for each student on their case load. Goals to include in the Individualized Distance Learning Plan are chosen based on the active IEP. Case managers are modifying all general education work for the students that is included in each week's packet. Some examples in the modified lessons have been, graphic organizers, multi-step directions, specific reading passages, extra examples, etc. Students will receive specially designed instruction based on their needs as identified in their Individual Distance Learning Plan. This work may be chunked, have vocabulary to be pre-taught, rewritten directions or questions, use an alternate reading selection, provide a graphic organizer for writing or to clarify comprehension, have alternate methods of presenting the material or responding to material, etc.

Weekly communication will continue with parents to assess progress and needs. Parents are given a choice at the secondary level of whether they feel comfortable with their child using Google Classroom to complete their work or whether they would prefer a paper packet. All Elementary packets are paper. Related services for speech therapy may be offered through tele-therapy if the parents choose.
EL Students: Students that receive ESOL services are being provided with modified packets if necessary. Packets are also being sent home in English (L2) and in their L1 in order to assist the students as well as their families. ESOL teachers are calling the students on their caseload at least once per week to check in and assist with questions associated with the work being uploaded on Google Classroom or the packets. Content teachers and ESOL teachers are collaborating in order to stay abreast to the individual student needs as they arise. In light of the closure extension, we are seeking out additional resources in the form or resource sheets and/or student books that can be mailed that contain help with academic language for students and their families.

Student with Academic Needs: Students assigned to an ELA Intervention class at the intermediate and high school level have been sent expectations about the time they should be logging onto the student application side of the intervention program available them. Students without internet access are mailed packets that contain printable resources from their respective programs. Elementary intervention students are just beginning to be provided with this additional layer of support as their intervention assignment to groups is more fluid. However, they, too, will be expected to login or complete intervention packets.

Gifted & Talented Students: At the elementary level, ALL students who have the capability and connectivity, can log in and participate in differentiated lessons in reading and math on Exact Path (Edmentum). This adaptive program is for all students in K-5th grade but is especially good for students who are working above grade level as they can move forward in their learning at a faster pace. At the secondary level, students can use the Aleks Program in math which will place them where they need to be (much like Exact Path). Also, teachers are writing accelerated versions of their "packets" which are sent home to the students in "Honors" level classes.

Essential Component 6: Professional Development Plan
The following Professional Development trainings and opportunities have been provided to our teachers to provide them with additional resources to use during our distance learning experience:

Instructional Technology:

1. Staff from each building received training for a "train the trainer" basic tech professional development. These building level trainers then trained staff with the following highlights: Use of SCPS instructional technology programs (including Google Meet); Copyright Considerations, Use of Remind and Class Dojo for communication (Google Voice ok but not provided by SCPS so would need to be personal use); Copyright (what is fair use and what isn't); Equity (hard copy packets must be the same as whatever delivered in Google Classroom); Settings very important in all applications (in Google Classroom make sure you select whether you want students to be able to post in the stream or not AND make sure only students are joining class instead of parents). Trainers were asked to be sure to include information of the above topics and from there provide basics on how to use Remind (all levels), Dojo (Elementary Schools), Google Classroom (secondary and whichever elementary schools thought it appropriate).

2. On April 2nd an online webinar training on Google Classroom for teachers was provided to all teachers. This covered setting up a class and making sure settings are set appropriately; sending assignments to students; adding co-teachers; adding parents in guardian summaries; grading; and feedback. A teacher that attended this class should be able to set up a class, create & deliver assignments, grade work, and provide feedback.
3. On April 3rd an online webinar training on using Screencastify was provided to all teachers. This resource is a chrome extension that allows teachers to orally annotate what is on their screens (screencast). These videos can be used as tutorials and uploaded Google Classroom, YouTube, Remind, Dojo, etc...

4. On April 8th a Google Classroom Q & A for anyone that just wanted to ask questions was created. Most of the questions were about how to make copies of work so that each student got their own assignment instead of one document for students to collaborate it.

5. On April 17th an online webinar training on G Suite Drive, Sharing, Permissions, Privacy, and Sharing in Google Classroom was provided to all teachers. This was an attempt to be sure people understood the sharing choices (edit, view, comment), the importance of document ownership, the importance of sharing folders, the importance of sharing/not sharing internal documents, and how to make copies of assignments in Google Classroom so that students aren't collaborating when the intent is individual work.

6. On April 20th a Google Meet training to the board members will be provided to be sure they understand how to participate in Google Meet for our virtual board meeting tomorrow night. This will ensure that they know how to login to G Suite, Access Meet, mute themselves AND unmute themselves, how to see everyone, how to chat.

7. On April 21st another training on G Suite Drive, Sharing, Permissions, Privacy, and Sharing in Google with select teachers from CHS and WHS as identified by facilitators and principals will be provided.

8. Discussions have begun to extend Google Classroom to include Grade 2 through Grade 5 teachers. Currently, all elementary students are receiving only paper versions of the learning packets. Training will be provided in the next week in order to have Learning Packet #6 (due for mailing on May 8, 2020) available electronically through Google Classroom.

9. A website was created for all staff to provide self-serve professional development on Google Classroom, Remind, Dojo, and Google Meet. The site also includes the SCPS Approved Instructional Technology list, some other helpful resources, and recordings of MOST of the online webinars.

10. A resource page was created for Google Voice, which many teachers wanted to use for student contacts. This is not supported by SCPS because it is a paid feature but I shared basic resources for staff to use with private credentials.

11. A resource page was added to the website that was created for students/families with a video tutorial on what the student sees in Google Classroom. This includes how to see assignments, view teacher feedback, view grades, and actually turn in an assignment (there is a specific button).

Mathematics:

Facilitated by the Instructional Supervisor, all secondary math teachers have thoroughly reviewed the Mathematics High School and Middle School Guidance for Continuity of Learning Standards provide by the Mathematics Department of MSDE to make sure that our packets will cover the Critical Area of Mathematics as provided by the state.

Student Support Services:
Professional development on Ethical Considerations for School Counseling created by ASCA was provided to all Learning Support Specialists, School Counselors, Behavior Intervention Coordinators, and Community-School Liaisons. This PD was provided to increase staff’s capacity to provide outreach and support to students and their families in a virtual setting. The content included recommended best practices when supporting and responding to students in crisis; maintaining professional boundaries in a digital setting, etc.

**Special Education:**

1. April 1st - Google Meet for all special education staff and IEP clerks - Topic: Guidelines for Special Education Services during the Pandemic - Introduced the Somerset Individual Distance Learning Plan and documentation log of work and communication. Provided expectations for implementation of services and deadlines for completion.


3. April 21st - Google Meet for all Special Education Staff, IEP clerks and School Principals - Topic: Guidelines for Virtual IEP Meetings during the Pandemic.

4. Special Education Leadership have attended the CASE weekly webinars that started the last week of March and are continuing. CASE is the Council of Administrators of Special Education. This national professional organization has been providing procedural and legal guidance to directors across the country.

**English Language Arts:**

The Instructional Supervisor shared the MSDE guidance with the Literacy Coaches and Elementary Principals with regards to the process of ensuring appropriate grade level standards coverage for students in grades K-5 during the remainder of the remote instructional delivery period.

**ESOL:**

The Instructional Supervisor shared the ESOL teacher and student electronic resources that are available to our students that were compiled by the Title III MSDE Office. Updates about the impact of ACCESS for ELLs and ALT ACCESS were also reviewed with all ESOL teachers. The process of enrolling new ELs without the ability to screen was shared with the teachers.

**Additional Professional Development Initiatives:**

Princess Anne Elementary School is offering a 10-dourse (e-course) program in Conscious Discipline

Pre-K Teachers participated in a PD program entitled: PreK Activities for Remote Learning

School Nurses have participated in the following PD programs: School Based Asthma Management; Principles for Nursing Documentation; and Management of Students with Diabetes in School

Teacher Mentors participated in a Virtual Coaching professional development program

Music Teachers completed training in Distance Learning in the Fine Arts
Art Teachers completed training in The Power of the Prompt

Physical Education Teachers completed training in Restorative Movement

**Implementation Timeline:**
NOTE: Ongoing collaboration between teachers and instructional facilitators will occur via telework in order to develop instructional tasks for learning packets. Calendar extended to organize tasks if closure is extended.

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<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>3/30</td>
<td>3/31</td>
<td>4/1 PD provided on Google Meet, Google</td>
<td>4/2 Learning Packet #1 finalized, printed, packed and</td>
<td>4/2 Telework</td>
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<tr>
<td>Elementary Principals teleconference with teachers providing overview of SCPS Continuity of Learning Plan and forthcoming PD</td>
<td>Secondary Principals teleconference with teachers providing overview of SCPS Continuity of Learning Plan and forthcoming PD</td>
<td>Google Classroom, Remind App, and Class Dojo. Teachers begin developing learning packet #1</td>
<td>mailed and available via Google Classroom</td>
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<tr>
<td>4/6 Telework</td>
<td>4/7 Learning Packet #2 being printed &amp; packed at each school. Due to BOE by COB 4/7 or 8 AM 4/8</td>
<td>4/8 Learning Packet #2 mailed (all levels) and available via Google Classroom</td>
<td>4/9 Telework</td>
<td>4/10 Spring Break</td>
</tr>
<tr>
<td>4/13 Spring Break</td>
<td>4/14 Telework &amp; Virtual Office Hours</td>
<td>4/15 Telework &amp; Virtual Office Hours</td>
<td>4/16 Learning Packet #3 being printed &amp; packed at each school. Due to BOE by COB 4/16 or 8 AM 4/17</td>
<td>4/17 Learning Packet #3 mailed (all levels) and available via Google Classroom</td>
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<tr>
<td>4/20 Telework &amp; Virtual Office Hours</td>
<td>4/21 Telework &amp; Virtual Office Hours</td>
<td>4/22 Telework &amp; Virtual Office Hours</td>
<td>4/23 Learning Packet #4 being printed &amp; packed at each school. Due to BOE by COB 4/23 or 8 AM 4/24</td>
<td>4/24 Learning Packet #4 mailed (all levels) and available via Google Classroom</td>
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<tr>
<td>4/27 Schools Re-Open (Tentative); OR</td>
<td>4/28 Telework &amp; Virtual Office Hours</td>
<td>4/29 Telework &amp; Virtual Office Hours</td>
<td>4/30 Learning Packet #5 being printed &amp; packed at</td>
<td>5/1 Learning Packet #5 mailed (all levels) and</td>
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<td>5/4</td>
<td>Telework &amp; Virtual Office Hours</td>
<td>5/5: Telework &amp; Virtual Office Hours</td>
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<td>5/6: Telework &amp; Virtual Office Hours</td>
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<td>5/7: Learning Packet #6 being printed &amp; packed at each school. Due to BOE by COB 5/7 or 8 AM 5/8</td>
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<td>5/8: Learning Packet #6 mailed (all levels) and available via Google Classroom</td>
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<td>5/11</td>
<td>Telework &amp; Virtual Office Hours</td>
<td>5/12: Telework &amp; Virtual Office Hours</td>
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<td>5/13: Telework &amp; Virtual Office Hours</td>
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<td>5/14: Learning Packet #7 being printed &amp; packed at each school. Due to BOE by COB 5/14 or 8 AM 5/15</td>
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<td>5/18</td>
<td>Telework &amp; Virtual Office Hours</td>
<td>5/19: Telework &amp; Virtual Office Hours</td>
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<td>5/20: Telework &amp; Virtual Office Hours</td>
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<td>5/21: Learning Packet #8 being printed &amp; packed at each school. Due to BOE by COB 5/21 or 8 AM 5/22</td>
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<td>5/22: Learning Packet #8 mailed (all levels) and available via Google Classroom</td>
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<td>5/25</td>
<td>Memorial Day Schools Closed</td>
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<td>6/1</td>
<td>Telework &amp; Virtual Office Hours</td>
<td>6/2: Telework &amp; Virtual Office Hours</td>
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<td>6/3: Telework &amp; Virtual Office Hours</td>
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<td>6/4: Learning Packet #10 being printed &amp; packed at each school. Due to BOE by COB 6/4 or 8 AM 6/5</td>
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<td>6/5: Learning Packet #10 mailed (all levels) and available via Google Classroom</td>
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Essential Component 7: Resources

The following listing of resources are made available on multiple school websites and individual school Facebook pages. Additionally, several resources are make available through the SCPS system website and Facebook page.

Academic Resources:

Woodson Elementary School

https://www.symbaloo.com/mix/schoolclosure

Greenwood Elementary School:

2nd Grade Resources at Home.pdf
3rd-4th grade resources.pdf
5th Grade Content Resources.pdf
Math and computer.pdf
Occupational Therapy Ideas.pdf
Speech.pdf
Music Resources for Home.pdf

Princess Anne Elementary School:

Exact Path Log-in Codes for Kindergarten & Grade 1

My Math:
This is the same URL for all: https://connected.mcgraw-hill.com/school/k9c9

Scholastic Curriculum
https://classroommagazines.scholastic.com/support/learnathome.html

Khan Academy
https://www.khanacademy.org
Additional Math Resources:
https://www.coolmath4kids.com/
http://www.mathgametime.com/
https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/
https://www.mathplayground.com/

Reading/Media Links:
https://www.storylineonline.net/
http://www.literactive.com/Home/index.asp
https://reading.ecb.org/
https://www.uniteforliteracy.com/

Decodable Readers: https://rolls.bublup.com/abctutor/free-decodable-books
https://www.storyplace.org/
https://www.funwithspot.com/fun-and-games

Science:
https://mysteryscience.com/school-closure-planning
http://www.sciencekids.co.nz/
www.rangerrick.org
https://seaworld.org/teachers/classroom-activities/k-4/

Music Sites:
http://www.sfskids.org
https://listeningadventures.carnegiehall.org
https://www.nyphilkids.org

Technology:
www.code.org
https://www.netsmartzkids.org/
www.pebblego.com username: princess password: school

Exercise/Movement:
https://family.gonoodle.com
https://en.calameo.com/read/00003925723a8e38de9e1?authid=bVlUvXdpwKp&_bta_tid=31927265705476419892366705709696031066580819317126208865453711043713654928340434649389416815813748979208&_bta_c=26cskwk80v3od3sw9spwlj6q0b3nb

Virtual Field Trips:
https://docs.google.com/document/d/1SvIdgTx9djKO6sJyvPDsoGlkgE3iExmi3qh2kRRku_w/preview?pru=AAA8cQTpcvo%2AA15UvF3QoAL8hmWGT2F0A&fbclid=IwAR0zqsUtnbCD0CRgCTjD9CRz_u800qfwzVHpFSpl2yDj5Enet_SiD4gSUM

Dairy Farm: https://youtu.be/v-FQsNH0fXI

Places in the Community: https://www.pbs.org/show/kidvision-vpk/
YouTube Channels:
Scratch Garden
Go Noodle
Koo Koo Kanga Roo
The Learning Station
Just Dance
MovetoLearn
Art for Kids Hub
PhonicsMan
Cosmic Kids Yoga
Story Time from Space
Jack Hartmann Kids Music Channel

General Websites:
www.starfall.com
https://www.abcya.com/
https://www.funbrain.com/
https://www.splashlearn.com/
https://pbskids.org/
https://www.highlightskids.com/
https://www.arcademics.com/
https://kids.nationalgeographic.com/
https://www.fun4thebrain.com/
https://www.switchzoo.com/
https://www.seussville.com/
https://www.turtlediary.com/
https://www.e-learningforkids.org/
www.jarrettlerner.com

https://sites.google.com/somerset.k12.md.us/scps-distance-learning/home/resources-for-students-families

Discovery Education - www.discoveryeducation.com

- Discovery Education contains many free videos, lessons, resources on science, social studies, ELA, math, health, career/work skills, world languages, visual and performing arts. Students can access remotely by using their SCPS google credentials.
- SCPS Google credentials are: username: username@somerset.k12.md.us, password: same as network password. Google credentials are for students grades 3+

Flocabulary - www.flocabulary.com

- Flocabulary is an interactive vocabulary resource with themed hip hop videos with paired quizzes, comprehension, games, and beat builder. Students can access with Google credentials if they are already joined in a course.
- SCPS Google credentials are: username: username@somerset.k12.md.us, password: same as network password.
Math Is Fun - www.mathisfun.com

- Mathisfun.com is an online resource for students K-12 to study math in an enjoyable and easy-to-learn manner
- No log-in is necessary

Maryland Public Television - https://www.mpt.org/education/

- MPT is broadcasting an At-Home Learning program schedule from 7 a.m. to 5 p.m. weekdays.
- At-home learning toolkits designed to support you and your at-home learner
- Find engaging online field trips and self-paced student lessons. Early childhood resources include trusted PBS KIDS videos, games, and playful learning activities to enjoy with your children.

SCPS also has access to free databases through Gale, including: Gale One File, Gale One File Select, Gale One File News, Gale One File Educator's Reference, One File High School Edition, Gale in Context High School, Gale Books and Authors, Chilton Library (auto repair), Kids Info Bits, One File Middle School. The remote password is: oriole and the link to these resources is here: https://www.somerset.k12.md.us/apps/pages/index.jsp?uREC_ID=269302&type=d&pREC_ID=673303

Additional digital resources can be found here:

Social-Emotional Resources:

Mobile Crisis Hotline: 888-407-8018
This service is available 24/7 for students, parents, staff and community members. Anyone can call if they are in a crisis and need help.


Advice for how parents can talk with their children about the virus


National Association of School Psychologists advice about how to talk with children about the virus

https://www.sesamestreet.org/caring

Sesame Street message for young children about the virus. Also has tips for parents.


How to Home School During Coronavirus. New York times with links to materials.

https://www.ed.gov/coronavirus
Information and Resources for Schools and School Personnel. Variety of materials on children with disabilities, student privacy and FERPA, and more.


https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/coronavirus-resources

School Counseling lessons, resources and Ideas

http://www.mspaonline.org/

Maryland School Psychologist’s Association Tips for Mental Health Professionals and other resources

https://www.nasponline.org/

National Association of School Psychologists. Information, guidelines and resources as well as guidance for USDOE for IDEA service

https://www.socialworkers.org/Practice/Infectious-Diseases/Coronavirus

National Association of Social Workers Coronavirus (COVID-19) resources

https://www.nASN.org/nasn-resources/practice-topics/covid19

National Association of School Nurses. Activities, talking points, guidance for principals and Superintendents, and more

https://corporate.comcast.com/covid-19

Free internet for families who qualify


Mental Health and Coping

https://mdfoodbank.org/find-food/

Food Assistance

https://www.mdhungerSolutions.org/home/school-closure-meal-sites/

Statewide Meal Sites
20 May, 2020

https://www.ed.gov/coronavirus

USDE’s website of Resources

https://www.childrensmentalhealthmatters.org/resources/mentalhealthmondays/

Children's Health Matters - Mental Health Mondays

https://www.youtube.com/watch?v=0Xo8N9qJtk&feature=youtu.be

Top 10 forms of CyberBullying

CDC Managing Stress Anxiety during difficult times.pdf
Centers for Disease Control and Prevention Talking with children - Corona virus 2020.pdf
CDC Talking with Children Corona virus- Spanish version.pdf
Corona Booklet for kids.pdf
DBM TS _COVID-19_Managing Anxiety While Working Remotely (1).pdf
DBM TS _COVID-19_Working at Home with Kids (1).pdf

The Family Tree
website: https://familytreemd.org/
24 hour hotline: 1-800-243-7337

https://childmind.org/coping-during-covid-19-resources-for-parents/

Somerset Intermediate School:

The SIS Guidance Department is here for you and Open for Business!
Click on the link at the bottom for mental health resources & information.

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If you would like to be contacted by one of our counselors, please click on the link below and complete the form. We will be answering requests from 11:00am - 3:00pm Monday through Friday (except Good Friday and Easter Monday). Both parents and students can request us to contact you!  https://tinyurl.com/SISGuidance