



# Anne Arundel County Public Schools Continuity of Learning Plan

## AACPS eLearning Overview

Anne Arundel County Public Schools' Continuity of Learning Plan is designed to support student learning during school closure due to the COVID-19 pandemic. Our primary mode of learning for most of our students will be via an online format. All teachers will use Google's G Suite for Education - including Google Classroom, Google Meet, and Google Voice tools - to offer standards-based lessons and assignments aligned to the approved curriculum. Learning-on-the-Go printed packets will be distributed weekly to students in families who are unable to access the Internet.

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## Infrastructure

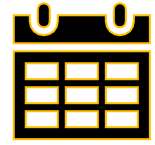
Our teachers, approved curricula, and Google’s G Suite for Education are the central infrastructure components to serving our students well in our eLearning environment. We have standardized the teaching day to fall within the hours of 8am to 4pm. Moreover, we have divided the day into three blocks of time when teachers can schedule their Learning Support Time, Office Hours, Planning Time and Connecting-with-Students Time blocks as shown in the table below.

Monday - Friday	Duty Time	Work Focus	Planning Time
8-9:30 am	Teachers must schedule 1.5 hours within this 3-hour block	Elementary Teachers: 1.5 Hours of Learning Time	Teachers must schedule an additional 1.5 hours of planning time each day.  Planning must be scheduled for a minimum of 30 minutes per segment.
9:30 am-11:00 am		Secondary Teachers: 1.5 Hours for Office Hours	
11 am – 1 pm	NON-DUTY LUNCH		
1-2:30 pm	Teachers must schedule 1.5 hours within this 3-hour block	Elementary Teachers: 1.5 hours for Office Hours	
2:30-4:00 pm		Secondary Teachers: 1.5 Hours of Learning Time	
<b>Faculty &amp; Staff Meetings &amp; Consultations (1 Hour/Week)</b>			
<p><u>One Hour Weekly:</u> Administrators may hold one 30-minute meeting weekly with faculty &amp; staff during the 8 am - 4 pm workday. Additionally, 30 minutes may be used by an administrator to consult with faculty and staff regarding teacher or student needs, as necessary.</p>			
<b>Connecting with Students and Professional Development – Flexible Scheduled Time (2 Hours/Day)</b>			
<p><u>Two Hours Daily:</u> Teachers must spend time each day checking on students, referring students in need to school counselors and administrators, participating in professional development (including professional reading), informally working with colleagues, grading assignment or assessments, and continuing to find ways to build healthy relationships between and among students in an online environment.</p>			

*NOTE: For purposes of supporting students well, teachers are offering learning support on an A/B day rotational schedule. All subjects are not supported by the teacher every day.*

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## Continuity of Learning Timeline



3/12/20	The Maryland State Superintendent of Schools announced the closure of all Maryland schools from March 16 through March 27, 2020.
3/13/20 – 3/27/20	<p>AACPS Academics Team <b>designed and prepared learning opportunities primarily focused on Reading/Language Arts and Mathematics for elementary (ES) and middle school (MS) students.</b></p> <p>Families accessed these <b>learning opportunities from our new eLearning website (<a href="http://www.aacps.org/elearning">www.aacps.org/elearning</a>) and on AACPS TV</b> where they showed multiple times, daily.</p> <p>Families were encouraged to engage ES and MS students with these offerings during the initial two-week closure period.</p> <p>High school students were encouraged to continue working on course assignments given prior to 3/13/20, reference their course syllabi, and respond to teachers' directions regarding any new assignments.</p> <p><i>NOTES: The Academics Team designed learning opportunities for the general education student, students with special needs, English Language Learners, and students identified as Gifted and Talented.</i></p> <p><i>The Academics Team initially planned learning opportunities for four weeks in case the closure was extended.</i></p>
3/23/20	AACPS designed and distributed a <b>Family Technology Survey</b> to all AACPS families. The survey was designed to learn how many families needed a smart device and/or reliable Internet connectivity in their homes.
3/25/20	The Maryland State Superintendent of Schools announced the closure of all Maryland schools from March 30 - April 24, 2020.
3/25/20 – 4/3/20	<p>Academics Team and the Office of Equity and Accelerated Student Achievement prepared <b>Learning-on-the-Go printed packets</b> for those students without devices and/or Internet Access.</p> <p>The Office of School Performance facilitated the first <b>weekly delivery of these packets to families</b> at each of our 61 meal distribution sites across Anne Arundel County.</p>

3/30/20 – 4/3/20

**Transition Week 1** for all AACPS students and teachers:

Students continued engaging with the learning opportunities provided by the Academics Team and teachers began engaging in professional development to build their online teaching skills.

**Teachers participated in professional development (PD) for Google's G Suite for Education - Google Classroom, Google Meet, and Google Voice.** They also had time to set-up their Google Classrooms and plan for eLearning within the Google suite.

Academics Team constructed an [AACPS Continuity of Learning Framework](#) (CoL Framework) to support teachers' understanding of district assistance for curricular and lesson support during school closure. Teachers used our AACPS Continuity of Learning Framework and eLearning course planning documents to plan for their online teaching and learning support moving forward.

3/30/20 – 4/8/20

Academics Team continued to develop, design, and provide standards-based lessons and activities for targeted courses (CoL Framework - Category 1 subject areas or courses).

Additionally, a Frequently Asked Question (FAQ) section was added to the eLearning website to support families.

4/3/20

Friday, April 3, 2020: **End of Marking Period 3 or Quarter 3** of the 2019-20 school year.

NOTE: *We extended the deadline to 4/8/20 for students to turn in Quarter 3 work to their teachers.*

4/6/20 – 4/8/20

Monday, April 6, 2020: **Start of Marking Period or Quarter 4** of the 2019-20 school year.

**Transition Week 2** for all AACPS students and teachers:

Teachers continued PD, set up their Google Classrooms, began contacting students to reconnect with them, and began posting learning opportunities and assignments in Google Classroom for students to use beginning 4/14/20.

Teachers provided school administrators with their schedules for Learning Support Time and Office Hours and posted these schedules in Google Classroom for students and parents to view.

Students and families began to connect with their teachers during this short week prior to Spring Break.

Central Office began the **distribution of approximately 10,000 Chromebooks** to families who needed a smart device for their students to fully participate in AACPS eLearning.

	<p>NOTE: <i>No collection of student assignments and no graded assignments occurred during this week.</i></p>
4/9/20 – 4/13/20	<p><b>Spring Break</b> – No work for AACPS students and employees.</p>
4/14/20 – 4/17/20	<p><b>Week 1 of Full AACPS eLearning</b> - online offerings facilitated by teachers through their Google Classrooms.</p> <p>Teachers began providing “live” or “recorded” learning instruction according to elementary/secondary teacher eLearning schedules.</p> <p>One (only one) assignment/assessment per class per week can be counted/recorded in the gradebook. Additional assignments are collected and graded for feedback only. Teachers informed students via Google Classroom which assignments/assessments will be graded/recorded. Weekly assignments for the gradebook carry the same weight during the fourth quarter of the school year.</p> <p>Chromebook distribution to families continued throughout this week.</p> <p>NOTE: <i>Although offered and encouraged, there is no mandate for students to engage in ‘live’ synchronous learning with their teacher during the school closure period.</i></p>
4/15/20	<p>Superintendent Arlotto reduced graduation credits from 26 to 22.5 credits for the Class of 2020.</p> <p>We put a process in place for school counselors to work with seniors who should consider this reduced-credit option to earn their high school diploma during this period of school closure.</p> <p>Dr. Arlotto proposed a pass/fail grading plan for the 3<sup>rd</sup> and 4<sup>th</sup> Marking Periods. This plan was not supported by a majority of the Board. Various grading options began to be considered and a plan is to be finalized at the first meeting of the Board in May.</p>
4/17/20	<p>The Maryland State Superintendent of Schools announced the continued closure of all Maryland schools until May 15, 2020.</p>
4/20/20 – 4/24/20	<p><b>Week 2 of Full AACPS eLearning</b></p> <p>Staff continued reaching out to students yet to connect in eLearning.</p> <p>AACPS began formal Summer and Fall Recovery &amp; Reentry planning, including searching for new Learning Management System.</p>
4/26/20	<p>AACPS launched a new <i>Family Information Line</i>, a phone line where families can leave messages in English or Spanish to get timely answers to their questions during school closure.</p>
4/27/20	<p>AACPS redesigned our <a href="#">eLearning website</a> to include a Technology Support How-To section where families can learn how to overcome the most frequently encountered eLearning technology challenges.</p>

5/6/20

AACPS Board of Education approved a revision to AACPS’ grading regulation that affect students’ fourth quarter credit-bearing course grades and second semester final grades ([see press release](#)).

## Communication Plan – Information & Updates

Letters and video messages from the Superintendent are sent out regularly to notify families and employees on AACPS preK-12 education as major changes and updates occur. We have also established AACPS support websites for targeted audiences (see table below) where we are updating AACPS eLearning, social emotional support resources and COVID-19 County information as daily changes are made. Certainly, all these websites can also be found from visiting the school district’s main website at [www.aacps.org](http://www.aacps.org)



AACPS Support Websites	Purpose	Target Audience
<a href="#">Crisis Resources</a> Website	Share COVID-19 Information & crisis-related community-based social emotional support resources	General Public
<a href="#">AACPS eLearning</a> Website	Share eLearning plan and timelines, learning support resources, Chromebook distribution schedules, meal pickup sites, community resources, AACPS TV learning schedules, eLearning FAQs & eLearning announcements	Parents/Guardians of our Students and General Public
<a href="#">AACPS eLearning Teacher Toolkit</a> Website	Share eLearning educator plan and timelines, school & teacher support resources, Continuity of Learning Framework, laptop distribution schedule, professional development opportunities, & eLearning FAQs	Teachers and Staff
<a href="#">AACPS Special Education Educator Support</a> Website	Share Federal and Maryland law interpretations for special education services during these uncertain times related to COVID-19  Share FAQs and best-practices for educators striving to meet the needs of our students needing special education services	Special Educators, School-based Administrators, and Staff



NOTE: We have also included an **AACPS Family Information Line** (410) 222-5001 to offer the public another way to ask questions and receive answers in a timely fashion during the school closure period. This service will be staffed with bilingual employees to meet the language needs of our families including those without reliable Internet access.

Our AACPS Communications Office and the Office of Design and Print Services are mainly responsible for crafting and communicating the informational messages during this period of school closure. Websites, phone applications, Connect-Ed messages, Facebook and Twitter messages, AACPS-TV shows, and print-based memos and letters are all communication vehicles used to inform all AACPS stakeholders and the general public about changes and updates to AACPS eLearning operations.

## Technology Needs Assessment

We surveyed our AACPS families during the week of March 23<sup>rd</sup> to ascertain the number of families in need of a smart device and/or Internet access in their homes in order to

participate fully in AACPS eLearning. Although we designed the survey to be administered online, we also provided the survey in print form to interested families who visited our meal distribution sites to pick up meals for their students. 30,414 families – approximately 60% of our total number of families - responded to our survey. The collected data indicated that **less than 10% of these families needed one or both a smart device and reliable access to the Internet** in their homes. We recognized that those who did not respond to the survey may also be a family in need of technology or Internet Access. Based on digital and print responses, we moved forward to construct a plan to distribute smart devices and address the Internet access challenge of our families.

### Technology Needs Survey:

Survey was sent to all AACPS families (~85,000 students) in English or Spanish as per family request.  
*[designed as a fillable Google Form]*

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## Devices & Internet Connectivity

**Device Acquisition:** Based on the Technology Needs assessment, we devised a **phased plan to distribute approximately 10,000**

**Chromebooks to families** without a smart device or whose only smart device(s) is a smartphone. While a smartphone can access the Internet and can be used to download learning materials and assignments, it is difficult to participate fully in eLearning if your only device is a smartphone. Simultaneously, we implemented a **phased plan for the distribution of approximately 800 laptops to targeted employees in need.**



Support for our plan came from the **Technology Division who planned and coordinated the harvesting, cleaning, and reimaging of 10,000 Chromebooks and 1,000 laptops** from our schools to distribute to AACPS families in need.

Phase I: Device Distribution to Families: We targeted families with no smart devices and families with a high school senior who had fewer than 2 smart devices. In addition, we reached out to every family who is currently homeless or who is providing kinship care or care for a displaced youth. Moreover, evening high school youth, and those students enrolled in Anne Arundel Community College were also among our targeted youth in Phase I of Device Distribution. Each of these families were asked to provide us with their choice of device pickup location from any one of our 12 comprehensive high schools. The Office of School Performance coordinated the distribution of Chromebooks based on completed device application forms.

While Chromebooks were being distributed during Phase I, the teachers and principals collected names of students and families who were voicing a need for a smart device when contacted by school personnel. Additionally, our Bilingual Facilitators, Pupil Personnel Workers, and School Counselors also created lists of families who needed smart devices and/or a way to acquire reliable Internet connectivity in their homes.

Phase I: Device Distribution to Teachers and Targeted Staff: We targeted teachers, social workers, pupil personnel workers, and human resource personnel for the first phase of devices to be distributed to AACPS employees. The Office of School Performance coordinated the distribution of laptops to these employees based on completed device application forms.

Phase II: Device Distribution to Families: During Phase II-a of our device distribution, we targeted families on the aforementioned lists generated by school-based and Central Office staff. These families were asked to provide us with their choice of device pickup location from any one of our 12 comprehensive high schools. Once again, the Office of School Performance coordinated the distribution of these Chromebooks.

During Phase II-b of our device distribution we targeted families on our lists who had not yet picked up their Chromebooks. Principals from all schools reached out via phone to their families on the lists and arranged pick up or drop off of a Chromebook to each family.



Phase II: Device Distribution to Targeted Staff: Administrative assistants, technicians, and program staff in need of a laptop or VPN were in Phase II of our employee distribution plan. Once again, the Office of School Performance coordinated the distribution of these Chromebooks with support from the Technology Division.

### Internet Connectivity:

Our AACPS Technology Team has **opened our school networks for public access.**



Families without Internet connectivity in their homes can visit a school parking lot to download AACPS eLearning lessons, search the Internet, and participate in eLearning online activities; they can connect to the Internet via the school's wifi. Moreover, we have also provided our families information via our FAQs on our eLearning site regarding

- free Internet options available for their homes - services provided by various commercial vendors,
- directions for turning their smartphone into a hotspot free of charge, and
- information about increased open wireless access available in most shopping center parking lots and outside other community places where people gather for business or pleasure

NOTE: *Teachers in need of devices are signing out laptop computers that have been reimaged to work outside of our AACPS network. Instructional Data and Technology Divisions have worked to ensure teachers have full access to student data and Power Teacher Gradebook from their homes.*



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## Meeting the Needs of Special Populations

Special Education Students – Upon initial school closure in mid-March, we developed [online learning experiences and lessons for special education students](#) (Toddlers – Grade 12). Parents/Guardians and teachers can use these lessons to support student learning throughout our school closure period. These were especially important during the first four weeks of school closure. Moving forward, the majority of our special education students are now working in their Google Classrooms with their teachers where they receive their newly agreed upon IEP learning support from their teachers and aides. Those students with IEPs in general education classrooms are receiving support from the general educator and additional learning support from their Special Education teacher and aide. Special Educators are using Google Meet and Google Voice to reach out to students and families to support them to continue their learning while at home. We have also emailed large learning packets to our special education students in our birth to five, students in preK-12 grades in the Special Centers, students in our ACC classrooms in our comprehensive schools, and any special needs students who are unable to reliably connect to the Internet. Importantly, students in our Special Centers began their online work using *It's Unique* on 3/16/20, almost immediately following our closure; we are trying to keep students moving forward with their learning even though the circumstances do create some natural barriers to maintaining traditional learning routines.



AACPS Special Educators have worked with our families with students with IEPs and have discussed, completed and received signed Individualized Continuity of Learning Plans (ICLPs) for 98% of our students with special needs (students with IEPs). It is important that our students with special needs work with their teachers and service providers to prevent regression and promote growth on the Individualized Continuity of Learning Plan goals.



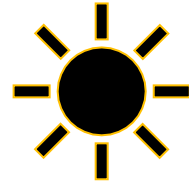
Compensatory Service questions are being asked by families whose children are not receiving regular services as described in their former IEP due to the closure of schools for COVID-19. Guidance from the Federal Government and MSDE states, *“Compensatory Services are those services that are designed to remediate the loss of a Free and Appropriate Public Education (FAPE), including the impact of the loss of services during extended school closures, which may be manifested in the regression of skills or the lack of progress in the general education curriculum or towards meeting annual IEP goals”.*

This guidance also clarifies that: *“If warranted, **compensatory skills are not the same as Extended School Year Services**, and do not replace existing special education services. Missed services do not automatically result in a one-for-one award of hours”.* It has been proposed throughout the country that for this COVID-

19 situation the term “compensatory services” should be replaced by some other term since these losses in services are not the fault of the public school system.

Once school reconvenes, informal assessments of student’s skills will be completed to help families and other members of the IEP team to determine the potential need for additional services. IEP team members will be looking at student’s skills prior to the closure, during the closure, and upon returning to school. In the meantime, AACPS staff are doing everything they can to minimize each student’s regression and to maximize any opportunities for growth.

Currently, plans for providing extended services this summer are being designed to support students with special needs. Social distancing mandates and human-to-human contact procedures as outlined by Anne Arundel County Department of Health will require Summer Extended School Year (ESY) services to look somewhat different from those ESY programs offered in prior years. Once finalized, these summer plans will be shared with families by early June, 2020.



Families will be notified of major updates to Special Education services by email or US Mail. They can also stay up to date on all Continuity of Learning Plan information by visiting the district’s eLearning website at [www.aacps.org/elearning](http://www.aacps.org/elearning)

ESOL Students – Upon school closure in mid-March, ESOL staff developed online learning experiences/lessons for ESOL students in English and Spanish using numerous approved online resources ([ESOL Resources for K-2](#), [ESOL Resources for 3-12](#)). Parents/Guardians can use these lessons, activities, and ideas to supplement and support student language development. Additionally, all ESOL students in grades 3-12 will also have online access to a web-based program titled, *Imagine Language & Literacy – Helping Your Student Succeed at School and Home*.

All AACPS ESOL teachers have their own Google Classrooms set up to support learning for ESOL students at all language levels. ESOL teachers and bilingual facilitators continuously reach out to our ESOL families to seek to understand their needs in this COVID-19 crisis time and support them to participate and engage fully in our eLearning offerings.

The Technology Surveys regarding the need for smart devices and Internet connectivity went home in English and Spanish as do all the eLearning updates, messages from the school district, and special messages from our Superintendent. Responses to the technology survey showed a need for devices and connectivity at approximately the 10-12% level. With support from our Bilingual Facilitators, all ESOL families who requested a device were issued a device and were given support to attain Internet service in their homes. We continue to work diligently with Comcast, Verizon, and Broadstripe Internet Service Providers in conjunction with our ESOL families on a family-by-family basis to acquire reliable Internet service for each of our ESOL families.

Home & Hospital Students and Homeless & Displaced Youth – Students on Home and Hospital Teaching (HHT) will transition from face-to-face to online learning. No HHT teachers will enter students' homes for 1:1 instructional teaching or tutoring. Most of these students have engaged in a hybrid learning program so the full transition to online learning will most likely not be overwhelming. Students' HHT teachers will continue to support them with their learning from a distance in the online learning environment.



We have provided Chromebooks to our homeless and displaced youth to engage them in our AACPS eLearning online. However, our Pupil Personnel Workers and social workers initially delivered weekly *Learning on the Go!* packets to families who are unable to access our online eLearning offerings. They will continue to deliver or mail printed packets during the school closure period to a portion of these families who remain unable to access the Internet reliably.

Twilight School and Evening High School Students – We are implementing the AACPS eLearning academic program for these students using the Google Suite of tools, similar to what we are using with our day school students. Teachers offer these Twilight and Evening High School students learning support time and office hours support weekly during the hours of 4pm to 9pm, Monday through Thursday.

Students with 504 Plans – Teachers planned to meet the needs of students with 504 Plans from within their Google Classrooms. Many of the accommodations needed in the physical school classroom will not need to be addressed by the classroom teacher in an asynchronous online learning environment. However, it will be important for teachers to remind students to use their physical tools, time management techniques, and learning strategies to support their learning while at home. Teachers will continue to use graphic organizers, rubrics, incentive charts, and close student monitoring to support students in their Google Classrooms.

Gifted and Talented Students – Students in all student groups, including those students identified as gifted, require us to address their learning needs uniquely. Our Advanced Learner Programs (ALPs) materials, resources, and lessons that we use in our brick and mortar classrooms are available for teacher use in our eLearning Google Classrooms. Extended learning tasks in Language Arts and Mathematics remain a thread in our eLearning offerings. Moreover, we have also provided Learning Expeditions, Explorations, Virtual Field Trips, and Maker Space Ideas, all designed to support teachers and parents to engage gifted students to think more deeply, synthesize, and create connections within their learning to support their academic growth needs.

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## Student Attendance & Accountability

During the COVID-19 period of school closure, attendance is not taken in traditional ways. However, teachers are monitoring student participation and engagement based primarily on assignment completion and submission via Google Classroom. We are requiring ONE graded assignment per week per course or subject area for the fourth quarter or marking period to be completed, submitted, and scored for inclusion in the gradebook.

Secondarily, based on Google Classroom and Google Meet analytics, we can track student engagement in AACPS eLearning activities such as logging into Google Classroom to download weekly assignments, view materials and resources, or to upload completed assignments. Moreover, we can also track student engagement in the interactive Google Meet sessions hosted by teachers throughout the week. Finally, for those students unable to engage in our online learning, we can track their participation based on the number of print-based Learning-on-the-Go packets requested and provided to families weekly.

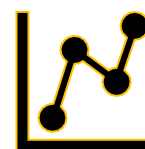


A family in need of a Chromebook or in need of print-based learning packets due to the inability to reliably connect to the Internet, should contact the student's counselor or principal to let them know of their needs.

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## Grading and Grade Reporting

Over the past several weeks, AACPS leadership researched and discussed appropriate and equitable options for grading students during the third and fourth quarters of this school year. We reviewed grading decisions being made by other school districts in Maryland and districts across the country. We sought to be fair to AACPS students while recognizing that our students are not engaged in "learning as usual". Some of our students have smart devices, reliable access to the Internet, and a network of support for any technology or learning challenges that may arise. In contrast, other students are not so fortunate. They lack one or more of these elements and may also have to focus on primary needs such as housing and food.



Our students are encountering new hardships and challenges daily due to the COVID-19 pandemic. There is no such thing as a perfect way to calculate and assign grades for student learning, but in these uncertain times we need to make sure that we do not add undue stress or pressure to students' lives with our grading choices for Quarter 3 and 4 of this school year.

We considered Satisfactory/Unsatisfactory (S/U) grading which is our version of Pass/Fail, traditional letter grading, as well as student choice of traditional and/or S/U grading.

*NOTE: No matter the grading system chosen, all students will be held accountable for learning skills and content that are standards-based and aligned with our approved curricula.*

### **Third Marking Period Grades**

Although Quarter 3 ended on 4/3/20, we extended the deadline to 4/8/20 for students to continue to work with their teachers to complete and submit any work still outstanding. Quarter 3 grades were calculated based on our traditional letter grading system.

Based on the extenuating circumstances regarding our abrupt departure from schools on March 13, 2020, teachers were asked to be lenient with student grading for Quarter 3. Some teachers and many students did not take all assignments and learning materials with them from school in March which made it very difficult to complete and submit all Quarter 3 assigned work.

### **Fourth Marking Period Grades**

On May 6, 2020, the AACPS Board of Education approved a [revision to Anne Arundel County Public Schools' grading regulation](#) that moved fourth marking period grades to a satisfactory/no-grade format for students in credit-bearing courses (mainly high school students). A student's final second semester grade in a course would be equivalent to or one grade higher than the third marking period letter grade. A student who engages in eLearning and earns a "satisfactory" designation in the fourth marking period would receive a final second semester grade one letter grade higher than their third marking period grade. A student who earns a "no grade" in the fourth marking period would receive the third marking period grade as the final grade for the second semester. Further, the student would have additional time to turn in work to achieve a "satisfactory" mark. Letter grades would be calculated into a student's GPA as they would in any other semester.

In addition to the Board's May 6, 2020 action, Superintendent George Arlotto made the following changes to the regulation to apply to middle school students and elementary school students as follows:

- Middle school students in yearlong credit courses who engage in eLearning and earn a "satisfactory" designation in the fourth marking period would receive a final grade one letter grade higher than the average of their first three marking periods. A student who earns a "no grade" in the fourth marking period would receive the average of the first three marking periods as their final grade but would have additional time to turn in work to achieve a "satisfactory" mark.
- Middle school students in yearlong non-credit courses who engage in eLearning and earn a "satisfactory" designation in the fourth marking period would receive a final grade one letter grade higher than the

average of their first three marking periods. A student who earns a “no grade” in the fourth marking period would receive the average of the first three marking periods as their final grade but would have additional time to turn in work to achieve a “satisfactory” mark.

- Middle school students in one-semester non-credit courses who engage in eLearning and earn a “satisfactory” designation in the fourth marking period would receive a final semester grade one letter grade higher than their third marking period grade. A student who earns a “no grade” in the fourth marking period would receive the third marking period grade as the semester grade but would have additional time to turn in work to achieve a “satisfactory” mark.
- Students in grades 2 through 5 will receive satisfactory/no-grade designations for the fourth marking period. Elementary students do not have their marking period grades combined into a final grade.
- Students in first grade would continue to be assessed using the current “Consistently Demonstrates,” “Progressing,” “Emerging,” and “Needs Development” designations.
- Students in prekindergarten and kindergarten would continue to be assessed using the current “Consistently Demonstrates,” “Progressing,” and “Needs Development” designations.

Subsequent to these changes, grading FAQs were posted to the [eLearning Teacher Toolkit](#) to support teachers as they navigated the implementation of these new grading changes.

### **Grade Reporting**

Teachers entered Q3 traditional letter grades into their gradebooks by April 17, 2020. Principals had two days to review report cards digitally. Report cards were then finalized, printed, and mailed home to families beginning in the week of April 20, 2020.

We have yet to finalize plans for Q4 grade reporting and report card distribution.

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## **Resources**



### **Continuity of Learning (COL) Framework for Educators:**

We designed and provided teachers a [COL Framework](#) to help them understand the type and level of Central Office support they would receive based on the course(s) they are teaching. Core courses with large populations of students and courses where students struggle in greater numbers to grasp content are more Central Office-driven than our elective courses. Elementary, middle, and high school [courses are divided into three COL categories](#). The category indicates the level of Central Office support and teacher creative leadership required in each course. Teacher expectations by category are defined and expanded upon in a document titled, [Curriculum Expectations by Level](#). Elementary, middle and high school teachers were instructed and supported by the AACPS Academics Team to use these three documents and selected [social emotional support resources](#) when planning for teaching and learning in their Google Classrooms.

## Teacher Schedules:

- [Daily eLearning AACPS Teacher Schedule Template](#) - showcases the timeframe and mandatory components of a teacher's workday
- [Elementary Teacher Schedule](#) w/ Subjects and Rotations Noted
- [Middle School Teacher Schedule](#) w/ Subjects and Rotations Noted
- [High School Teacher Schedule](#) w/ Core, Electives, and Rotations Noted



Teachers offer daily Learning Support Time and Office Hours to support students with their technology and learning needs.

## Student Schedules:

We provided example [elementary, middle, and high school student schedules](#) for family consideration (in English and Spanish) when planning their home learning time with their students. Flexibility and choice were drivers when crafting these schedules. It was important that we send the message that each family should craft a student learning schedule or routine that works for their individual student and family needs.

**Learning Resources:** All AACPS students engaged in our eLearning offerings have full access to the entire suite of web-based learning resources available to them in the in-person learning setting of their traditional classroom. These resources are all accessible via ClassLink, our single sign-on to our network. Resources available include such popular applications as:

- |                                 |   |
|---------------------------------|---|
| ○ Discovery Education           | ○ MackinVia (online databases & ebooks) |
| ○ First in Math                 | ○ Dreambox                              |
| ○ Gizmos Explore Learning       | ○ FitnessGram                           |
| ○ Wixie (idea sharing platform) | ○ Imagine Learning (ESOL)               |
| ○ Naviance                      | ○ WeVideo                               |
| ○ Smithsonian Learning Lab      | ○ Brain POP                             |

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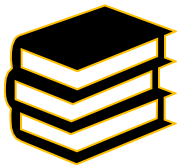
## Leadership Roles and Responsibilities for Continuity of Learning during School Closure



### Central Office Roles (Highlighted Roles)

The Superintendent and his Executive Team are responsible for

- Designing and implementing the school district's Continuity of Learning Plan with *equity* as a primary driver of decisions,
- Communicating all Continuity of Learning Plan elements, processes, and procedures to AACPS employees, families, government officials, community partners, and other stakeholders,
- Adjusting practices, processes, and procedures to meet the dynamic everchanging needs of students, families, employees, and County and State agencies during school closure,
- Networking with staff, community partners, and County government to ensure that *all* students and families are connected and engaged in learning during our time of school closure, and
- Monitoring and maintaining all Central Office and School-based operations

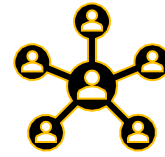


The Academics Team is responsible for

- Designing the district's Continuity of Learning Framework to support teachers to facilitate appropriate learning through their Google Classrooms,
- Leading the selection and design of targeted learning opportunities for core Reading/Language Arts and Mathematics courses at all levels,
- Supporting the design and development of core Science, Social Studies, World Language, and encore/elective courses at all levels,
- Working with MSDE, staff, and families to ensure that AACPS is meeting the special education needs of students during this crisis time of school closure,
- Providing translation and interpretation services to students and families who need this support,
- Supporting Department Chairs and teachers to design and implement standards-based learning activities and offerings aligned with Quarter 3 and Quarter 4 approved curricula,
- Providing professional development to increase teacher's competence, comfort, and confidence with teaching and learning online and teaching and learning through a crisis (trauma-informed care),
- Offering instructional technology support to AACPS Content Coordinators, Resource Teachers, Classroom Teachers, and Families, and
- Working with community partners to seek support for technology and Internet connectivity needs of AACPS families
- Continuing to support and monitor Home-Instruction families and register new families interested in beginning Home-Instruction

*NOTE: Academic Team is composed of Content Coordinators and Resource Teachers in all discipline and program areas, Directors and Resource Teachers in Professional Growth & Development, Special Education Director, Coordinators, and Resource Teachers, and Partnerships, Development & Marketing personnel.*





## The Student and School Supports Team is responsible for

- Networking with community partners to respond to inquiries from stakeholders; collaborate to meet the needs of students and families [NOTE: *The Office of Equity and Accelerated Student Achievement offers support to many offices to ensure the MABE equitable practices are followed and that all barriers are mitigated*],
- Collaborating with the Academics Team to develop and distribute Learning-on-the-Go printed packets for all students who are unable to access the Internet reliably throughout the school closure period,
- Meeting virtually with Principals for leveled, cluster, and school team meetings,
- Supporting parents and families through traditional challenges, including engaging in the formal appeal processes,
- Conducting professional development, including by not limited to PD related to “Professional Standards of Educational Leaders” reviews and feedback sessions,
- Providing support through the Office of School Security to maintain security (especially online) in alignment with the Maryland Center for School Safety, including responding to the remedy system,
- Support current teachers and other staff to answer questions regarding COVID-19 exposure protocols, pay and benefits, leave options, etc.,
- Cooperating and collaborating with the Anne Arundel County’s Mental Health Agency and the Health Department; continue to support families in crisis related to Warm Line calls,
- Providing counseling services and supports to students and families through a variety of platforms, including AACPS email, phone, Google Voice/Text, Google Meet, and Google classroom,
- Visiting families/students virtually and via phone (Pupil Personnel Workers) to encourage students to participate in the e-learning process,
- Reducing barriers to the e-learning process by ensuring families have the resources/information needed to access the devices and Internet connectivity needed for online learning (including support for cab service to device distribution sites), and
- Advocating for flexibility with deadlines in schools and courts for families struggling with eLearning

## The Food & Nutrition Services Team is responsible for



- Organizing, preparing, and distributing 3 meals daily at 61 meal distribution sites across Anne Arundel County for approximately 8-10K students every day, Monday through Friday,
- Maintaining safety of employees and clients during food distribution, and
- Collaborating with community partners and government to support food and nutrition needs of Anne Arundel County youth (ages 2-18)

## School-Based Roles

### School Administrators and their Leadership Teams are responsible for

- Supporting school staff and families to navigate AACPS eLearning, including the technology device and Internet connectivity challenges,
- Monitoring the Continuity of Learning elements related to school-based staff and students,
- Participating in professional development related to eLearning, trauma-informed care, and leading through a crisis,
- Offering virtual support to staff members who are struggling with teaching online and reaching all students, and
- Referring students to counselors and pupil personnel workers when they identify families in critical need of support

## Classroom Teachers are responsible for



- Supporting students and family members to navigate AACPS eLearning, including the technology device and Internet connectivity challenges,
- Use the Continuity of Learning Framework and associated tools to craft standards-based lessons aligned with AACPS curricula, provide quality assignments using approved materials and resources, and evaluate student understanding using appropriate assessments,
- Connect with and support students to engage, participate, and complete assignments offered through Google Classroom and Google Meet platforms,
- Provide regular student virtual feedback via Google Classroom, Meet, and Voice tools,
- Provide supports to students who are struggling with online learning for any reason; notify school counselor and/or administration if students are not connecting (logging into Google Classroom) or participating in the eLearning offerings or are in danger of failing,
- Respond to student and family questions and communication in a timely and thorough way, and
- Provide peer collaborative support to one another to navigate the nuances of teaching in an online environment

## School Counselors are responsible for



- Contacting high school seniors on caseload to conduct graduation credit checks and discuss recently reduced credit options with those seniors who would benefit,
- Contacting students on caseload who they know will need support during the school closure,
- Referring students in need of targeted crisis support to outside mental health providers,
- Collaborating with pupil personnel workers to assist families in need,
- Supporting seniors with letters of recommendation for colleges and scholarships, and
- Continuing to support students with the middle and high school scheduling process

## Custodial Staff are responsible for

- Cleaning and disinfecting our school buildings,
- Maintaining our school facilities, machines, and equipment in good operating order, and
- Interfacing with vendors who are making targeted deliveries to our schools



## Special/Unique School-Based Staff Members Roles (Highlighted Roles)

### Elementary and Secondary School Media Specialists are responsible for

- Providing teachers the media resources needed for online teaching and learning,
- Supporting teachers with troubleshooting the use of these resources inside Google Classroom and helping students and families to use these resources on various technology device platforms,
- Teaching coding to students (elementary Media Specialists only), and
- Supporting students to access academic and scholarship reference materials needed for course assignments and college financial aid preparation, respectively (secondary Media Specialists only)

### E-Coaches are responsible for

- Supporting the teachers and administrative staff to successfully navigate the technology device usage, Internet connectivity challenges, and the use of online apps and programs to support student learning online and
- Offering professional development to teachers on Google's G Suite for Education tools

### Right Start Advisors (New-Teacher Support Educators) are responsible for

- Supporting new teachers (in their first 3 years of teaching) to plan and build their Google Classrooms, plan lessons, and facilitate learning in the online environment and
- Providing peer collaborative support to new teachers trying to navigate the nuances of teaching in an online environment

### Special Education Department Chairs, Case Managers, and IEP Facilitators are responsible for

- Supporting special educators in their schools to develop Individualized Continuity of Learning Plans (ICLPs) with parents and guardians of students with IEPs,
- Providing support to teachers and staff to meet the needs of students with IEPs using Google Classroom, Google Meet, and Google Voice tools,
- Supporting special educators to work with general educators to collaboratively meet the needs of students with IEPs,
- Referring special educators to educator support website developed by Central Office to provide answers to challenges encountered and questions asked by special educators, and
- Continuing to manage the Special Education IEP meetings and mandated procedures



### AP and IB Teachers are responsible for

- Supporting AP and IB students to complete their coursework successfully, and
- Accessing the College Board webinars and guidance from Central Office to learn about the expectations for readying our AP and IB students for this year's AP exam and IB assessments, and
- Providing guidance and support to IB and AP students to prepare for the IB Internal Assessments and the May AP exams, respectively

### Magnet and Signature Program Leaders are responsible for

- Managing their respective Magnet and Signature School Programs in the online environment,
- Supporting Magnet and Signature Teachers to ensure they have whatever they need to support student learning,
- Providing support to Magnet and Signature students and families who may be struggling with COVID-19 issues and school closure, and
- Networking with their school's Assistant Principal(s), including the scheduler, to make sure all sections of their *programs of choice* are scheduled to run in the 2020-21 school year

## Paraprofessionals are responsible for

- Supporting school-based staff to provide support to students and families,
- Providing teacher support in Google Meet sessions and on Google Voice calls with students and families, and
- Reaching out via Google Voice to connect with and assist families who are struggling to engage their students in eLearning or Learning on the Go packet assignments

## Student and Parent/Guardian Roles

### Students are responsible for

- Dedicating time during each week (10-20 hours/week) for learning,
- Connecting with your teacher(s) via Google Classroom, Meet, or Voice as often as possible during Monday through Friday – minimally once per week,
- Using materials and resources posted in your Google Classroom(s) to complete and submit your assignments weekly – minimally submit the ONE weekly graded assignment for the gradebook,
- Considering attending Learning Support Time opportunities offered by your teacher(s),
- Reaching out to your teacher(s) during Office Hours or Learning Support Time, if you need assistance with your learning, and
- Ensuring your health and safety by practicing social distancing while learning, playing, and participating in activities in and around your home during school closure



*NOTE: For those students unable to participate in eLearning due to the challenges with connecting reliably to the Internet at home, students should be engaged in completing work from the Learning-on-the-Go printed packets.*

### Parents/Guardians are responsible for

- Providing a supportive atmosphere for eLearning in their home, including a quiet space away from television and noise, if able to do so,
- Encouraging student engagement in eLearning activities and assignments for 2-3 hours daily,
- Speaking with your student(s) about their eLearning activities, readings, and assignments,
- Monitoring and supporting your student(s) to complete and submit eLearning assignments weekly,
- Reaching out to your student's teacher(s) if they are struggling with eLearning assignments, and
- Supporting healthy balanced home life that includes stress-free learning time as well as time for playing, reading, exercising, eating, and sleeping

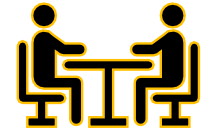
*NOTE: For those families unable to connect reliably to the Internet at home, parents/guardians should support students to engage in completing work from the Learning-on-the-Go printed packets.*

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## Teacher Professional Development

During late March and early April of 2020, all AACPS teachers participated in professional development (PD) on using Google's G Suite for Education to facilitate student eLearning during the time of closure. This PD included how to



- build and use Google Classroom to facilitate student engagement and learning,
- use Google Voice to connect with families and meet with students in small learning groups, and
- embrace and use Google Meet to virtually meet with students to support student learning and social-emotion wellness

Beginning in May 2020, teachers are able to take advantage of the MSDE credits awarded for the implementation of the district's Continuity of Learning plan.

To participate, teachers are required to apply, engage, complete assignments, and submit weekly artifacts to earn credit. Supporting documentation must include evidence of participation/growth in the following four performance outcomes within the virtual teaching platform: a) Learning Schedule, b) Learning Environment, c) Student Engagement, and d) Student Feedback

Additionally, the AACPS Department of Professional Growth & Development has designed and marketed the following [unique PD opportunities](#) for teachers, administrators, and support staff during this school closure period:

- Growing Through This Together
- Backwards Design for Schoolwide Professional Development
- Let's Continue to Learn & Grow Resource Guide
- Relationships A-Z Micro-Credential
- Systems Thinking Micro-Credential
- How to Cultivate Your Emotional Resilience Series: Know Yourself
- Integrating Universal Design for Learning (UDL) into Professional Development
- Short Take on Quality Learning Environment
- Establishing a Quality Learning Environment
- Troublemakers: Lessons in Freedom from Young Children at School - A Book Study
- The Language of Daring Leaders
- BYOL (Bring Your Own Lunch) Weekly Timely Article Discussion
- Servant Leadership: What it is, What it is Not
- Trauma-Informed Care Virtual Mini-Conference for Parents & Educators (*in partnership with PTA*)

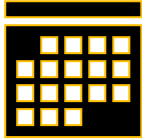


Finally, the Department of Professional Growth & Development is collaborating with the Office of Instructional Technology to design and market hybrid summer PD offerings for teachers to support our need to continue to grow our teachers from novice to expert distance learning educators over an abbreviated period of time. And, they are working on

targeted and tailored PD to support teachers through recovery and reentry periods following the 2019-20 school year.

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## School Calendar



The school closure has impacted the school calendar but AACPS has taken measures to avoid extension of the school year any further than necessary. The original primary election date of April 28 and two unneeded inclement weather days have been converted to instructional days, necessitating the addition of just two days onto the end of the year. The last day of classes for students is now June 18 (see [AACPS school calendar](#)).