Without question, the COVID-19 pandemic has proven to be an incredibly difficult time in our history and certainly in the life of our school system. We have desperately missed our students and very much look forward to the day we can begin to welcome them back into our buildings in a safe and healthy manner.

Our entire AACPS community has been patient, resilient, and focused on the needs of our students and our staff. For that, we are all very thankful.

We have never had to close our schools and, therefore, we have never had to go through the process of reopening them. This has been incredibly difficult, time consuming, and fraught with uncertainty. The information and guidance we rely on to make sound decisions changes frequently and, unfortunately, our country and certainly our state and county are experiencing an increase in numbers of those who are directly affected by the virus. We have done — and continue to do — our part. We are in regular conversations with county health officials and with educational colleagues at the state level. The 24 local school system superintendents also meet regularly to share information and best practices.

I have said from the beginning of this crisis that we — the school system — would not be the reason students, staff, and families contract the virus. We have concentrated our efforts on devising return-to-school models that focus first and foremost on the health and safety of our community.

The decision to open the 2020–2021 school year virtually was not made lightly. We have taken into account the needs and input of our students, teachers, staff, and families. Let’s be clear: There is no perfect solution, no plan that meets the needs of every sector. At this stage, based on the data and advice of our health and medical experts, opening the school year virtually is the only way to ensure the safest environment for students and staff.

For family and staff planning purposes, we have announced virtual learning for the entire first semester. It is certainly our hope; however, that we can begin to bring students and staff back into buildings more quickly than that. We are having conversations now about ways in which we can bring students who will most benefit from face-to-face instruction and support — students with special needs, students in our Centers of Applied Technology, and English Language Learners — into buildings more quickly.

Teachers will engage students in more robust virtual learning with real-time instruction approximately four hours each day, four days a week. The fifth day will be used for individual or small group real-time learning support. At all levels, there will be daily social-emotional learning and our emphasis on social justice awareness will continue.

Daily attendance is expected and will be recorded, and we will resume normal grading procedures laid out in Administrative Regulation II-RA, Grading. We will also conduct diagnostic assessments of students in the first three weeks of the school year to identify and address gaps that exist so that we can continue our work to eradicate them.

There are many difficult decisions that lie ahead, and the road between today and the day all of our students and staff return to our buildings may be a bit bumpy. Our 14 working committees will now focus on the immediate work involving the virtual learning environment, but will soon pivot to address issues related to hybrid and full in-person experiences.

In the meantime, our school community can access the information around the work in this document and on an ongoing basis at www.aacps.org/fall2020.
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Roadmap to Reopening

Guiding Principles for Reopening Schools

**Prioritize**
the health and safety of students and staff

**Cultivate**
a robust, equitable learning environment

**Maintain**
strong relationships with students, families, and community partners
Survey Results

AACPS followed the COVID-19 Checklist in the Maryland Together: Maryland Recovery Plan for Education as a tool to inform and guide the organization for reopening. As part of the reopening planning process, AACPS invited families and staff to provide data and input that could help inform decisions regarding school operations for the fall. Through an online survey, several questions were posed that focused on learning platform preferences.

How would you prefer for your student(s) to attend school in 2020–21? (Question 9)

45,121 Parent Responses

- In-Person: 45.97%
- Hybrid: 32.55%
- Virtual: 21.48%

What are the most important factors when deciding which school model is best for you as an AACPS Employee? (Question 7)

9,885 Staff Responses

- Schedule that allows working virtually through fall semester: 47.43%
- Shortest breaks possible between in-person work: 14.83%
- Consistent weekly learning schedule: 53.79%
- Schedule that allows working out of home: 20.35%
- Maximizing face-to-face school attendance regardless of scheduling: 21.81%
- Allow for daily classroom cleaning; maximizes classroom & instructional tools: 51.96%

Upon advisement of the Anne Arundel County Department of Health, state limited in-person activities stipulations, and in response to rising virus case numbers, the decision was made to start with a fully virtual learning platform. The survey results will be among the data used to inform the work required for a healthy transition to in-person instruction.
**Equity**

Every day, AACPS works to impart the values of kindness, acceptance, and inclusion as outlined in the AACPS Educational Equity Policy. In a true effort to elevate all students and eliminate all gaps, AACPS has engaged, designed, and administered professional development to empower its workforce to become equity minded.

Initiatives such as providing Chromebooks for every student; helping families with Internet connectivity; supporting academic recovery through summer learning academies and summer school; offering evening sessions and tutoring; hosting clubs at all school levels; and celebrating Project Unity are some of the ways AACPS is committed to meeting the needs of every child to promote their success.

Additionally, we are committed to providing equitable online teaching and classroom practices to ensure the inclusion of all AACPS learners to make their learning experiences safe, relevant, and effective at all times.

**Social Justice**

This summer, AACPS student leaders organized important discussions to highlight and promote social justice. These conversations will continue with a focus on eliminating injustices and engendering anti-racism in our school communities. AACPS will continue to provide resources to students in support of social justice activism, as well as provide a platform for students, families, and staff to be involved. Professional development for Central Office and school based staff will continue to focus on social justice, antiracism, equity, diversity and inclusion throughout the school year, even in the virtual environment where professional development for all teachers will occur every Wednesday in the virtual school schedule. ([www.aacps.org/letstalkjustice](http://www.aacps.org/letstalkjustice)).

**2020–2021 School Year Information**

School will begin for students in grades 1–12 on Tuesday, September 8, 2020.

There are no staggered openings for middle and high school students as there have been in the past. ECI, pre-kindergarten, and kindergarten students will have staggered start dates and will receive more information from their schools about beginning the virtual learning process.

The first semester of the 2020–2021 school year is **September 8, 2020 through January 29, 2021**.

The first marking period ends on November 13, 2020. The second marking period begins on November 16, 2020. ([full 2020–2021 school calendar](http://www.aacps.org/)).

**Virtual Learning**

Virtual learning will be very different from the e-learning experience of last spring. Using the G Suite (Google) complement of educational tools and applications, teachers will shift to a dynamic, interactive approach to engage students in real-time instruction.

Students access their classes in Google Classroom where teachers post class hours, help times, activities, assignments, and announcements. Google Classroom is accessed through ClassLink which provides instructional apps and tools for learning. Students sign into ClassLink using their individual student credentials. ([www.aacps.org/gsuite](http://www.aacps.org/gsuite)). Technology staff will be offering help-desk support for employees and families during the day and early evening hours in the fall semester to assist with their technology challenges.
Regardless of the platform, all schools in AACPS will deliver curriculum in alignment with the Maryland College and Career Ready Standards (MCCRS Curriculum Frameworks) for all content areas at all grade levels. Such commitment will continue to focus on providing an instructional experience that is differentiated to meet student needs, challenging to encourage academic growth, and flexible to accommodate various circumstances. Teachers will employ models ideal for low student-to-teacher ratio that support differentiation for all students and offer specially designed instructions for students with individual education plans (IEPs).

Pending staff availability, most of the usual courses promoted in the programs of study for high school and middle school, including many electives, will be offered to students. All elementary curricula, including English Language Acquisition, Advanced Learner Programs (ALPs and Gifted and Talented) and Enhancing Elementary Excellence (Triple E) program details can be found in the Blackboard online communities for schools. As the beginning of the school year approaches, families will be able to learn more about virtual learning at: www.aacps.org/virtuallearning.

Teachers will have the option of where they wish to perform their lessons and other duties. Those teachers who wish to instruct from their classrooms in school buildings will be afforded a safe environment that respects social distance, face coverings, and CDC-guided cleaning protocols. Through www.aacps.org/virtualeducator, teachers will have tools, resources, and FAQ's to support their success in the virtual learning environment.

Professional Development
AACPS educators participated in significant professional development (PD) during the summer and will continue to do so to effectively deliver instruction and manage the virtual learning environment.

Since statewide school building closures in March 2020, all AACPS teachers participated in professional development on using Google’s G Suite for Education to facilitate student eLearning. This PD included how to build and use Google 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 in live sessions with students to support student learning and social-emotional wellness.

To build upon the spring offerings and in preparation for virtual learning, the Department of Professional Growth & Development collaborated with the Office of Instructional Technology to support the need to cultivate teachers moving from novice to expert distance learning educators over the summer. All of these efforts were implemented with a keen focus on equity as outlined and upheld in the AACPS Strategic Plan, to which commitment has not wavered during the COVID-19 pandemic. In fact, the emphasis on equity has increased in response to the needs of students; therefore, equity PD requirements reflect the school system’s true desire to elevate all students and eliminate all gaps no matter the circumstances.

In addition to a plethora of PD offerings that integrate traditional curriculum framework standards, 90 minutes every Wednesday is built into the schedule for teachers to engage in PD that enhances curriculum planning and the student experience. This PD learning block for teachers is designed to deepen teachers’ commitment to equity while growing their knowledge for strong, equitable instructional practices in the virtual and hybrid learning environments.

Recovery, Rigor, and Readiness
The Academic Team spent the last few months identifying critical content, concepts, and skills in all subject areas and courses on which teachers should focus this fall. This includes both prior content that may have been missed last spring as well as major concepts and skills contained in this year’s courses and subject areas. Using the iReady assessment tool, there will be a three-week assessment period to determine the instructional needs of every student in kindergarten through Grade 8. The first assessment will be diagnostic focused on reading and math. The results
from this assessment will provide teachers with data to guide students to master standards-based reading and math concepts. Where there are significant learning gaps, teachers will be able to use this data to identify small groups of students to provide targeted support and instruction. Academic Flex Time blocks and teacher Office Hours/Connection Time blocks have been built into the virtual school day for teachers to work with student groups on targeted concepts or skills.

In addition, the iReady platform will automatically create a unique learning path for each student. Students will be asked to spend 10–15 minutes after school hours using iReady to review specific skills and standards. This aspect of iReady is an engaging gamified way of helping students build skills in which they need additional support while also providing enrichment and practice for the skills they have already mastered. Research about iReady suggests that students who spend at least 45 minutes a week working individually on the platform have above average growth. Students will be reassessed in the platform in the winter and spring to measure such growth and to plan for any necessary adjustments to learning during this school year. Moreover, to ensure that students are on the path to recover any lost learning as a consequence of the current pandemic, the iReady data will be compared to the standards-based reading and math benchmarks to check for alignment and student growth. AACPS will also be offering the Virtual Family Support Center two nights per week to assist elementary school parents/guardians with guidance and strategies to further support their students’ learning of math at home.

Secondary students who received “no grade” marks for at least one course during the fourth marking period of the 2019-2020 school year were invited to a summer recovery program. Hundreds of students were engaged in the program, fulfilling course requirements and readdressing skills in preparation for the next school year. Such intensive and targeted work laid a strong foundation of support for students that will also help to inform instructional pathways for the 2020-2021 school year.

For middle school content areas besides reading and math, as well as for high school courses, teachers will receive professional development to help them choose appropriate diagnostic activities to determine any gaps in knowledge or skills that need to be retaught or reviewed before introducing new material. **Diagnostic assessments in all middle and high school courses will be administered during the first three weeks of school.** Teachers will have newly enhanced curriculum guides that include suggested resources and activities to help students address identified gaps and prepare for course and grade level expectations. Assessment and curricular suggestions for educators can be found in their online Blackboard curriculum communities, primary resource locations for content and pedagogy to be used in the virtual teaching and learning environment.

Middle and high school teachers will identify and invite students with significant learning gaps to engage in small group instruction with them during Academic Flex time and in office hours. Additionally, they will counsel these students to avail themselves of the evening virtual tutoring offered five nights per week with AACPS teachers providing live tutoring support. Secondary teachers will use quarterly assessments as tools to monitor student growth as well as identify gaps that remain in students’ conceptual understanding or skill development. Teachers will adjust their teaching strategies based on persistent gaps in student understanding and individual student needs.
Limited In-Person Classes

In-person, hands-on, and creative virtual avenues are being explored for special education students, vocational technology students, and English Language Learners. This will be a three-phase effort starting with our most vulnerable learners in very intimate, yet safe spaces. Beginning with small groups of students in developmental centers, centers of applied technology, and English Language Acquisition programs, progression to additional phases of in-person instruction and hybrid learning will depend on staffing availability and the public health climate. Ideally, all three phases will be implemented before the end of the first marking period.

Special Education

**Instruction**

<table>
<thead>
<tr>
<th>Central Special</th>
<th>Marley Glen</th>
<th>Ruth Parker Eason</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8–10</strong> Classrooms</td>
<td><strong>1–2</strong> Students per Classroom</td>
<td><strong>2hrs/week</strong> morning</td>
</tr>
</tbody>
</table>

Proper cleaning will occur between sessions and on the fifth weekday that the schools are not being utilized for in-person instruction.

During each two-hour session, students will have another student, their aide, and perhaps a behavior specialist present, but socially distanced in the classroom. Materials and equipment used during the sessions will either be put away solely for that student, removed, cleaned, or swapped out for next rotation. Classroom use will be staggered to maximize space and minimize high traffic of any one area. Door-to-door transportation is available.

**Therapy Services**

Physical therapy, occupational therapy, and speech language pathology services will be offered to students who receive special education services. Arrangements for these services are based on staff availability and made by appointment.

Centers of Applied Technology

| **10–12** Students per Classroom per Program | **2hrs/week** morning | afternoon | evening |

Desks/workstations will be spaced out or organized to allow for social distancing. Minimal staff will be in the classroom with students. Cleaning of equipment and tools will be performed between sessions and on the fifth weekday that the schools are not open for in-person instruction. Transportation will be available from community hubs throughout the county.
English Language Learning

10–12 Students per Classroom
1–2 hrs/week

Pending staff availability, middle school English Language Learners with significant language and literacy needs will be invited to attend school in-person for two hours 1–2 days per week. There would be 10–12 students per classroom, per CDC recommendations, with a small number of instruction and support staff present. Classrooms at conveniently located middle schools in various communities will be used for this phase. Transportation will be available from community hubs throughout the county.

Chromebooks & Connectivity

With most students online at the same time, schedules will overlap and students in the same families will need their own devices. In order to provide equitable, reliable access to virtual instruction, **AACPS will distribute Chromebooks to every student.** This process will take time beyond the beginning of the school year, but every student will have their own device to participate in learning before the end of the first quarter. According to the family survey conducted over the summer, many AACPS households have at least 1 to 2 devices for students to use. Therefore, Chromebook distribution will focus first on those students who need them the most. Students who must begin the school year with an alternative device will still be able to fully access the virtual learning platform though personal laptops, desktop computers, an iPad, and/or Android tablet. Students at charter and contract schools will have a different plan for their technological needs and instructional delivery that will be communicated by their schools. Chromebook requests can be made by contacting the school principal.

AACPS is working closely with city, county, civic and business partners to increase Internet access for families so that all students will be able to access online learning by the start of the school year. Through the generosity of community members and organizations along with government grants, **there is funding available to support families to get connectivity to the Internet and access vital programming in the virtual environment.**

**Elementary and Secondary School Emergency Relief (ESSER) | $11,855,603**
Funds supporting the following:
- Chromebooks
- Google Classroom
- Learning Management System
- Professional Development
- Instructional Software
- Tutoring Support
- Non Public Schools

**Governor’s Emergency Education Relief (GEER) | $729,435**
Funds supporting the following:
- Chromebooks
- Non Public Schools

**Coronavirus Relief Fund—Tutoring | $6,338,178**
Funds supporting the following:
- Various Tutoring programs
- K-8 Math/Reading intervention
- Special Education Assessments, Recovery Services, Compensatory Services, and Tutoring
- K-5 Backpack Initiative
- Enhanced Summer Programming

**Governor’s Office of Rural Broadband—Broadband for Underserved Students Grant | $58,989**
Funds supporting the following:
- 4 months of Internet Access for roughly 550 AACPS families (AACPS will cover internet access for the same families the other 6 months)
Through such generosity, AACPS is ready to help assist families that still need Internet access. Families who need this resource should:

- Email the principal or call the school of your youngest student and let them know that you still need Internet connectivity.
- Send an additional email to AACPS Technology staff at internet@aacps.org to let them know that you still need Internet connectivity. Please give them your name, address, email address, and phone number where you can be reached. Tell them the schools where your children will attend this fall.

AACPS staff will follow-up by email or phone to further assist with this process. In addition, AACPS will further extend its WiFi reach from school buildings as another source of Internet connectivity for families.

Virtual Desktop Initiative

Throughout the spring 2020 semester, hundreds of students and teachers per day used Windows Virtual Desktop (WVD) per day to access programs such as Adobe Creative Cloud and Project Lead the Way for career technology education. These students and teachers were also able to access and share files stored on servers behind the AACPS firewalls and not accessible from the Internet. This satisfied a great need for teachers and students to collaborate in a digital setting without sacrificing work quality.

This fall, AACPS will expand access to WVD to all secondary school students and teachers at all levels. WVD is a perfect complement in the student technological offerings by AACPS as programs not compatible with Chromebooks can easily be accessed by WVD. The following WVDs are being tested by teachers and staff:

- **AACPS-High** (includes software that is on the standard high school lab computer)
- **AACPS-Targeted** (includes software for Computer Science, PLTW and STEM and TechEd)
- **AACPS-Music and PVA** (includes software that is on the standard music and PVA lab computers)
- **AACPS-Middle** (includes software that is on the standard middle school lab computer)

These new WVDs will be ready for use by the beginning of the fall semester.

Supplies for Students

**AACPS will provide backpacks filled with supplies for every student in pre-kindergarten through Grade 5.** The backpacks will be safely distributed at the beginning of the school year and will include:

- math textbook
- writing/math templates
- folders
- notebooks
- paper
- clipboard
- pencils
- pens
- markers
- crayons
- sharpener
- letter/number cards
- dry erase sleeve
- headphones
- clipboards
- notebooks
- math textbook
- writing/math templates
- folders
- notebooks
- paper
- clipboard
- pencils
- pens
- markers
- crayons
- sharpener
- letter/number cards
- dry erase sleeve
- headphones

Schools will provide novels, targeted textbooks, musical instruments, and other unique learning materials will be distributed at secondary schools throughout the county. Families of secondary students can review suggestions for school supplies at [www.aacps.org/schoolsupplies](http://www.aacps.org/schoolsupplies).

**Special education students in ECI, K–12 specialty programs** (ACC and Autism), **the three developmental centers**, and **students attending non-public schools who are working toward a certificate of program completion** will receive learning materials and other resources such as basic school supplies, various learning visual aids, and math manipulatives ([www.aacps.org/schoolsupplies](http://www.aacps.org/schoolsupplies)).
The Virtual School Day

School schedules in the virtual learning environment are student-centered with emphasis on growing through social-emotional learning, developing tools for success, and providing quality instruction with practice time for mastery. The schedule is also teacher-focused with structured flexibility for educators to address student academic needs, have time for sufficient planning, and offer office hours to support students and families.

Teachers will work from 8:00 a.m. to 4:00 p.m. daily and provide real-time instruction in the morning and afternoon on Mondays, Tuesdays, Thursdays, and Fridays. Real-time learning will also take place in the morning on Wednesdays with teachers holding office hours in the afternoon to connect with families and offer extra support for students who may need it. Additionally, teachers will be engaged in professional development each Wednesday afternoon.

Students will experience 4–4.5 hours of live, synchronous instruction four days per week and at least 3.5 hours of live instruction on Wednesday for learning support.

The instructional day will start at:
- 9:00 a.m. Pre-kindergarten–Grade 2
- 8:30 a.m. Grades 3–5
- 8:30 a.m. Grades 6–12

Instruction will end between 2:45 and 3:00 p.m., depending on grade level. Students will have about two hours away from instruction for lunch, with an option to participate in virtual clubs and activities during that time. Each day, time will be reserved at all levels to support relationship building and social-emotional growth.

Although live engagement is the expectation, lessons will be recorded so that students will have access in case of absence or extenuating circumstances. In addition, virtual tutoring opportunities will be available for students in major content areas (www.aacps.org/tutoring).

Course Expectations

All curriculum is developed using the Pre-K-12 Maryland College and Career Ready Standards (MCCRS) Frameworks. The standards include requirements for environmental literacy and health which will be infused in instruction during major content area blocks at the elementary level and in STEM and specific courses at the secondary level. All schools in AACPS will deliver curricular content as prescribed by the MCCRS Frameworks under the supervision, monitoring, and accountability of the AACPS Division of Academics & Strategic Initiatives.

Secondary students will be registered according to staff availability and preferred course selections per the middle and high school programs of study. AACPS graduation requirements remain unchanged for the 2020-2021 school year and can be reviewed at www.aacps.org/graduationrequirements.

Virtual School Day Schedules

Filled with core subjects, encore or elective courses, club activities, and fun time, the following pages show the student and teacher schedules for the Fall 2020 Virtual School day. Students average over 4 hours/day of synchronous instruction at all grade levels. In addition, students have learning blocks for social emotional learning, time to learn and apply academic tools for success, time when they can visit teachers during office hours, and flex time where they can review classwork, work on projects, or seek teacher assistance. All schedules, including early childhood, Centers for Applied Technology, and Developmental Centers, can be viewed at www.aacps.org/fall2020schedules.
### Half-Day Pre-Kindergarten Student Schedule

On **Monday, Tuesday, Thursday, and Friday**, the school day is two hours in length beginning at **9:00 AM** for students attending the **Morning Session** and **1:00 PM** for the students attending the **Afternoon Session**. On **Wednesday**, the school day is **9:00—10:30 AM** for the morning students and **9:30—11:00 AM** for the afternoon students. Students will be engaged weekly in Reading, Writing, Foundational Literacy, Small Group Literacy, Math, Science, and Social Studies learning. **Circle Time** launches each day with students listening, sharing, and building friendships. They learn about themselves and others as they begin to build relationships with one another.

Special Education instruction and services will be provided during the day on a schedule provided by your student’s teacher.

<table>
<thead>
<tr>
<th>Daily Schedule</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8:30–9:00 AM</strong></td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
</tr>
<tr>
<td><strong>9:00–9:25 AM</strong></td>
<td>Circle Time</td>
<td>Circle Time</td>
<td>Circle Time (AM Pre-K)</td>
<td>Circle Time</td>
<td>Circle Time</td>
</tr>
<tr>
<td><strong>9:30–11:00 AM</strong></td>
<td>Foundation Literacy</td>
<td>Math (Whole and Small Groups)</td>
<td>9:30–10:30 AM Flexible Group Learning Time—Language Arts/Math (AM &amp; PM Pre-K) (Optional)</td>
<td>Foundation Literacy</td>
<td>Math (Whole and Small Groups)</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>Science</td>
<td>10:35–11:00 AM Circle Time (PM Pre-K)</td>
<td>Writing</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Small Group Literacy</td>
<td>Social Studies</td>
<td></td>
<td>Small Group Literacy</td>
<td>Social Studies</td>
</tr>
<tr>
<td><strong>1:00–1:25 PM</strong></td>
<td>Circle Time</td>
<td>Circle Time</td>
<td></td>
<td>Circle Time</td>
<td>Circle Time</td>
</tr>
<tr>
<td><strong>1:30–3:00 PM</strong></td>
<td>Foundation Literacy</td>
<td>Math (Whole and Small Groups)</td>
<td>2:30–3:30 PM Teacher Office Hours/Connection Time</td>
<td>Foundation Literacy</td>
<td>Math (Whole and Small Groups)</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>Science</td>
<td></td>
<td>Writing</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Small Group Literacy</td>
<td>Social Studies</td>
<td></td>
<td>Small Group Literacy</td>
<td>Social Studies</td>
</tr>
<tr>
<td><strong>3:00–3:30 PM</strong></td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
</tr>
</tbody>
</table>

**Time available, if needed, to communicate with teacher and get support**

**9:00–11:00 AM** (Wed: 9:00–10:30 AM)

**Morning Pre-K**

Live Synchronous Teaching (movement & music transitions are embedded between subject areas)

**1:00–3:00 PM** (Wed: 9:30–11:00 AM)

**Afternoon Pre-K**

Live Synchronous Teaching (movement & music transitions are embedded between subject areas)
### Color Key

<table>
<thead>
<tr>
<th>Color</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green</td>
<td>Live Synchronous Teaching/Learning</td>
</tr>
<tr>
<td>Blue</td>
<td>Teacher Office Hours/Connection Time</td>
</tr>
<tr>
<td>Yellow</td>
<td>Non-Instructional Time</td>
</tr>
</tbody>
</table>

### Daily Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8:00–8:30 AM</strong></td>
<td>Meeting</td>
<td>Meeting</td>
<td>Extended Meeting Time</td>
<td>Meeting</td>
<td>Meeting</td>
</tr>
<tr>
<td><strong>8:30–9:00 AM</strong></td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
</tr>
<tr>
<td><strong>9:00–9:25 AM</strong></td>
<td>Circle Time</td>
<td>Circle Time</td>
<td>Circle Time</td>
<td>Circle Time</td>
<td>Circle Time</td>
</tr>
<tr>
<td><strong>9:30–11:00 AM</strong></td>
<td>Morning Pre-K</td>
<td>Morning Pre-K</td>
<td>Morning Pre-K</td>
<td>Morning Pre-K</td>
<td>Morning Pre-K</td>
</tr>
<tr>
<td><strong>11:05–11:35 AM</strong></td>
<td>Non-Duty Lunch</td>
<td>Non-Duty Lunch</td>
<td>Non-Duty Lunch</td>
<td>Non-Duty Lunch</td>
<td>Non-Duty Lunch</td>
</tr>
<tr>
<td><strong>11:35–1:00 PM</strong></td>
<td>Planning</td>
<td>Planning</td>
<td>Planning</td>
<td>Planning</td>
<td>Planning</td>
</tr>
<tr>
<td><strong>1:30–3:00 PM</strong></td>
<td>Afternoon Pre-K</td>
<td>Afternoon Pre-K</td>
<td>Afternoon Pre-K</td>
<td>Afternoon Pre-K</td>
<td>Afternoon Pre-K</td>
</tr>
<tr>
<td><strong>3:00–3:30 PM</strong></td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
</tr>
<tr>
<td><strong>3:30–4:00 PM</strong></td>
<td>Meeting</td>
<td>Meeting</td>
<td>Meeting</td>
<td>Meeting</td>
<td>Meeting</td>
</tr>
</tbody>
</table>

**Non-Instructional Time**

Individual and Collaborative Planning Time, Administrative Meetings (Whole School/Subject/Grade Level), IEP Meetings, and Professional Development.
Primary Student Schedule: Pre-K–Grade 2

On **Monday, Tuesday, Thursday, and Friday**, the school day for students is **9:00 AM–3:00 PM** with an option for **Friends & Fun Time** on Tuesday and Thursday. On **Wednesday**, the school day is **9:00 AM–11:00 AM** with one **Cultural Arts** block and **Academic Flex** time for learning support, practice, review, and enhancement in reading, writing, and mathematics.

**Circle Time** launches each day with students listening, sharing, and building friendships. During Cultural Arts, students participate in Art, General Music, Media, Physical Education and either Computer Skills or Triple E.

<table>
<thead>
<tr>
<th>Monday, Tuesday, Thursday, and Friday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>All Grades</td>
</tr>
<tr>
<td>Teacher Office Hours/Connection Time</td>
<td>Circle Time</td>
</tr>
<tr>
<td><strong>9:00–11:00 AM</strong> Morning Block</td>
<td>Cultural Arts</td>
</tr>
<tr>
<td>Live Synchronous Teaching</td>
<td>Academic Flex (Literacy/Math)</td>
</tr>
<tr>
<td>[movement &amp; music transitions are embedded between subject areas]</td>
<td></td>
</tr>
<tr>
<td><strong>9:00–9:25 AM</strong> Circle Time</td>
<td></td>
</tr>
<tr>
<td><strong>9:30–10:00 AM</strong> Literacy</td>
<td>Academic Flex</td>
</tr>
<tr>
<td><strong>10:00–10:30 AM</strong> Academic Flex</td>
<td>Math</td>
</tr>
<tr>
<td><strong>10:30–11:00 AM</strong> Math</td>
<td>Literacy</td>
</tr>
<tr>
<td><strong>11:05–11:35 AM</strong> Friends and Fun Time</td>
<td>Teacher Facilitated (optional for students) (Tuesday and Thursday only)</td>
</tr>
<tr>
<td><strong>11:00–1:00 PM</strong> Lunch &amp; Learning Café</td>
<td>Virtual Learning ends for students at 11:00 am.</td>
</tr>
<tr>
<td><strong>1:00–3:00 PM</strong> Afternoon Block</td>
<td></td>
</tr>
<tr>
<td>Live Synchronous Teaching</td>
<td></td>
</tr>
<tr>
<td>[movement &amp; music transitions are embedded between subject areas]</td>
<td></td>
</tr>
<tr>
<td><strong>1:00–1:30 PM</strong> Cultural Arts</td>
<td></td>
</tr>
<tr>
<td><strong>1:30–2:00 PM</strong> Literacy</td>
<td>Science / Social Studies</td>
</tr>
<tr>
<td><strong>2:00–2:30 PM</strong> Science / Social Studies</td>
<td></td>
</tr>
<tr>
<td><strong>2:30–3:00 PM</strong> Tools for Success Mission Debrief</td>
<td></td>
</tr>
<tr>
<td><strong>3:00–3:30 PM</strong> Teacher Office Hours/Connection Time</td>
<td></td>
</tr>
</tbody>
</table>

Special Education, ESOL, Primary Talent Development, and Reading Intervention supports and extensions will be provided during the day on a schedule provided by your student’s teacher.

Primary Talent Development is embedded in subject area teaching. These supports and extensions may be embedded into the subject area teaching or be purposefully placed into Academic Flex time.
## Fall 2020 Elementary Teacher Schedule—Primary (Pre-K–2)

### Color Key
- **Live Synchronous Teaching/Learning** (Open to all Students)
- **Teacher Office Hours/Connection Time**
  - Communication between Teacher & Caretaker(s) using Google Voice/Time to Support Students
- **Lunch**

### Non-Instructional Time
- Individual and Collaborative Planning Time, Administrative Meetings (Whole School/Subject/Grade Level/Program), Planning Meetings (504/Special Education/IEP/ESOL/Intervention/Programs), and Professional Development

### Daily Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00–8:30 AM</td>
<td>Meeting</td>
<td>Meeting</td>
<td>Planning (Collaborative)</td>
<td>Planning (Individual)</td>
<td>Meeting</td>
</tr>
<tr>
<td>8:30–8:55 AM</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
</tr>
<tr>
<td>9:00–9:25 AM</td>
<td>Circle Time</td>
<td>Circle Time</td>
<td>Circle Time</td>
<td>Circle Time</td>
<td>Circle Time</td>
</tr>
<tr>
<td>9:30–11:00 AM</td>
<td>Literacy --- Math --- Academic Flex (30 minute class times with movement transitions embedded)</td>
<td>Literacy --- Math --- Academic Flex (30 minute class times with movement transitions embedded)</td>
<td>Cultural Arts (30 minutes)</td>
<td>Literacy --- Math --- Academic Flex (30 minute class times with movement transitions embedded)</td>
<td>Literacy --- Math --- Academic Flex (30 minute class times with movement transitions embedded)</td>
</tr>
<tr>
<td>1:00–3:00 PM</td>
<td>Cultural Arts --- Literacy --- Science / Social Studies --- Tools for Success (30 minute class times with movement transitions embedded)</td>
<td>Cultural Arts --- Literacy --- Science / Social Studies --- Tools for Success (30 minute class times with movement transitions embedded)</td>
<td>1:00–2:30 PM Professional Development</td>
<td>Cultural Arts --- Literacy --- Science / Social Studies --- Tools for Success (30 minute class times with movement transitions embedded)</td>
<td>Cultural Arts --- Literacy --- Science / Social Studies --- Tools for Success (30 minute class times with movement transitions embedded)</td>
</tr>
<tr>
<td>2:35–3:00 PM</td>
<td>2:35–3:00 PM Teacher Office Hours/Connection Time</td>
<td>2:35–3:00 PM Teacher Office Hours/Connection Time</td>
<td>2:35–3:00 PM Teacher Office Hours/Connection Time</td>
<td>2:35–3:00 PM Teacher Office Hours/Connection Time</td>
<td>2:35–3:00 PM Teacher Office Hours/Connection Time</td>
</tr>
<tr>
<td>3:00–3:30 PM</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Planning (Individual)</td>
<td>3:05–4:00 PM Extended Meeting Time</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
</tr>
<tr>
<td>3:35–4:00 PM</td>
<td>Meeting</td>
<td>3:35–4:00 PM Extended Meeting Time</td>
<td>Meeting</td>
<td>Meeting</td>
<td>Meeting</td>
</tr>
</tbody>
</table>
## Intermediate Student Schedule: Grades 3–5

On **Monday, Tuesday, Thursday, and Friday**, the school day for students is **8:30 AM–3:00 PM** with an option for **Friends & Fun Time** on Tuesday and Thursday. On **Wednesday**, the school day is **8:30 AM–11:15 AM** with one **Cultural Arts** block and **Academic Flex** time for learning support, practice, review, and enhancement in reading, writing, and mathematics.

**Building Community** time launches each day with students listening, sharing, and building trust and respect for one another. During **Cultural Arts**, students participate in Art, General Music, Media, Physical Education and either Computer Skills or Triple E.

Special Education, ESOL, ALPs, and Reading Intervention supports and extensions will be provided during the day on a schedule provided by your student’s teacher. These supports and extensions may be embedded into the subject area teaching or be purposefully placed into Academic Flex time.

### Monday, Tuesday, Thursday, and Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30–8:55 AM</td>
<td>Building Community</td>
<td>Building Community</td>
<td>Building Community</td>
</tr>
<tr>
<td>9:00–9:45 AM</td>
<td>Cultural Arts</td>
<td>Math</td>
<td>Science / Social Studies</td>
</tr>
<tr>
<td>9:45–10:30 AM</td>
<td>Science / Social Studies</td>
<td>Cultural Arts</td>
<td>Math</td>
</tr>
<tr>
<td>10:30–11:15 AM</td>
<td>Math</td>
<td>Science / Social Studies</td>
<td>Cultural Arts</td>
</tr>
<tr>
<td>11:15–11:50 AM</td>
<td>Friends and Fun Time (Teacher Facilitated, optional for students) (Tuesday and Thursday only)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 11:15–1:15 PM | Lunch & Learning Café  
|               | Students use this time to eat lunch, play, explore, go outside, rest, exercise or take a nap. AACPS will provide a website with fun resources for those students who wish to engage in virtual learning activities. (Monday, Tuesday, Thursday, Friday) |
| 1:15–2:00 PM  | Literacy         | Academic Flex    | Literacy         |
| 2:00–2:45 PM  | Academic Flex    | Literacy         | Academic Flex    |
| 2:45–3:00 PM  | Mission Debrief  | Mission Debrief  | Mission Debrief  |
| 3:00–3:30 PM  | Teacher Office Hours/Connection Time  
|               | (Monday, Thursday, and Friday only) |

### Wednesday

<table>
<thead>
<tr>
<th>Time</th>
<th>All Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30–11:15 AM</td>
<td>Cultural Arts</td>
</tr>
<tr>
<td>11:15–3:00 PM</td>
<td>Academic Flex</td>
</tr>
<tr>
<td>3:00–3:30 PM</td>
<td>Targeted Time for Intervention Instrumental Music ESOL Enhancement Support</td>
</tr>
</tbody>
</table>

**Morning Block**

8:30–11:15 AM

Live Synchronous Teaching [movement & music transitions are embedded between subject areas]

**Afternoon Block**

1:15–3:00 PM

Live Synchronous Teaching [movement & music transitions are embedded between subject areas]

Time available, if needed, to communicate with teacher and get support.
**Color Key**

<table>
<thead>
<tr>
<th>Activity Time</th>
<th>Teacher Office Hours/Connection Time</th>
<th>Live Synchronous Teaching/Learning</th>
<th>Non-Instructional Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Building Community—Building Relationships/2’s STEP/Virtual Field Trips/Guest Speakers</td>
<td>Individual and Collaborative Planning Time, Administrative Meetings (Whole School/Subject/Grade Level/Program), Planning Meetings (504/Special Education/IEP/ESOL/Intervention/Programs), and Professional Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication between Teacher &amp; Caretaker(s) using Google Voice/Time to Support Students</td>
<td>Lunch</td>
</tr>
</tbody>
</table>

**Daily Schedule**

<table>
<thead>
<tr>
<th>Time (Daily)</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00–8:30 AM</td>
<td>Meeting</td>
<td>Planning (Individual)</td>
<td>Meeting</td>
<td>Planning (Individual)</td>
<td>Planning (Individual)</td>
</tr>
<tr>
<td>8:30–8:55 AM</td>
<td>Building Community</td>
<td>Building Community</td>
<td>Cultural Arts</td>
<td>Building Community</td>
<td>Building Community</td>
</tr>
<tr>
<td>9:00–11:15 AM</td>
<td>Cultural Arts</td>
<td>Cultural Arts</td>
<td>Academic Flex</td>
<td>Cultural Arts</td>
<td>Cultural Arts</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
<td>Targeted Time for Intervention</td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Math</td>
<td>Instrumental Music</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>(45 minute class times movement transitions embedded)</td>
<td>(45 minute class times movement transitions embedded)</td>
<td>ESOL</td>
<td>(45 minute class times movement transitions embedded)</td>
<td>(45 minute class times movement transitions embedded)</td>
</tr>
<tr>
<td>12:40–1:10 PM</td>
<td>Non-Duty Lunch</td>
<td>Non-Duty Lunch</td>
<td>12:30–1:00 PM Non-Duty Lunch</td>
<td>Non-Duty Lunch</td>
<td>Non-Duty Lunch</td>
</tr>
<tr>
<td>1:15–2:45 PM</td>
<td>Academic Flex</td>
<td>Academic Flex</td>
<td>1:00–2:30 PM Professional Development</td>
<td>Academic Flex</td>
<td>Academic Flex</td>
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<td></td>
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<tr>
<td></td>
<td>Literacy</td>
<td>Literacy</td>
<td>---</td>
<td>Literacy</td>
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</tr>
<tr>
<td></td>
<td>(45 minute class times movement transitions embedded)</td>
<td>(45 minute class times movement transitions embedded)</td>
<td>(45 minute class times movement transitions embedded)</td>
<td>(45 minute class times movement transitions embedded)</td>
<td>(45 minute class times movement transitions embedded)</td>
</tr>
<tr>
<td>2:45–3:00 PM</td>
<td>Mission Debrief</td>
<td>Mission Debrief</td>
<td>2:35–3:00 PM Teacher Office Hours/Connection Time</td>
<td>Mission Debrief</td>
<td>Mission Debrief</td>
</tr>
<tr>
<td>3:00–3:30 PM</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Planning (Collaborative)</td>
<td>3:05–4:00 PM Extended Meeting Time</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
</tr>
<tr>
<td>3:35–4:00 PM</td>
<td>Meeting</td>
<td>Meeting</td>
<td>Meeting</td>
<td>Meeting</td>
<td>Meeting</td>
</tr>
</tbody>
</table>
The school day for students is **8:30 AM – 2:30 PM** with an option for **Friends & Fun Time** on Tuesday and Thursday. On **Wednesday**, the school day is **8:30 AM – 11:00 AM**. Morning and Afternoon Learning Blocks will be developed to accommodate the individual needs of each student as outlined in student’s IEP.

Special services (OT/PT/SLP) may be provided during the instructional time blocks or as a block option for small groups of students elsewhere in the school day.

### Daily Schedule

<table>
<thead>
<tr>
<th>Daily Schedule</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8:30 – 11:00 AM</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction Time</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Reading/Language Arts</td>
<td>Reading/Language Arts</td>
<td>Reading/Language Arts</td>
<td>Reading/Language Arts</td>
<td>Reading/Language Arts</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
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<tr>
<td></td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Cultural Arts</td>
<td>Cultural Arts</td>
<td>Cultural Arts</td>
<td>Cultural Arts</td>
<td>Cultural Arts</td>
</tr>
<tr>
<td><strong>11:05 – 11:30 AM</strong></td>
<td></td>
<td><strong>Friends and Fun Time</strong></td>
<td></td>
<td><strong>Virtual Learning ends for students at 11:00 am.</strong></td>
<td><strong>Friends and Fun Time</strong></td>
</tr>
<tr>
<td><strong>11:00 – 1:00 PM</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch &amp; Learning Café</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students use this time to eat lunch, play, explore, go outside, rest, exercise or take a nap. AACPS will provide a website with fun resources for those students who wish to engage in virtual learning activities. (Monday, Tuesday, Thursday, Friday)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1:00 – 2:30 PM</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction Time</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Reading/Language Arts</td>
<td>Reading/Language Arts</td>
<td>Reading/Language Arts</td>
<td>Reading/Language Arts</td>
<td>Reading/Language Arts</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
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<tr>
<td></td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Cultural Arts</td>
<td>Cultural Arts</td>
<td>Cultural Arts</td>
<td>Cultural Arts</td>
<td>Cultural Arts</td>
</tr>
<tr>
<td><strong>2:30 – 4:00 PM</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Office Hours/Connection Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12:00 – 12:55 PM</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Office Hours/Meeting Time</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Friends & Fun Social Time** is facilitated by teachers and will include social skills practice.

**Office Hours and Meeting Times** can also be used for IEP Meetings.
## Fall 2020 Developmental Centers Teacher Schedule

### Color Key
- Live Synchronous Teaching/Learning
- Teacher Office Hours/Connection Time
- Lunch
- Non-Instructional Time

### Activity Time
*Open to all Students*
- Communication between Teacher & Caretaker(s) using Google Voice/Time to Support Students

### Non-Instructional Time
- Individual and Collaborative Planning Time, Administrative Meetings *(Whole School/Subject/Grade Level)*
- IEP Meetings, and Professional Development

### Daily Schedule

<table>
<thead>
<tr>
<th>Daily Schedule</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00–8:25 AM</td>
<td>Meeting</td>
<td>Meeting</td>
<td>Meeting</td>
<td>Meeting</td>
<td>Meeting</td>
</tr>
<tr>
<td>8:30–11:00 AM</td>
<td>Instruction Time for: Math, Reading/Language Arts, Social Studies, Science, Cultural Arts</td>
<td>Instruction Time for: Math, Reading/Language Arts, Social Studies, Science, Cultural Arts</td>
<td>Instruction Time for: Math, Reading/Language Arts, Social Studies, Science, Cultural Arts</td>
<td>Instruction Time for: Math, Reading/Language Arts, Social Studies, Science, Cultural Arts</td>
<td>Instruction Time for: Math, Reading/Language Arts, Social Studies, Science, Cultural Arts</td>
</tr>
<tr>
<td>11:30–12:00 PM</td>
<td>Non-Duty Lunch</td>
<td>Non-Duty Lunch</td>
<td>Non-Duty Lunch</td>
<td>Non-Duty Lunch</td>
<td>Non-Duty Lunch</td>
</tr>
<tr>
<td>12:00–12:55 PM</td>
<td>Planning (Individual)</td>
<td>Planning (Individual)</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Planning (Individual)</td>
<td>Planning (Individual)</td>
</tr>
<tr>
<td>1:00–2:30 PM</td>
<td>Instruction Time for: Math, Reading/Language Arts, Social Studies, Science, Cultural Arts</td>
<td>Instruction Time for: Math, Reading/Language Arts, Social Studies, Science, Cultural Arts</td>
<td>Professional Development</td>
<td>Instruction Time for: Math, Reading/Language Arts, Social Studies, Science, Cultural Arts</td>
<td>Instruction Time for: Math, Reading/Language Arts, Social Studies, Science, Cultural Arts</td>
</tr>
</tbody>
</table>
| 2:30–3:00 PM   | Teacher Office Hours/Connection Time | Teacher Office Hours/Connection Time | Teacher Office Hours/Connection Time | Teacher Office Hours/Connection Time | \n| 3:00–4:00 PM   | Meeting | Planning (Collaborative) | Extended Meeting Time | Meeting | \n
**Notes:**
- See notes on page two.
### Middle School Student Schedule

On Monday, Tuesday, Thursday, and Friday, the school day for students is 8:30 AM–2:45 PM. Lunch runs from 11:05 to 1:00pm. Between 11:10 and 11:50pm, students have the option to participate in teacher-facilitated clubs or activities. On Wednesday, the school day is 8:30–10:35 AM. Each day begins with time for Building Community. Students will listen, share, and take time to build trust and respect for self and others during this block. FLEX Learning Time is placed within the school day to provide teacher-facilitated small group learning support and learning extensions. Students will have limited choice as to which period teachers they will visit during any one FLEX block based on their individual learning needs. Teacher Office Hours/Connection Time is also available for drop-in teacher support/tutoring or by appointment.

Every Monday and Friday, Student Wellness block is a time when students will learn and practice mindfulness and social-emotional strategies to support their overall cognitive, mental, and emotional well-being. On Tuesday and Thursday mornings, students are enrolled in a Tools for Success block where they will receive organizational planning, time management, and other tools and skills to improve their overall success in school and home.

### Daily Schedule

<table>
<thead>
<tr>
<th>Daily Schedule</th>
<th>A-Day Classes</th>
<th>Support</th>
<th>B-Day Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30–8:55 AM</td>
<td>Building Community</td>
<td>Building Community</td>
<td>Building Community</td>
</tr>
<tr>
<td>9:00–9:45 AM</td>
<td>Period 1A</td>
<td>Period 4A</td>
<td>Period 1B</td>
</tr>
<tr>
<td>9:50–10:35 AM</td>
<td>FLEX Learning Time Period 3A or 3B (Mandatory)</td>
<td>Tools for Success Period 4A or 4B (Mandatory)</td>
<td>Tools for Success</td>
</tr>
<tr>
<td>11:05–1:00 PM</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00–1:10 PM</td>
<td>Transition Movement &amp; Music</td>
<td>Transition Movement &amp; Music</td>
<td>Transition Movement &amp; Music</td>
</tr>
<tr>
<td>1:10–1:55 PM</td>
<td>Period 3A</td>
<td>Period 6A</td>
<td>Period 3B</td>
</tr>
<tr>
<td>2:00–2:45 PM</td>
<td>FLEX Learning Time Period 6A or 6B (Mandatory)</td>
<td>FLEX Learning Time Period 2A or 2B (Mandatory)</td>
<td>FLEX Learning Time Period 5A or 5B (Mandatory)</td>
</tr>
<tr>
<td>2:30–3:00 PM</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
</tr>
<tr>
<td>3:00–3:30 PM</td>
<td>Time available, if needed, to communicate with teacher and get support</td>
<td>Time available, if needed, to communicate with teacher and get support</td>
<td>Time available, if needed, to communicate with teacher and get support</td>
</tr>
</tbody>
</table>

**A-Day Classes Support B-Day Classes**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30–8:55 AM</td>
<td>Building Community</td>
<td>Building Community</td>
<td>Building Community</td>
<td>Building Community</td>
</tr>
<tr>
<td>9:00–9:45 AM</td>
<td>Period 1A</td>
<td>Period 4A</td>
<td>Period 1B</td>
<td>Period 4B</td>
</tr>
<tr>
<td>9:50–10:35 AM</td>
<td>FLEX Learning Time Period 3A or 3B (Mandatory)</td>
<td>Tools for Success Period 4A or 4B (Mandatory)</td>
<td>Tools for Success</td>
<td>Student Wellness</td>
</tr>
<tr>
<td>10:20–11:05 AM</td>
<td>Period 2A</td>
<td>Period 5A</td>
<td>Period 2B</td>
<td>Period 5B</td>
</tr>
<tr>
<td>11:05–1:00 PM</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00–1:10 PM</td>
<td>Transition Movement &amp; Music</td>
<td>Transition Movement &amp; Music</td>
<td>Transition Movement &amp; Music</td>
<td>Transition Movement &amp; Music</td>
</tr>
<tr>
<td>1:10–1:55 PM</td>
<td>Period 3A</td>
<td>Period 6A</td>
<td>Period 3B</td>
<td>Period 6B</td>
</tr>
<tr>
<td>2:00–2:45 PM</td>
<td>FLEX Learning Time Period 6A or 6B (Mandatory)</td>
<td>FLEX Learning Time Period 2A or 2B (Mandatory)</td>
<td>FLEX Learning Time Period 5A or 5B (Mandatory)</td>
<td>FLEX Learning Time Period 1A or 1B (Mandatory)</td>
</tr>
<tr>
<td>2:30–3:00 PM</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
<td>Teacher Office Hours/Connection Time</td>
</tr>
</tbody>
</table>

**Anne Arundel County Public Schools | Fall 2020 Virtual School Day**
## Fall 2020 Teacher Schedule—Middle School

### Color Key
- **Live Synchronous Teaching/Learning**
- **Building Community**—Building Relationships/2nd STEP/Virtual Field Trips/Guest Speakers
- **Teacher Office Hours/Connection Time**
  Communication between Teacher & Caretaker(s) using Google Voice & Time to Support Students
- **Clubs/Activities**
  (Open to all Students)
- **Lunch**

### Daily Schedule

#### Non-Instructional Time
- Individual and Collaborative Planning Time, Administrative Meetings (Whole School/Subject/Grade Level/Program), Planning Meetings (504/Special Education/IEP/ESOL/Intervention/Programs), and Professional Development

#### A-Day Classes
- **Monday**
  - 8:00–8:25 AM: Meeting
  - 8:30–8:55 AM: Building Community
  - 9:00–9:45 AM: Period 1A
  - 9:50–10:15 AM: Student Wellness
  - 10:20–11:05 AM: Period 2A
  - 11:10–11:50 AM: Clubs/Activity Time
  - 11:55–12:25 PM: Teacher Office Hours/Connection Time
  - 12:25–1:00 PM: Non-Duty Lunch
  - 1:00–1:10 PM: Transition Movement & Music
  - 1:10–1:55 PM: Period 3A
  - 2:00–2:45 PM: FLEX Learning Time Period 6A or 6B (Mandatory)
  - 2:50–3:30 PM: Teacher Office Hours/Connection Time
  - 3:35–4:00 PM: Meeting

#### B-Day Classes
- **Tuesday**
  - 8:00–8:25 AM: Meeting
  - 8:30–8:55 AM: Building Community
  - 9:00–9:45 AM: Period 4A
  - 10:20–11:05 AM: Period 5A
  - 11:10–11:50 AM: Clubs/Activity Time
  - 11:55–12:25 PM: Meeting with targeted colleagues
  - 12:25–1:00 PM: Non-Duty Lunch
  - 1:00–1:10 PM: Transition Movement & Music
  - 1:10–1:55 PM: Period 6A
  - 2:00–2:45 PM: FLEX Learning Time Period 2A or 2B (Mandatory)
  - 2:30–3:00 PM: Teacher Office Hours/Connection Time
  - 3:05–4:00 PM: Extended Meeting

#### Support
- **Wednesday**
  - 8:00–8:25 AM: Meeting
  - 8:30–8:55 AM: Building Community
  - 9:00–9:45 AM: FLEX Learning Time Period 3A or 3B (Mandatory)
  - 9:50–10:35 AM: FLEX Learning Time Period 4A or 4B (Mandatory)
  - 10:20–11:05 AM: Period 1B

#### B-Day Classes
- **Thursday**
  - 8:00–8:25 AM: Meeting
  - 8:30–8:55 AM: Building Community
  - 9:00–9:45 AM: Period 4B
  - 10:20–11:05 AM: Period 5B

#### B-Day Classes
- **Friday**
  - 8:00–8:25 AM: Meeting
  - 8:30–8:55 AM: Building Community
  - 9:00–9:45 AM: Period 1A
  - 9:50–10:35 AM: FLEX Learning Time Period 4A or 4B (Mandatory)
  - 10:20–11:05 AM: Period 2B
  - 11:10–11:50 AM: Clubs/Activity Time
  - 11:55–12:25 PM: Meeting with targeted colleagues
  - 12:25–1:00 PM: Non-Duty Lunch
  - 1:00–1:10 PM: Transition Movement & Music
  - 1:10–1:55 PM: Period 3B
  - 2:00–2:45 PM: FLEX Learning Time Period 1A or 1B (Mandatory)
  - 2:50–3:30 PM: Teacher Office Hours/Connection Time
  - 3:35–4:00 PM: Meeting
### High School Student Schedule

On **Monday, Tuesday, Thursday, and Friday**, the school day for students is **8:30 AM–2:50 PM**. Lunch runs from 11:25 to 1:15pm. Between 11:30 and 12:10pm, students have the option to participate in teacher-facilitated clubs or activities. On **Wednesday**, the school day is **8:30–10:55 AM**.

**FLEX Learning Time** is placed within the school day to provide teacher-facilitated small group learning support and learning extensions. Students do have choice as to which period teachers they will visit during FLEX block based on their individual learning needs. **Teacher Office Hours/Connection Time** is also available for drop-in teacher-support/tutoring or by appointment.

<table>
<thead>
<tr>
<th>Daily Schedule</th>
<th>A-Day</th>
<th>B-Day</th>
<th>Support</th>
<th>A-Day</th>
<th>B-Day</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td></td>
<td></td>
<td>Community Meeting (Hemeroom)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td></td>
<td></td>
<td>Study Group/Special Program Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td></td>
<td></td>
<td>Study Group/Special Program Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td></td>
<td></td>
<td>Student Wellness</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td></td>
<td></td>
<td>Student Wellness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Every Monday and Friday, **Student Wellness block** is a time when students will learn and practice mindfulness and social-emotional strategies to support their overall cognitive, mental, and emotional well-being. On Tuesday and Thursday mornings, students are offered time to meet in peer-study groups or attend special program meetings. Wednesday morning will start with a **Community Meeting** where students will receive Advisory lessons, explore contemporary issues, use Naviance, and discuss college and career opportunities.
# AACPS | Fall 2020 Teacher Schedule—High School

<table>
<thead>
<tr>
<th>Color Key</th>
<th>Live Synchronous Teaching/Learning</th>
<th>Clubs/Activities (Open to all Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community Meeting— Building Relationships/Advisory/Virtual Field Trips/Guest Speakers/Naviance</td>
<td>Lunch</td>
</tr>
</tbody>
</table>

**Non-Instructional Time**
- Individual and Collaborative Planning Time, Administrative Meetings (Whole School/Subject/Grade Level/Program), Planning Meetings (504/Special Education/IEP/ESOL/Intervention/Programs), and Professional Development

## Daily Schedule

<table>
<thead>
<tr>
<th>A-Day Classes</th>
<th>B-Day Classes</th>
<th>Support</th>
<th>A-Day Classes</th>
<th>B-Day Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
</tr>
<tr>
<td><strong>8:00–8:25 AM</strong></td>
<td>Meeting</td>
<td>Meeting</td>
<td>Meeting</td>
<td>Meeting</td>
</tr>
<tr>
<td><strong>8:30–9:15 AM</strong></td>
<td>Period 1A</td>
<td>Period 1B</td>
<td>Community Meeting (Homeroom)</td>
<td>Period 1A</td>
</tr>
<tr>
<td><strong>9:20–9:45 AM</strong></td>
<td>Student Wellness</td>
<td>Study Group/Special Program Meeting</td>
<td>Study Group/Special Program Meeting</td>
<td>Student Wellness</td>
</tr>
<tr>
<td><strong>9:50–10:35 AM</strong></td>
<td>Period 2A</td>
<td>Period 2B</td>
<td></td>
<td>Period 2A</td>
</tr>
<tr>
<td><strong>10:40–11:25 AM</strong></td>
<td>FLEX Learning Time Period 1A or 1B (Student Choice)</td>
<td>FLEX Learning Time Period 2A or 2B (Student Choice)</td>
<td>FLEX Learning Time Period 3A or 3B (Student Choice)</td>
<td>FLEX Learning Time Period 4A or 4B (Student Choice)</td>
</tr>
<tr>
<td><strong>11:30–12:10 PM</strong></td>
<td>Clubs/Activity Time</td>
<td>Clubs/Activity Time</td>
<td></td>
<td>Clubs/Activity Time</td>
</tr>
<tr>
<td><strong>12:15–12:45 PM</strong></td>
<td>Non-Duty Lunch</td>
<td>Non-Duty Lunch</td>
<td></td>
<td>Non-Duty Lunch</td>
</tr>
<tr>
<td><strong>12:45–1:10 PM</strong></td>
<td>Meeting with Targeted Colleagues</td>
<td>Special Program Meeting Time</td>
<td></td>
<td>Special Program Meeting Time</td>
</tr>
<tr>
<td><strong>1:15–2:00 PM</strong></td>
<td>Period 3A</td>
<td>Period 3B</td>
<td></td>
<td>Period 3A</td>
</tr>
<tr>
<td><strong>2:05–2:50 PM</strong></td>
<td>Period 4A</td>
<td>Period 4B</td>
<td></td>
<td>Period 4A</td>
</tr>
<tr>
<td><strong>2:55–3:30 PM</strong></td>
<td>Teacher Office Hours/Connection Time</td>
<td>Planning (Collaborative)</td>
<td></td>
<td>Planning (Individual)</td>
</tr>
<tr>
<td><strong>3:30–4:00 PM</strong></td>
<td>Meeting</td>
<td>Planning (Collaborative)</td>
<td></td>
<td>Extended Meeting</td>
</tr>
</tbody>
</table>
Attendance and Grading

Daily attendance is expected and will be recorded.

Attendance at the secondary level will be tracked by period every day in accordance with a student’s virtual schedule. For students in pre-kindergarten through Grade 5, attendance will be noted in the morning and afternoon. Attendance for students in the Infants & Toddlers and ECI programs will not be recorded.

Families will receive automated attendance calls to ensure engagement in live instruction. Families should discuss their circumstances with school staff if there will be challenges adhering to the school schedule. Teachers will have the ability to adjust attendance notations if a student misses live learning but reviews the recorded learning session and completes associated work. Parents can review the guidelines for lesson recording at www.aacps.org/googlemeet.

Teachers, counselors, and school administrators will monitor student attendance to ensure that students are attending school regularly. Schools will reach out to families whose students are challenged with habitual absenteeism. Initially, the student’s teacher will reach out via a phone call and email home. This will be followed up with a call from the school’s counselor or administrator. All outreach is designed to learn why the student is not attending school and offer support whenever possible. If necessary, an AACPS Pupil Personnel Worker will meet with the family if none of the initial outreach supports are successful in helping the student to attend school regularly.

For families that have extenuating circumstances where students must routinely miss partial or full live instruction using the standard virtual learning schedule, a parent or guardian may apply for an Alternate Attendance Plan (AAP). This plan offers families the opportunity to work with their students in the evenings and weekends to view recordings of virtual teaching, work on classwork and homework, and submit each week’s work by 10 p.m. each Sunday evening.

Teachers will continue to use PowerSchool Teacher Portal to record attendance as this system is used in tandem with the Parent Portal for families to monitor attendance and grading. Teachers will also take attendance notes via Google Meet, the tool used for live instruction. An attendance FAQ for teachers has been developed to help teachers seamlessly address and apply appropriate attendance practices.

Parent Portal

Parents/guardians are strongly urged to use the PowerSchool Parent Portal at www.aacps.org/parentportal to keep track of student attendance and grades, as well as communicate with teachers. This resource is an especially vital tool in a virtual learning environment where real time access helps parents/guardians monitor their children and collaborate in their achievement. Staff will be working diligently to connect all families to the Parent Portal.

Social Emotional Learning and Support

Routine social-emotional activities and lessons in the curriculum are scheduled in the school day—Circle Time in elementary school, Building Community in middle school, and Community Meeting in high school. Student Wellness and Tools for Success offerings also wrap students in social-emotional support.

Through age-appropriate exercises from peer discussions to collaborative activities to mini-lessons, Circle Time, Building Community, and Community Meeting participation helps students acquire the attitude, skills, and knowledge to become resilient, motivated, and focused learners.
During Student Wellness time in the schedule, students will have the opportunity to learn and practice wellness strategies which support social, mental, and physical wellbeing. Through use of the Mindful Choices Curriculum, students will explore mindfulness techniques, breathing strategies, and focused movements that can be used to overcome stress, anxiety, negative thinking, and frustration. Providing students with healthy coping strategies will increase their ability to handle stressful situations and academic challenges.

Tools for Success is designed to support students in gaining critical academic soft skills to maximize their potential for success during virtual learning. Students will enhance their ability to organize academic assignments, manage their time effectively, and utilize study skills to independently navigate and balance their time.

School counselors, at every level, will provide essential counseling services and supports to students and families throughout the school year. During the first few weeks of school, counselors will spend the majority of their time focused on the removal of barriers to learning and providing mental health support to students through schoolwide programming and individual counseling. They will reach out to students and families through a variety of platforms, including email, phone, Google Voice/Text, Google Meet, and Google classroom. To ensure that all students have access to a comprehensive school counseling core curriculum, which covers the three domains; academic, personal/social, and college and career readiness, school counselors will partner with teachers to deliver synchronous classroom guidance lessons. School counselors will be available during regular school hours to assist students and families, as needed.

In addition, school counselors, psychologists, social workers, and pupil personnel workers will continue tele-mental health services for students. The tele-mental health network offers individual and group sessions via Google Meet or Google Voice. Group session activities include mindfulness, coping skills, emotion regulation, social skills, and community circles.

Mental Health Resources

Dealing with a pandemic and its consequences has created stress and anxiety among many. AACPS Student Services professionals are devoted to supporting the many social and emotional needs of families. Similarly, the AACPS Division of Human Resources has resources in place to assist employees with stress and other important health matters.

School counselors, school psychologists, social workers, and pupil personnel workers at schools are key consultants for families, especially in crisis. In addition to reaching out to these individuals, a list of mental health and community resources can be found at www.aacps.org/crisisresources.

For safety concerns related to schools, the Safe Schools Maryland Tip Line is an anonymous resource available around the clock. The Safe Schools Maryland Tip Line at 833-MD-B-SAFE (833-632-7233) can be used to report issues such as:

- Mental health crises
- Bullying
- School and community violence
- Drug activity
- Abuse
- Harassment
- Other issues affecting students

AACPS employees have 24/7 access to the Employee Assistance Program (EAP) at 800-327-2251. The EAP provides, free, confidential telephonic, virtual, or face-to-face counseling to help with family, personal, or work-related problems (www.aacps.org/eap).
Meeting the Needs of Special Populations

Special Education

AACPS will continue to honor and recognize provisions, stipulations, and agreements as a part of the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act (ADA).

In addition to prioritizing in-person instruction for students who receive special education services, AACPS will work directly with families to ensure that students have access to proper and appropriate technology and materials to meet students’ needs, regardless of the learning environment. In addition to necessary assistive technology and materials, all students will have access to their own Chromebook for learning and communication with their teachers. Students who are learning virtually will have access to all of the materials and assistive technology that they had in the physical school environment. School staff alike will be afforded the necessary materials and devices to fulfill their duties. Through the MSDE Division of Early Intervention and Special Education, staff has easy online access to Technical Assistance Bulletins that provide up-to-date information to guide the principled and lawful delivery of special education services.

Once the in-person effort at the developmental centers has been fully and successfully implemented, further outreach will begin to more students who receive special education services, pending a conducive health climate and staff availability. As local and state provisions allow, an increase in the frequency of face-to-face sessions will continue to be a goal.

Following implementation of in-person learning for students enrolled in the developmental centers, the sequence below depicts planning for in-person instruction when deemed safe and appropriate by county and state standards:

1. Students enrolled in Alternate Curriculum & Autism specialty site classes
   (13–17 elementary schools; 13–14 middle schools and 13–14 high schools)

2. Students enrolled in Emotionally Disabled & Self-Contained Feeder specialty site classes
   (15 elementary schools; 5-9 middle schools and 4-7 high schools)

3. Students enrolled in ECI specialty site classes (12 elementary/early childhood schools)

For special education students who will be learning from home, instructional enhancements and tools have been afforded to teachers and staff to best serve students in the following ways:

• The Special Education Google Site, launched last spring for instructional staff and administrators, now includes additional resources, trainings and pre-recorded lessons or lesson plans developed by master teachers within AACPS for other staff to incorporate into their instruction. Google Site: www.aacps.org/specialederesources

• The Google Site also includes a section specifically designed for Parents to assist them in supporting their child’s instruction specific to their special education needs.

• Backpacks of learning materials will be distributed to families that include manipulatives and tools similar to those utilized in their classrooms.

• Co-teaching will be implemented in a modified manner due to the nature of the virtual learning experience.

• TAs and TSAs will continue to support special education students in the virtual learning environment.

For the time being, AACPS will not be sending Birth to Five staff into private homes or childcare providers. Under consideration is the possibility of having staff see select students in a one-on-one basis within a school setting until it is deemed safe to enter private homes and facilities.

Throughout the summer, AACPS students safely participated in in-person assessments at nine locations in an effort to work through the backlog of assessments caused by building closures in the spring.
Child Find and ITP staff converted to using the Day C-2 assessment which is approved for validity through technology and administered remotely. In August, staff began assessing students in-person who meet the following criteria:

- Parent is not interested in having their child assessed through remote methods and asks to postpone to allow for in-person.
- Students who exhibit extreme articulation delays during the screening or initial assessment.
- Any student whose results through remote assessment suggest that more information is needed to be fully accurate.

Beginning August 27, school staff will be expected to complete any student assessments needed. The decision as to whether this will happen within the home school or at selected school locations is yet to be determined.

Teachers will be supported to meet each student’s IEP goals by their school-based administration and the resource professionals at Central Office. In addition, they will be guided and supported to prepare documents and processes to follow when reviewing a student’s IEP and conducting IEP meetings virtually. Access to school records and data needed for IEP teams to conduct their work will be afforded to those personnel who the Office of Special Education has given authority. Clear directions will be given to all special educators to ensure the development, implementation and monitoring of IEPs in is accordance with IDEA, COMAR, and MSDE. These directions will be conveyed in Special Education Department meetings and school-wide meetings at the three developmental centers.

AACPS will continue to facilitate IEP meetings virtually. Should a family or staff member feel that a face-to-face IEP meeting is necessary, one may be requested and if all parties agree, the meeting will be held in person while honoring face covering and social distancing guidelines.

**Students with 504 Plans**

AACPS will continue to honor and recognize provisions, stipulations, and agreements as a part of Section 504 of the Rehabilitation Act (Section 504). In doing so, teachers will meet the needs of students with 504 Plans in the general virtual classroom environment. Through live instruction and the organization applications in the G Suite, teachers will be able to guide students to use their physical tools, time management, techniques, and learning strategies while at home. Teachers will continue to use graphic organizers, rubrics, incentive charts, and monitoring to best support students.

**Home & Hospital Students**

Students on Home and Hospital Teaching (HHT) are accustomed to online learning platforms. In-person instruction and tutoring will not be offered until the health climate and mandates are conducive for implementation. HHT teachers will continue to support students with their learning from a distance in the online learning environment.

**Homeless & Displaced Youth**

Chromebooks will be provided to every student and AACPS is working with all families to ensure connection to the Internet. Pupil personnel workers and social workers remain in close contact with families to provide support and services.
English Language Learners

Upon the closing of school buildings in the spring, the English Language Acquisition (ELA) staff developed an online learning menu of experiences for English Learners (EL) in kindergarten through Grade 2 and ensured access to the web-based program, Imagine Learning: Language & Literacy for students in grades 3–12 to continue language development at home. Soon after, ELA staff crafted an eLearning version of the AACPS English Language Development (ELD) curriculum addressing the WIDA Standards and the four domains of language development. ELA teachers delivered these lessons to ELs in grades K–12 via Google Classroom.

Moving forward, all AACPS ELA teachers continue to have their own Google Classrooms set up to deliver the AACPS ELD Curriculum to students in grades kindergarten through Grade 12. Additionally, all ELs in grades 3-12 have continued access to the web-based program, Imagine Learning: Language & Literacy as a supplemental language development support. When schedules allow, ELA teachers will work in collaboration with classroom and content area teachers to provide language development support. ELA teachers and bilingual facilitators persistently provide outreach to ELL families to understand their needs during the pandemic and to support them to participate and engage fully in virtual learning. ELA teachers understand the importance of strong home-school relationships and connectivity.

In addition to supporting English Learners, multilingual families are supported in the following ways:

- The Technology Surveys regarding the need for smart devices and Internet connectivity went home in English and Spanish as do all the virtual learning updates, messages from the school district, and special messages from the Superintendent.
- Responses to the technology survey showed a need for devices and connectivity at approximately the 10–12% level.
- With support from bilingual facilitators, all multilingual families who requested a device were issued a device and were given support to attain Internet service in their homes.
- Work continues with local Internet service providers to acquire reliable Internet service for each of our multilingual families.

Evening High School

Students who attend evening high school programs will also be fully engaged in virtual live learning with their teachers. Evening high school students will attend a four-period day with A-Day/B-Day rotation each Monday through Thursday beginning at 4:30 p.m. daily. Similar to day school offerings, each student will receive a Chromebook and will be expected to login for each of their evening high school class periods which will each run 45 minutes.

Gifted & Talented Students

All students formally identified as gifted and talented will receive a specialized curriculum and differentiated instructional experience designed to meet their needs in compliance with COMAR. Advanced curricular materials, resources, and lessons will be available and implemented in the virtual learning environment. Learning Expeditions, Explorations, Virtual Field Trips, and Maker Space Ideas, are also 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.
Career Technology Education

Career and Technology Education staff have spent the spring and summer exploring and discovering cutting edge technologies to fulfill student needs in a virtual learning environment. Through curriculum collaboration, a series of online resources (many providing simulations) have been vetted and approved. These resources align with MSDE and industry standards. The list below is a sample of the online support offerings to which students will have access to support their education. Along with this list, students that are in project-based programs will receive some tools and equipment to be able to complete full or adjusted projects under the virtual guidance of instructors while learning at home.

- **MyLady** — Online program for Cosmetology: This resource will allow Cosmetology students to continue to prepare for their State Board Licensure while at home.
- **NCCER** — Online resources that are directly connected to the textbook and the required certification tests for our construction trades.
- **Electude** — Automotive Program: Electude is an interactive resource for Automotive Technology and Diesel. This resource will allow our students to continue to strive for multiple ASE student certifications.
- **FACETS** — Nursing Program: FACETS will assist our Certified Nursing Assistant and Geriatric Nursing Assistant Students in preparation for their Industry Recognized Certifications.
- **CAREER SAFE** — Construction Program: Career Safe will allow us to offer the OSHA 10 certification to all students in the construction trades. This is an MSDE required course for all construction students. Business partners report that this makes construction students much more marketable.
- **ServSafe** — Culinary/Baking & Pastry Programs: ServSafe is directly connected to a certification students earn in Culinary and Baking & Pastry, critical to teaching and learning in a virtual environment.
- **Academy of Health MindTap** — Health Program: In the absence of having clinical sites and school labs, this would help tremendously. This resource will allow our teachers to prepare our students for the CCMA, CNA, GNA and Pharmacy Technician Certifications. MindTap is an interactive resource which will allow students to best prepare for healthcare certifications.
- **Interplay** — Construction Program: This would be a critical piece of adding interactivity to our construction trades.
- **Virtual Job Shadow** — Business Education Program: VJS will support our students across programs to engage in job shadows virtually to learn about careers directly from the professionals who work in those professions.
- **Everfi** — Business Education Program: Our Business Education teachers across the district have participated in professional development and curriculum collaboration throughout the summer to prepare for using Everfi in the virtual learning world.

Internships

Internship experiences continue to play an important role in college and career readiness. Amid the pandemic, opportunities for virtual internships has risen, but in-person internships are still an option at this time. A virtual or remote internship is a unique opportunity for students to participate in an internship without visiting a physical location. Virtual internships require increased planning and consideration by both the intern and business partner. In light of this, a virtual internship guide for community and business partners as well as student intern training was developed to ensure a successful experience for students and partners alike. That guide is now part of the AACPS Internship Portal at [http://www.aacpsstudentinternships.org](http://www.aacpsstudentinternships.org).
In accordance with state guidance in Phase II of recovery, students in certain circumstances can begin participating in onsite (in-person) internship experiences. Business and community partners are vetted to confirm that they are following CDC guidelines for a safe working environment before they can begin hosting student interns. The internship team continues to work with students, parents, and business partners to create safe, relevant, and meaningful internship experiences.

**Tutoring**

In the virtual learning environment, AACPS recognizes that students and families will need extra academic support after school hours. Therefore, an **evening virtual homework help and tutoring program has been designed to assist students and families**. Secondary students can access support Monday through Thursday and Sunday evenings. A learning support program for families of elementary students will be available Monday and Wednesday evenings for parents/guardians assist their children with concepts and skills they are learning across many disciplines, especially mathematics. In addition, AACPS is looking to provide an additional online tutoring-on-demand program that older students can freely access for further assist with their studies in Algebra I and Algebra II courses.

**School Meals**

Through the diligence and careful top-notch service of the AACPS Food and Nutrition Service workers, approximately two million meals were distributed to county children during the spring and summer at over 60 locations. AACPS is pleased to extend this **free meal service throughout the first semester**. Free meals for children ages 2 to 18 will be available during student break hours in the school day virtual learning schedule Monday through Friday at 119 sites across the county.

Children will receive breakfast and lunch in a single pickup. Dinner may also be included, pending Federal funding and regulatory waivers. Adults may pick up meals on behalf of the children if properly registered with the Division of School and Nutrition Services. In order to do so, parents or guardians must call the Division of Food and Nutrition Services at 410-222-5900 in advance and provide their name, the names and ages of their children for whom they will pick up meals, and the meal site location. Once approved, names will be placed on a roster maintained at the pickup location [www.aacps.org/mealpickup](http://www.aacps.org/mealpickup).

**Athletics and Clubs**

Most extracurricular activities within AACPS will occur virtually for the first semester of the 2020–2021 school year. There will even be opportunities for elementary-level virtual clubs. **AACPS will facilitate as many safe and meaningful in-person athletic and extracurricular participation opportunities as possible** during the school year. The goal is to provide a flexible framework for all sports seasons with guidance from the Maryland Public Secondary Schools Athletic Association (MPSSAA), which recently announced the postponement of fall and winter sports competitions. Plans that meet local, state, and CDC health guidelines are in the works to engage student-athletes during the first semester, including conditioning and practices as allowed by the MPSSAA. Updates regarding these plans will be posted at [www.aacps.org/athleticsreopening](http://www.aacps.org/athleticsreopening).
**Childcare**

AACPS recognizes the many childcare challenges that a full virtual learning model poses for families and staff. Limits on the number of children a childcare center can accommodate, as well as the reduced number of open childcare centers adds to the challenges of providing service for all who may need childcare. Moreover, many childcare facilities expressed concerns about increased costs associated with cleaning; finding and retaining trained and certified staff; and assisting students with digital learning. Despite these misgivings, the community of childcare providers in Anne Arundel County have shown amazing support to do whatever they can in to assist their students with learning.

Among the 70-plus providers in the county, the Anne Arundel County Department of Recreation and Parks, Open Door, Y of Central Maryland, Annapolis City Department of Recreation and Parks, and Super Kids Childcare — providers who offer daycare in our schools — have proven themselves to be strong partners as we support the discussion and navigation of childcare challenges for our families.
Virtual-Plus, a Hybrid Learning Model

Plans for the large-scale return of students to schools will consider the health and safety of students and staff first. The framework will be a hybrid model of in-person instruction two consecutive days per week and virtual learning three times per week. Students will be assigned to a cohort that considers academic, personal, and staffing accommodations while also meeting safety guidelines. While the finer details of hybrid learning will be shared closer to implementation, there are some certainties:

- **Face coverings will be worn by students** per current state mandate.
- **Parents will be responsible for symptoms screening** at home.
- Transportation and furniture **modifications will be made to encourage social distancing**.
- Different **groups of students will not be in buildings on the same days**.
- **Controlled and staggered movement** patterns will be established.
- **Large common areas will not be accessible**.
- **Large gatherings will not be organized** for in-person participation.
- **Instructional materials and school supplies will not be shared**.

Virtual-Plus will also be enhanced by a new learning management system (LMS) anticipated to be piloted during the spring of 2021. This multimedia system will provide customizable tools that afford creativity, coordination, collaboration, communication, and connection between staff, students, and families. Features include web-based conferencing, dynamic learning dashboards to track student engagement and achievement, interactive tools for family outreach, and easy access to lessons, assignments, learning resources, and assessments. The LMS will be a dynamic space to support robust student-centered learning where students and their teachers can navigate learning together with ease.
Health and Safety

AACPS has developed a suite of safety and health protocols to standardize proper procedures across school system facilities and for students and staff to follow. These guidelines are frequently updated in accordance with local, state, and federal guidance and are always accessible at www.aacps.org/safetyprotocols. Adherence to these guidelines keeps everyone safe. Concerns regarding compliance to protocols may be addressed with school administrators, supervisors, or the AACPS Office of Investigations.

The protocols include:

- **What to do When We Welcome Students Back Advice for Families**
  A checklist of what families should do in preparation for in-person instruction

- **Stay Healthy, Be Well Advice**
  A wellness checklist for employees

- **Face Coverings & Social Distancing Expectations**
  A detailed list of requirements for employees when in school system facilities, as well as other reminders and measures to keep staff safe and areas clean

- **Personal Protective Equipment (PPE) Procedures**
  A summary of the measures in place for staff to use PPE in their duties

- **Cleaning Protocols**
  An outline of the daily steps taken to prevent contamination and public spread of COVID-19

- **Confirmed Case Guidance**
  An overview of what actions should be taken by families, staff, or supervisors if a school system facility is affected by a laboratory confirmed case of COVID-19
Facilities

Cleaning and Disinfection
As established in the Cleaning Protocols (link), AACPS operations staff will apply routine and specialized cleaning and disinfecting methods to maintain sanitary facilities and minimize the public spread of COVID-19.

Shared Objects
AACPS will discourage the use of shared materials (e.g., electronic devices, toys, books, learning aids) in classrooms by providing enough materials for each student and/or avoiding activities that would promote such sharing. Student items at schools will labeled and stored individually and separately.

Ventilation
Facilities staff will review and monitor the HVAC equipment and schedules to ensure the ventilation systems operate properly and enhance circulation of conditioned outdoor air as much as possible. The Facilities Division will continue to follow and adhere to state health and safety mandates regarding proper ventilation, including the use of approved/recommended equipment and procedures, in all facilities.

Water Systems
To minimize the risk of Legionnaires disease and other diseases associated with water, maintenance staff will take steps to ensure that water for HVAC systems, hand/kitchen sinks, and other water sources are ready for use, especially after a prolonged facility shutdown. Water fountains, however, will not be available for use when students return to schools.
**Modified Layouts**

Classrooms will be configured to accommodate 8–12 students, depending on room size and in accordance with CDC recommendations. As seen in the following diagrams that represent traditional elementary, middle, and high school classrooms, desks will be spaced at least six feet apart, facing the same direction. Additional furniture will be removed from classrooms, meeting rooms, and other areas to allow for social distancing and safe traffic flow.
Modified Layouts cont.
Physical Barriers and Guides

Physical barriers will not be used in instructional areas, but approval may be granted for a temporary barrier to be placed in offices or areas with a high volume of public interaction and/or difficulty to manage social distancing. Signage, stickers, and tape will be strategically positioned to designate social distance, traffic patterns, and other health and safety expectations.

Communal Spaces

Large spaces such as the cafeteria and gymnasium will not be used for their traditional purposes nor for instruction. Playground usage will be regulated and staggered so that routine cleaning may occur. Bathroom use will be staggered so that social distancing can be maintained. Students will be expected to wear face coverings in hallways, bathrooms, while arriving/departing school, and while traveling on school buses.

Security & Building Access

Plans are underway that balance the health needs to prevent the spread of COVID-19 and the security measures that keep students and staff safe on a regular basis. Providing multiple points of entry to allow for social distancing and minimal traffic will be one of the many considerations that will alter current safety and security measures for buildings. Movement procedures, including hallway traffic patterns and class rotations will be evaluated to uphold proper health and safety expectations. Visitors and contractors are required to wear face coverings at all times at all AACPS buildings. Visitors to schools and Central Office will be required to go through the usual identification-check process, but access to buildings or parts of buildings will be limited. Virtual meetings will be encouraged to mitigate health and security concerns.

Food and Nutrition Services

Meals in Classrooms

Since cafeterias will not be available, students will consume their meals at their desks. Handwashing breaks before eating will be taken and hand sanitizing stations will be easily accessible near or in classrooms. Sharing of food will not be allowed. School staff will review the list of students who have food allergies and make preparations to accommodate those students as appropriate. Students will be asked to clean their spaces after meals.

School Meals Program

The method of delivery for school meals has yet to be determined for the hybrid model. Regardless, Food and Nutrition Services staff will safely provide a program that meets student needs. Staff will wear face coverings and gloves during preparation and delivery of meals, as well as anytime they are in a school and/or cannot maintain social distancing. Staff will continue to practice proper handwashing and sanitization of surfaces. To accommodate all families during hybrid learning, there will be some version of meal distribution sites in addition to in-school meal delivery operating every day during the school week. In accordance with traditional procedure, Food and Nutrition Services staff will monitor meal offerings with considerations for student food allergies. At the start of the school year, families will be encouraged to apply for the free and reduced-price meal program to ensure seamless and accommodating meal service to students.

Cleaning and Disinfection

Meal preparation areas will be properly cleaned, disinfected, and sanitized per usual methods and protocols performed by Food and Nutrition and Operations staff and in accordance with Anne Arundel County Department of Health Safety and Sanitation Standards. Facilities personnel will ensure that hand/kitchen sinks and water sources are safe and ready for use, especially after a prolonged facility shutdown.
Transportation

AACPS transportation specialists and bus operators are committed to the safe transport of approximately 60,000 students every day. AACPS has and will continue to comply with all state-mandated inspections to include the three full safety inspections to be performed annually and the one additional break inspection to occur during the summer. The daily pre-trip inspections of the interior and exterior of the buses done by the drivers will continue once transportation services are restored. A full disinfecting of the buses occurred in late March after the students were off the buses for the 2019–20 school year and will occur beginning in fall 2020 for small scale in-person instruction and in preparation for hybrid implementation.

The following are additional steps to be taken at bus stops and on buses to promote the health of students, staff, and bus drivers:

- Students will be required to wear cloth face coverings and keep social distance at bus stops.
- Students will wear face coverings for the duration of the bus ride.
- Bus capacity will be limited to 22–26 students per bus (one student per bus bench), per route.
- Bus drivers and school administrators will work to devise seating charts and plans.
- Students will be encouraged to sanitize their hands upon entry and exit of the bus.
- Students will load the bus starting with the rear seats, filling all designated seats moving forward to the front of the bus.
- Buses will be cleaned twice per day. Frequently touched surfaces will be wiped down between school runs.

The general training of drivers and assistants has and will continue to be conducted as stipulated by state regulations and requirements. Bus staff participate in four hours of instruction during the summer and one hour each in the fall and spring. In-service trainings were conducted virtually this summer and will continue to be conducted either in person or virtually as dictated by the circumstances. The supervision, monitoring, and execution of cleaning and disinfecting school buses is presented at all training sessions.

Once hybrid learning is implemented, social distancing requirements will dictate the need for several traffic (bus, other vehicles, walkers, visitors, etc.) patterns to be developed. Multiple points of ingress and egress (customized plans for every school) will be established to properly and safely manage the flow of students, staff, and visitors separately with respect to social distancing and to minimize large gatherings at any one area. Families will be notified of these plans to ensure the safe arrival and dismissal of students, especially in the hybrid learning environment.
The AACPS Communications Office is the primary source for outreach to families as well as school system staff and the general public. From designing and managing the school system and individual school web sites to forging social media campaigns to developing and distributing important staff memos and information, the Communications Office works closely with school system personnel, students, and community members, especially the Communications Future Planning Committee for fall 2020 to provide timely information in accessible and relatable formats. All AACPS web sites seek to uphold ADA compliance standards.

Students, families, AACPS staff and the public are encouraged to stay informed through the following methods.

Resources at your Fingertips
Visit www.aacps.org/fall2020 for the latest updates, FAQs, and resources to help navigate the 2020–2021 school year.

Follow AACPS @AACountySchools on Facebook, Twitter, Instagram and don’t forget to download the school system app! Also, be sure to subscribe to the AACPS YouTube Channel (www.aacps.org/YouTube).

Video Outreach

Reopening Reports
Every Wednesday in August through to the beginning of the school year, Superintendent George Arlotto delivers video updates on the reopening of schools at www.aacps.org/reopeningreports.

Virtual Learning Family Quick Tips
The AACPS Office of School & Family Partnerships will produce short video clips recorded in English and Spanish to assist families with the many challenges they may encounter during virtual learning (www.aacps.org/fall2020).
Automated Avenues
As always, we'll send families and staff the latest news via phone, email, text, push notification, and social media via the automated contact system. Please make sure that your information is up to date by contacting your child’s school.

Quick Links for Students, Family, and Staff
(all AACPS web sites seek to uphold ADA compliance standards)

- www.aacps.org/fall2020
- www.aacps.org/fall2020schedules
- www.aacps.org/safetyprotocols
- www.aacps.org/chromebooks
- www.aacps.org/getinternet
- www.aacps.org/virtuallearning
- www.aacps.org/virtualeducator
- www.aacps.org/athleticsreopening
- www.aacps.org/tutoring
- www.aacps.org/mealpickup