



**Garrett County
Public Schools**

PROLONGED STATE OF EMERGENCY VIRTUAL EDUCATION PLAN

2024

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Garrett County Public Schools Prolonged State of Emergency - Virtual Education Plan

The Annotated Code of Maryland, Education Article § 7-14A-01 through 7-14A-09 requires that on or before June 1, 2024, a county school board of education shall, in consultation with county administrators and school staff, adopt a virtual education plan for use during a prolonged state of emergency. The statute defines a prolonged state of emergency as “a state of emergency declared by the Governor under Title 14 of the public safety article that prevents regular, in-person attendance at a public school for at least 14 consecutive school days.”

If there is a prolonged state of emergency that requires the cessation of in-school attendance at a public school, and the county school board determines virtual education is required, a county school board immediately shall implement the approved virtual education plan and transition the school or system to virtual education. The Prolonged State of Emergency Virtual Education Plan may be modified by the county school board to ensure it meets the specific needs of the school(s) affected and the specific circumstances of the emergency. The adjusted plan shall be submitted to the State Board of Education as soon as practicable.

The Prolonged State of Emergency Virtual Education Plan shall be updated by the county school board every two years and the most recent version shall be published on the county school board’s website. According to §7-14A-03, the virtual education plan shall include all the components outlined in the plan below.

- Staffing and personnel assignment
- Student instruction
- Student assessment and learning support
- Social and emotional support
- Community communication
- Technology
- Nutritional and health services
- Return to in-person instruction

Information specific to each of the components above are found in the GCPS Prolonged State of Emergency Virtual Education Plan.

Staffing and Personnel Assignment Plan

- Appropriate assignments for all school personnel are addressed with reasonably balanced workloads

During a prolonged closure where the system or a school needs to shift to virtual learning, GCPS will re-evaluate roles and responsibilities to meet the needs of students and the school system. Depending on the nature of the emergency, staff may be expected to work onsite or at an alternative site. There also may be circumstances where remote work is most appropriate presuming the essential functions of one's job can be performed and the needs of the school system are met.

There will be many positions that will continue with their regular responsibilities in a virtual setting either on site or at home depending on the nature of the emergency. For example, all teachers and instructional staff will continue planning for and delivering instruction to students using Schoology and Google Meets following a modified schedule to ensure adequate time for instruction, planning, collaboration, professional development etc. Instructional assistants will also continue supporting students under the supervision of teachers using Schoology and Google Meets. Administrators will be responsible for the day to day operations including the coordination of staffing to ensure adequate coverage of all responsibilities. The GCPS evaluation and observation system is set up to operate in an in-person or virtual environment allowing administrators to continue progress in this area as well. Administrators will continue with other responsibilities in a virtual manner when necessary either on site or at home based on the nature of the emergency. Student support services staff will continue providing support to identified students and classrooms to ensure continuity of services using Schoology and Google Meets primarily. Principals and direct supervisors will be responsible for identifying underutilized staff and adjusting responsibilities to best meet the needs of the school and/or system. In some cases, specific staff may be assigned to support distribution of materials, development of paper instructional materials, checking in with families/students, supporting technology etc. Appropriate training will be provided as necessary.

Central office administrators and staff will evaluate the roles and responsibilities of direct reports to determine appropriate assignments to maximize effectiveness during an extended virtual learning period. Roles and responsibilities may be adjusted to meet system needs as we work to ensure meal availability, address building needs, and manage technology needs across the system (cafeteria staff, IT, and maintenance/custodial support). Other administrative responsibilities within the central office will either occur on site or in a virtual manner depending on the nature of the emergency, with the preference being on site, whenever possible.

Student Instruction Plan

- Provision of instruction through appropriate balance of synchronous and asynchronous learning
- Access to same curriculum and equivalent standards as in-person instruction
- Student engagement procedures (including methods to encourage active participation)
- Verified student presence during entire class period and activated cameras when appropriate
- Method to provide instructional materials to students
- Attention to student equity to ensure all students receive thorough and appropriate education during virtual education
- How students with disabilities are receiving their required services and a free and appropriate public education through virtual education

1. Synchronous and Asynchronous Learning Schedules:

GCPS is committed to ensuring an appropriate balance of synchronous and asynchronous learning for students that is developmentally appropriate, rigorous, and aligned to State standards. All grade bands will engage in synchronous instruction throughout the morning to all students. The afternoon will be reserved for age appropriate activities such as recess/free play as well as synchronous intervention supports, teacher offices hours and asynchronous work. A sample schedule is provided below for elementary and secondary schools. GCPS will adjust these schedules depending on the nature of the closure and if it is a whole system closure versus a partial closure.

Sample Elementary Student Schedule for Virtual Learning:

Monday	Tuesday	Wednesday	Thursday	Friday
8:10-8:30 Morning Meeting (Social Emotional Learning/Health)	8:10-8:30 Morning Meeting (Social Emotional Learning/Health)	Asynchronous Learning (Reading Math/Social Studies/ Science/Health)	8:10-8:30 Morning Meeting (Social Emotional Learning/Health)	8:10-8:30 Morning Meeting (Social Emotional Learning/Health)
8:30-9:30 ELA (Whole Group, Small Group, or Individual)	8:30-9:30 ELA (Whole Group, Small Group, or Individual)	Prek/K (1.5 hours total for day)- Asynchronous	8:30-9:30 ELA (Whole Group, Small Group, or Individual)	8:30-9:30 ELA (Whole Group, Small Group, or Individual)
9:30-9:55 Art (Whole Group)	9:30-10:30 Social Studies / Science / Health	Grades 1-2 (2 hours total a day)- Asynchronous	9:30-9:55 P.E. (Whole Group)	9:30-10:30 Social Studies / Science / Health
10:00-10:25 Music	(Whole Group, Small Group,		10:00-10:25 Second Step	(Whole Group, Small Group, or

(Whole Group)	or Individual)	Grades 3-5 (3 hours total a day)- Asynchronous	(Asynchronous)	Individual)
10:30-11:30 Math (Whole Group, Small Group, or Individual)	10:30-11:30 Math (Whole Group, Small Group, or Individual)		10:30-11:30 Math (Whole Group, Small Group, or Individual)	10:30-11:30 Math (Whole Group, Small Group, or Individual)
11:30-12:00 Lunch	11:30-12:00 Lunch		11:30-12:00 Lunch	11:30-12:00 Lunch
12:00-1:00 Recess /physical movement/Free play/ (Independent)	12:00-1:00 Recess /physical movement/Free play/ (Independent)		12:00-1:00 Recess /physical movement/Free play/ (Independent)	12:00-1:00 Recess /physical movement/Free play/ (Independent)
1:00-2:30 Intervention (Assessment/ Small Group/Individual -arranged by teacher)	1:00-2:30 Intervention (Assessment/ Small Group/Individual -arranged by teacher)		1:00-2:30 Intervention (Assessment/ Small Group/Individual -arranged by teacher)	1:00-2:30 Intervention (Assessment/ Small Group/Individual -arranged by teacher)
2:30-3:15 Asynchronous Work Independent Reading (as needed)	2:30-3:15 Asynchronous Work Independent Reading (as needed)		2:30-3:15 Asynchronous Work Independent Reading (as needed)	2:30-3:15 Asynchronous Work Independent Reading (as needed)

Sample Secondary Schedule:

Monday, Tuesday, Thursday, Friday

8:35-9:15	Period 1
9:20-10:00	Period 2
10:05-10:45	Period 3
10:50-11:30	Period 4
11:35-12:15	Period 5
1:00-3:00	Intervention (Small Groups); Any high school credit bearing class that normally meets during the intervention block will meet from 1:00-1:40.

3:00-3:45	Q & A, extra help
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Wednesday

- Asynchronous learning with an expectation of 3 to 3.5 hours a day.
- Teachers must have the Wednesday lessons available to students 48 hours in advance.

2. Access to Curriculum:

Garrett County Public Schools will ensure that all students have access to all digital and traditional curriculum resources available for each grade level or course to ensure appropriately rigorous instruction. All students will have access to the systems Learning Management System (Schoology), online resources, textbooks, academic supports, etc. GCPS will provide a device for every student and teacher.

GCPS will follow our most up-to-date curriculum frameworks aligned to the State standards during virtual learning. Students will have access to high quality instruction delivered by GCPS certified teachers as well as access to all digital and traditional curriculum resources available for each grade level or course to maximize academic success. All career and technical education instruction will continue in alignment with the MSDE frameworks to meet state standards in a virtual setting. Each school will provide appropriate support for students who are absent to ensure continuity of services.

3. Student Engagement:

The expectation will be that students and teachers actively engage in learning. Teachers will employ engagement strategies such as: expecting cameras to be on whenever appropriate, use of digital response tools (thumbs up, raising hands, chat), break out rooms, jam boards, small group sessions, etc. Professional development will be provided as needed to support effective instructional strategies for the virtual classroom.

4. Student Attendance w/ Activated Cameras When Appropriate

The Maryland State Department of Education requires that all school systems track student attendance during face-to-face and virtual learning. Taking attendance while students are learning from home will assist school staff in ensuring that all students have the resources and support they need to engage in learning. Tracking attendance will include a combination of measures that indicate a student is demonstrating engagement in learning. This is not indicative of the degree to which the student understands the content nor his or her grade in class, rather it is documentation of a student's engagement in the learning process. GCPS intends to follow the attendance protocols as outlined in the student rights and responsibilities handbook to the greatest extent possible.

Overview of Attendance During Emergency Virtual Education

Student attendance expectations will follow the guidelines listed in the GCPS Student Rights and Responsibilities Handbook, which can be found by "[CLICKING HERE](#)". During an Emergency Virtual Education situation, the Maryland State Department of Education requires all school systems track student attendance during virtual learning. Taking attendance while students are learning from home will assist school staff in ensuring all students have the resources and support they need to engage in learning. Tracking attendance will include a combination of measures that indicate a student is demonstrating engagement in learning. This is not indicative of the degree to which the student understands the content nor his or her grade in class, rather it is documentation of a student's engagement in the learning process. Daily attendance will be completed each day by each teacher which will officially be recorded in PowerSchool.

Definitions

Present ~ a student will be marked as present when there is evidence of daily engagement in one of the factors listed below:

- Attending classes via Google Meet
 - SECONDARY SCHOOLS- students must attend at least half of the class period to be considered present (ex: 60 minute class, student attends a minimum of 30 minutes). Attendance is taken each period just like a normal school day.
 - ELEMENTARY SCHOOLS- students must attend at least three hours of synchronous instruction to be in attendance the full day. Students attending between one and three hours will be marked present for half a day. Any student attending less than one hour will be marked absent for the entire day.
- Turning on their camera so the teacher can visually see the student
- Participation in work-based learning/internships (high school only)

Absent ~ a student will be marked as absent when there is **no evidence** of any daily engagement in one of the factors listed below:

- Attending classes via Google Meet
- Turning on their camera so the teacher can visually see the student
- Participation in work-based learning/internships (high school only)

Absence Notes

- An absence for any reason other than those cited as lawful is presumed to be unlawful unless a note stating the reason is submitted and approved by the principal/designee within the same term of the absence.
 - Lawful Absence - Students shall be considered lawfully absent when absent from instruction with proper documentation approved by the principal/designee.

- Unlawful Absence - Students shall be considered unlawfully absent when absent from instruction without submitting an absence note to the principal/designee.
- Each school will publicize an attendance email account (secretary, attendance secretary, etc.) to allow for parents/guardians to document the reason for student absences. Signed parent and physician notes are also still acceptable.

During an Emergency Virtual Education situation, the Student Information System (PowerSchool) will default student attendance records to a “VT” indicating that the student was present virtually. If a student did not engage based on the factors listed above, the teacher will change the “VT” code to an “A” or “20” indicating the student was absent on that day, this includes students who are asynchronous.

Please note that the “VT” code is a placeholder which indicates a student is participating in learning virtually. It is not an absence code. This process will allow the school to have an accurate record of students able to access the virtual learning platform.

For students without internet access, paper, asynchronous assignments will be provided at the beginning of the week that can be picked up at the school. The information should include instructions detailing daily assignments to be completed for each day of the week school is in session. Completed work should be turned in the following week when the next week's work is picked up. Designated pick-up and drop-off times will be determined at each school site for the beginning of the week. Every week schools are closed for this Emergency Virtual Education situation, the same process will be followed for those students without internet. If a student does not complete the paper, asynchronous assignments for that day, the absence code will stay and the person in charge of maintaining the daily attendance in each building will need to update the “A” to the appropriate excused or unexcused attendance code. If the student completes the assignments for that day, the teacher will need to notify the person in charge of maintaining the daily attendance in each building to ensure the student's attendance is updated accordingly, “A” to present.

Teacher/Staff Expectation

- All teachers are expected to maintain and document student attendance through Google Meets.
- All teachers will have an assignment (class work, assessment, exit ticket, etc.) linked to each day.
- Teachers will verify daily attendance based on participation in virtual classes. Teachers will do this by changing the “VT” code to an “A” for days when a student is being counted as absent. Present for virtual learning is represented by a “VT.” All other codes represent an absence from school.
 - **Teachers: Please note that any code that is pre-populated by administration/attendance secretaries such as the “VT” code is automatically locked by PowerSchool. The technology department**

will be unlocking all “VT” codes daily so that teachers can record attendance using the process within this protocol.

- All teachers will check the asynchronous course work turned in by those without the internet and document attendance as stated above.
- The person in charge of maintaining the daily attendance will
 - Update the 'A' code to a numeric code based on any parent/physician notes. If the parent didn't submit anything, the 'A' will be changed to a 20 - Unexcused Absence.
 - Update the “A” to present for the asynchronous students who complete the assignments for that day.
 - Update any other attendance coding based upon excused and unexcused absences to maintain accurate attendance data.
 - Provide a list of students who were marked absent to the administrators to determine intervention as needed.

THIS PROCESS IS REPEATED DAILY.

5. Method for Providing Instructional Materials to Students:

Each student will be provided with a device for virtual learning. Hotspots will be provided for those who are in need of internet access. Students will access all instructional materials through Schoology the school systems Learning Management System. Synchronous instruction will occur through the Google Meets platform.

Virtual instruction utilizing Schoology and Google Platforms will be the primary vehicle for instruction during a closure that would require virtual instruction. However, GCPS recognizes that some students and families do not have internet connectivity (even with a hotspot) due to the geographic location of their home. For these limited situations, traditional paper copies of instructional materials (i.e. packets) will be created and available for parent pick-up at the school. Depending on the nature of closure, GCPS will coordinate a plan that will prioritize students without internet access (even with a hotspot) returning to school sites to access synchronous instruction as quickly as possible. A pick up schedule will be developed and communicated to parents to obtain any necessary learning materials from each local school.

6. Student Equity

GCPS is committed to ensuring equitable access to learning opportunities for students who participate in virtual learning while providing access to appropriate educational materials. This means students need to be able to participate in their learning equitably and have access to all relevant services and supports. GCPS has developed a [guide](#) for teachers with strategies to support the implementation of accommodations in a virtual learning environment to further support student learning.

Considerations include, but are not limited to:

- Ensuring all students in the school/district have equal access to the learning and required materials.

- Ensure that activities effectively support the district’s unique learning and teaching needs, including the ability to provide differentiated instruction as well as one-on-one support for students who need it. Regardless of where the learning is happening, supports identified on a student’s Individualized Education Plan or 504 Plan must be provided. Individual Learning Plans for English Language Learners must also be followed.
- Schools should provide materials for students to continue their learning. Each school would determine the most appropriate way to communicate and provide instruction for each student which could include some/all of the following:
 - Textbooks
 - Telephone instruction
 - Online resources
 - Instruction via Schoology and Google Meets

Teachers will use many strategies to facilitate virtual learning. Classroom teachers will work with other support staff and administrators to develop and moderate learning environments that engage all learners and support their growth. At all levels, considerations will be made for accessibility for learners. Teachers will be expected to differentiate instruction to meet the diverse needs of learners, implement Universal Design for Learning strategies, and ensure all students with a 504 or IEP plan receive their accommodations.

Students with 504 Plans:

Garrett County Public Schools will continue to provide accommodations to students who receive services under Section 504. Accommodations will be made either via Schoology, Google Meet (direct instruction), or by telephone during a prolonged state of emergency. Section 504 students will continue to receive accommodations similar to and comparable with, to the maximum extent possible, what they previously received in the classroom, during this time. Garrett County Public Schools will provide a free, appropriate, public education (FAPE) to all students to the maximum extent possible while ensuring the safety of students.

504 student accommodations will continue to be available to teachers in real-time through their PowerTeacher portal to monitor their access/implementation. GCPS will continue to require the teacher’s signature upon electronically viewing/hard copy receipt of the student’s accommodations and when updates on those accommodations are made.

Section 504 Case Managers will support students through the strategies listed below:

- Contacting Students: Utilizing “Office Hours” to contact students on their caseload via phone/email/Google Meets to discuss classwork, projects, individual assignments, study strategies, grades, missing work, etc.

- Instructional development: working on lessons and/or collaborating with a colleague on a lesson/project/activity, etc. and how to provide the appropriate accommodations.
- PLC Meetings: meeting with content departments or grade level teams at their "virtual school" about student progress, grades, course requirements, etc.

All 504 meetings will continue to occur by the annual review date through in-person meetings, virtual meetings utilizing Google Meets, and/or by phone.

Students with Multilingual Learner Plans:

Garrett County Public Schools will continue to provide support to students who receive services as Multilingual Learners (ML). Support services will be made either via Schoology, Google Meet (direct instruction), by telephone, or with the development of instructional materials. ML students will continue to receive services similar to and comparable with, to the maximum extent possible, what they previously received in the classroom, during this time.

ML Service Providers will support students through the strategies listed below:

- Continue to provide ML services as outlined in their individualized plan.
- Contacting Students: Utilizing "Office Hours" to contact students on their caseload via phone/email/Google Meets to discuss classwork, projects, individual assignments, study strategies, grades, missing work, etc.
- Instructional development: working on lessons and/or collaborating with a colleague on a lesson/project/modifying lesson/activities, etc.
- PLC Meetings: meeting with content departments or grade level teams about student progress, grades, course requirements, etc.
- Continue to provide accommodations to ML students to the best of our ability.
- Information that is sent home will also be provided to our ML families in their native language.
- ML teachers/staff work with our grade level teachers (Elementary/Middle) and content teachers (High School) to make modifications to the materials sent home or consult via web access to meet their students' needs, through the use of their established "office hours" to assist with the instruction.
- Continuous collaboration with ML families to ensure access and understanding of new and developing learning situations.

English proficiency screenings will continue to be conducted throughout the Home Language Survey to continue eligibility into the ML program. The annual assessment, the WIDA: ACCESS for Multilingual Learners will be completed in winter/early spring during the open test window according to the state testing calendar. All students receiving ML services are expected to participate.

Students Experiencing Homelessness:

GCPS currently provides services to students identified as homeless using criteria established by the McKinney Vento Act. These services will be monitored and adjusted as necessary to meet student needs in the event the system/school needs to shift to a virtual learning environment. Special consideration will be given to effective communication, access to resources, social-emotional support, and training for staff. The following strategies are recommended to staff serving students experiencing homelessness:

- Develop communication plans for families to educate them regarding supports and services available to them
- Provide additional face-to-face and/or virtual learning opportunities
- Provide access to digital learning tools and other tools necessary for instruction
- Provide access to counseling and school health
- Enhance community partnerships so that when GCPS locations are not available, partnerships can provide access to methods and locations to support instruction
- Provide social-emotional support
- Provide awareness and instructional training for staff regarding impacts of homelessness on student's attendance and performance

School liaisons will continue to report homeless students on a monthly basis. The school counselor will be notified when a student and his/her family is known to have become homeless, or when a homeless student is newly enrolled. Families are given agency resources if they have not already been in contact with those agencies, and if needed, assisted in securing resources. Students are also provided with resources as needed. GCPS will continue Student Service Team meetings at each school with Google Meets and the Student Services staff will be in regular contact with those students and families who have significant needs and/or who have been receiving support or counseling services from the staff. This includes homeless, foster care etc. The person who has had the most contact with the student and family usually becomes the designated contact. Contact is also made with the teachers through the Student Services Team.

Homeless Students Plan for Ensuring Equity:

GCPS will assess Student and Family Needs using the following strategies:

- Identified Point of Contact: Designated through each school's Student Services Team, based on their prior relationship and knowledge of the student and their family, to have ongoing contact with the student and their parent(s)/guardian(s).
- Communication with students and parents to include specific and periodic assessment of the instructional environment and needs for the chosen instructional modality.
 - If an internet-based modality of instruction is selected, determine that they have a reliable and accessible connection and device, the location that will be used, and the time(s) of the day it will be used.

- Assess that sufficient time can be allotted, and assist with the daily organization of the learning tasks that need completion.
- Students and family will be assisted in identifying a quiet work area in which distractions can be limited and specific supplies that will be needed.
- Resources for support of both learning and technology will be identified.
- Student service staff will help the parent and student organize a schedule, identify a quiet place and supplies needed, and access to resources will contribute to the student's success.
- The same factors will need to be assessed for students who are working from paper packets with the exception of technology support. An added consideration will include a plan for how the student will be provided with the paper packets.

Prioritizing On-Site Learning:

Depending on the nature of the emergency closure, GCPS will also approach accessibility to school buildings for onsite learning through an equity lens providing access utilizing a phased approach, when necessary. First consideration will be given to the following student groups:

- Students without internet access (even with a hotspot)
- Students who qualify for Special Education services (especially those with significant needs/services)
- Students who qualify for 504 services
- Students who are homeless
- Students who qualify as Multilingual Learners
- Students who are disengaged, disconnected, and/or have made little to no progress in a virtual setting
- Students who are significantly below grade level
- Students in select CTE courses

Also, based on prior experience, GCPS will give consideration to our earliest learners (i.e. PK-3 through 2nd grade) as the impact to this age group appears to be greater than other ages due to the developmental needs of the student.

7. Students with Disabilities

The Garrett County Public Schools is committed to the delivery of effective special education programs and services provided to students with disabilities in the least restrictive environment. All students must have available to them a free, appropriate public education (FAPE) designed to meet their unique needs and prepare them for employment, post-secondary education, and independent living.

The administration and staff of the Garrett County Public Schools believe:

- A free appropriate educational program in the least restrictive environment should be provided to all children and youth with disabilities.

- Programs for children with disabilities should be planned and implemented as an integral part of programs for nondisabled students.
- Education should provide an equal opportunity for all students to develop as individuals according to their physical, intellectual, and social potential.
- Early intervention is a necessary part of an effective delivery system.
- That in order to provide effective educational programs and services to children and youth with educational disabilities, it is essential that personnel be qualified and required to advance their skills by participating in ongoing staff development.
- Collaborative efforts with agencies, parents, school teams and community groups are necessary to ensure quality and consistency of services to children with disabilities.
- Accountability is the foundation inherent to quality services for children with disabilities.

The objective of GCPS under an emergency condition is to:

- Provide a continuous “child find” procedure designed to identify students who have a disability and are in need of special education and related services from age 3 through the end of the school year the student is 21 years old.
- Develop and implement an IEP based upon assessed needs for each student who is identified as having an educational disability and who is in need of special education and related services.
- Provide special education and related services in the student’s least restrictive environment.
- Increase the percent of youth with IEP’s graduating from high school with a regular diploma and decrease the percent of youth with IEP’s dropping out of high school.
- Provide instruction of grade level curriculum to all students with IEP’s to meet the rigorous state standards to become college and career ready.
- Work cooperatively with the parents of students who are identified as needing special education and related services.
- Ensure that the confidentiality of information and all due process protections are maintained.
- Provide for the successful transition of students with disabilities from school to appropriate postsecondary outcomes.
- Provide for a smooth transition of children from Part C – Infants and Toddlers Program to Part B – Preschool Special Education.
- Provide ongoing staff development to enhance the instructional skills of special and general educators.
- Meet all state and federal timelines in regard to identification for special education services.

Garrett County Public Schools is committed to ensuring equity for all students, including those with disabilities during emergency conditions by ensuring the following:

- In accordance with House Bill 714, GCPS will determine how IEP services will be implemented under Emergency Conditions. Emergency Conditions are defined as 10 or more consecutive days in which a student with a disability is unable to receive services, while other students are continuing to receive instruction. IEP teams will be reviewing each section of the IEP and determining if adjustments need to be made to a student's IEP during Emergency Conditions. This review and determination will continue to take place at annual review meetings.
- GCPS will continue to provide students with disabilities their services and accommodations.
- IEP Coordinators will continue to schedule and hold IEP annual review and re-eval meetings. These meetings will continue to take place virtually, if necessary. Onsite options may be available depending on the nature of the emergency.
- All services will continue, to the maximum extent possible, during virtual learning. Services will be provided in-person (when possible), by phone, virtually, or through individualized learning kits. Special education teachers and other service providers will reach out to families to schedule individual sessions.
- Case managers will continue to track the quarterly progress of IEP goals and objectives. During each session, case managers will log the day, time, service, accommodations, data, and notes of their session. Quarterly notification of progress will be sent home to parents/guardians.
- If new or different needs arise throughout the school year that may require a change in the IFSP/IEP, the case manager will notify the IEP Coordinator to hold an IEP meeting.
- In addition to specialized instruction provided by the case managers, students will be included in Schoology classrooms/Google Meets with their non-disabled peers. Case managers and classroom teachers will make appropriate accommodations and modifications to general education assignments to ensure they are accessible such as, sending leveled readers, reducing assignment, altering assignment layout, providing overlays, etc.. Students will receive additional manipulatives (calculator, number line, hundreds chart, reading guides, etc.) as indicated by their IEP.
- In addition, IEP meetings will continue during this time to ensure that students are continuously monitored and that IEP goals, objectives, services, and accommodations remain appropriate. Adjustments will be made through the IEP team, as needed.
- Upon return, students will be assessed using the formal assessment used to guide their original IEP goals and objectives to determine if there was a regression of skills. If students have shown regression, the IEP team will

determine a plan to implement restoration services to help narrow the achievement gap. This may be seen as additional services during the summer months, regular school day, or make-up services in the evening, depending on the individual family and student needs.

- In a small number of situations, due to the student's needs, GCPS may be unable to provide FAPE in a virtual model. In these extreme situations, GCPS will follow the System Plan for Compensatory/Recovery Services, to ensure that these services are provided to the student. In most situations, the case manager or service provider will submit a referral to the IEP Coordinator indicating that there was an inability to provide FAPE. The IEP Coordinator will then schedule an IEP meeting to discuss how these services will be made up to the student and if there are additional needs. IEP Coordinators continue to discuss the implications of any future statewide school closure on students during all annual IEP meetings. The determination for compensatory services will continue on an individual basis.

Assessments:

If formal assessments are requested to determine if a disability exists, the assessment will be provided virtually, as appropriate. If virtual assessments are not appropriate then individual sessions will be arranged for parents to bring their child into the school for assessments if safe to do so.

Prioritizing On Site Learning:

Regardless of the model, students with disabilities will continue to receive a Free Appropriate Public Education (FAPE), in accordance with the Individuals with Disabilities Education Act (IDEA). Garrett County Public Schools will provide comparable opportunities to students with disabilities, tailored to their individual needs. Some considerations in special education include:

- Students with the most significant disabilities benefit from attending in-person, as much as possible. These students will be prioritized in a return plan.
- Students that struggle to access instruction in the virtual environment, will also be prioritized in our return plan.
- Students who have significant medical needs may need to continue with virtual special education services to ensure their safety. This will be determined on an individual basis.
- All GCPS students with disabilities will continue to receive their services and accommodations, as outlined in their IEP, regardless of the format.

In summary, students with disabilities will continue to receive their accommodations and modifications on assignments and assessments during virtual learning as indicated in their Individualized Education Program (IEP). Students will continue to receive academic and related services that are similar and comparable to the maximum extent possible during this time. Garrett County Public Schools will work with parents to determine the appropriateness of delivery and service time on an individual student basis. Case managers will continuously monitor student progress to ensure that all students are

making progress, regardless of the phase. Case managers will also work with general education teachers to support specially designed instruction. Parents will be updated on student progress on IEP goals at least quarterly.

Student Assessment and Learning Support Plans

- Administration of regular Assessments
- Process for establishing benchmarks at the start and end of virtual education as well as periodically throughout the course
- Provisions of additional learning supports for students identified as having learning loss

GCPS will continue to administer regular assessments through a virtual platform aligned with the GCPS County-Wide Assessment Plan. Adjustments to the assessment calendar may be made depending on the length of time the system is expected to be in a virtual learning setting. GCPS has the ability to administer universal screeners utilizing a virtual platform. Additionally, benchmark and classroom assessments will be delivered through Schoology and will continue in a virtual setting. Other assessments can be administered virtually through small group/intervention times as detailed on the sample schedules. Ultimately, the GCPS Assessment Calendar provides a framework for assessment/benchmarking prior to, during, and after virtual learning in order to measure student learning and provide the appropriate support to address any identified gaps in learning. Depending on the length of time the system/school is in virtual learning, the assessment framework may be adjusted to ensure the best data available to meet student needs.

Results from the assessments will provide teachers with critical information to guide grade-level instruction while quickly identifying and addressing learning gaps with appropriate instructional support to be addressed during the defined intervention time. Additionally, these assessment results will allow schools to identify students with the greatest amount of learning loss as well as those most impacted the most by a virtual learning model. This information along with other supporting data such as the level of engagement, attendance, and course grades will be used to identify and prioritize supports to students such as tutoring, after-school programming, and in-school interventions.

GCPS will continue to implement a Multi-Tiered System of Supports (MTSS) to provide instruction that meets each student's individual needs during a virtual learning environment. This process begins with students receiving core grade-level instruction within the classroom. Teachers will utilize evidenced-based curriculum resources and strategies focused on grade-level instruction while appropriately differentiating instruction to ensure accessibility for all students. Using formative assessments and county direction specific to priority standards, teachers will be able to weave in any missed content standards or pre-requisite material necessary to access grade-level material for all students. Students who require additional instructional support to close learning gaps will receive supplemental interventions in small groups or individually based on their individual needs. The tentative schedule for virtual learning

provides for intervention periods for both elementary and secondary schools. GCPS will utilize evidenced-based intervention programs or instructional strategies as part of the MTSS framework.

Utilizing the MTSS process, identified students will be provided with the appropriate interventions during the regular school day. Other extended learning opportunities for students may include but are not limited to:

- Small-Group Tutoring
- After-School Programs (i.e. math academy, evening high school)
- Extended School Year and/or Summer Programs

Social and Emotional Support Plans

- Interactive social and emotional wellness components designed for a virtual environment
- Regular student wellness check-ins
- Development of a school behavioral health plan

GCPS Behavioral Health Plan

All GCPS students will have access to a continuum of services that provide Behavioral and Mental Health support if an Emergency Virtual Education situation arises. Universal strategies (tier 1) will be provided to all students at each school building. Tier 1 services can include individual and classroom sessions provided by School Counselors, Psychologists, Social Workers or Behavior Support Personnel. GCPS will utilize teachers and student services staff to address the mental health and well-being of all students if moved to virtual. All the staff will have access to the Google platform for Google meets and Schoology which acts as GCPS's educational platform that all students access. Additionally, GCPS will implement an online behavioral health screener which has the ability to do daily check-ins with all students.

All student services staff are assigned to specific schools daily and will help, as needed when mental health needs arise. These same assignments would stay the same if the school system is moved into Emergency Virtual Education. GCPS also employs our own school nurses who are assigned to every school to help meet the medical and behavioral health needs of all students. Since the pandemic, GCPS has increased the number of Student Services staff to help meet the behavioral health needs of our students. Additionally, professional development for all GCPS staff has included opportunities in key areas of behavior, social/emotional health, restorative practices and trauma-informed care/instruction.

Specific strategies and interventions that all schools and these employees will utilize are:

- Positive Behavior Interventions and Supports (PBIS);
- "Handle with Care" to help any staff or local provider identify a student who seems distressed or struggling for any reason and provides a way to let others

know that this student needs supported in a different way which includes having a student services staff check in with them

- Social-emotional learning is provided instructionally from Pre-K to 8th grade (Second Step, Teaching Social Skills to Youth, Health instructional materials etc.)
- Eighth and ninth grade health classes provide the Signs of Suicide program that explains depression and suicide and signs that should be reported to an adult.

School Counselors, Psychologists and Social Workers also assist with these programs and provide counseling to students as needed.

Student Services Teams (SST's) will support Tier 2 interventions by providing a process for students experiencing more intensive needs. These services are usually provided by the school psychologists and school social workers but the other student services staff also help support with things like check in and out and re-teaches. The secondary schools will also continue to have their meetings specific to the Maryland Student Assistance Program which collects data on students referred for possible drug and/or alcohol use. Through this program parents/guardians are invited to a conference in which the data is reviewed and services offered. GCPS also partners with the Garrett County Health Department to provide addiction therapists to the secondary schools in addition to a mental health therapist for each school. Other agencies that could also be referred to for counseling and therapy during this time would include the DOVE Center, the Department of Human Services, Mountain Laurel Medical Center, Baltimore Crisis Response and private agencies and therapists. As needed, student service staff would work with parents to access these agencies and therapists to provide mental health services for their children.

Tier 3 often results in a referral outside of our school system for behavioral health support. For our students in crisis, aftercare meetings are held by schools when a student has been to the hospital or has seen a crisis counselor as a way to help them transition back into the school environment with extra support and interventions as needed. This process would stay the same virtually and would include more online check-ins and potential home visits based on the situation. Outside counselors and our School-Based Therapists would continue their partnerships with us to support the schools on a daily basis. Their support includes, but is not limited to, the following: Individual, group and family therapy to identified clients; Consultation/collaboration at various meetings (IEP, 504, PST, BIP, aftercare, Home & Hospital, PBIS, parent/teacher conferences, etc.); Psychoeducation and support to school staff regarding mental health concerns; Crisis support to children and families, which can include completion of safety assessments, on an as needed basis; and Telepsych services to identified clients for medication evaluations/management.

Referral Process for Timely Social Emotional Support

During an Emergency Virtual Education situation, it will be essential that teachers and the school administrators work closely with all student services staff to monitor and refer students who may be demonstrating concerning behavior, signs of emotional and/or social difficulties, or lack of engagement. Student Services staff will also need to monitor those students through

regular wellness check ins and through our MTSS tiered support process as described above. Contact with parents or guardians will also be an important part of our support plan if students are struggling. This could include phone calls, emails, virtual meetings or home visits as needed. Support and services will be provided by our GCPS Student Services staff and our community resource partners based on each individual student's need. As such, GCPS will work with partner agencies to determine a point of contact within the agency for schools to ensure seamless implementation of services.

Community Communication Plans

- Culturally Appropriate Family Engagement Plan that includes
 - Methods to engage with parents, guardians, and students from various ethnic, racial, and cultural backgrounds
 - Students eligible for aid
 - Parents, guardians, and students whose primary language is not English
- Multiple methods for communication with all stakeholders during periods of virtual education

GCPS recognizes that an emergency situation requiring the system to shift to virtual learning will require clear and accessible communication to all stakeholders in a timely and efficient manner. Special attention will need to be given to ensuring communication is effective for all parents and students.

GCPS has found that the most effective means of direct communication with parents and students comes at the school level and is supported by the strong relationships each school has with its individual community. GCPS will leverage direct communication through principals and teachers as necessary to ensure school-specific and system-level information is shared with families. Staff will be identified at each school to provide additional support efforts in family engagement, with a special focus on engaging families in a culturally responsive manner while also connecting with those who may need support in navigating the complexities of shifting to a virtual learning environment (i.e., those eligible for aid, EL students, etc.). Engagement methods may include but are not limited to personal phone calls, in-person support at distribution times, Technology Hotline, email, school messenger, home visits, Google Meet check-ins/conferences, etc.

All system communication regarding Garrett County Public Schools flows directly through the Office of the Superintendent and the Office of Public Relations. Formal press releases specific to an emergency requiring a move to a virtual learning format will be made accessible on the GCPS website and social media venues. The website will incorporate information in English and can be translated directly on our website to 100+ different languages as dictated by the end user. Press releases will also be sent to the local papers and radio stations. GCPS will also use School Messenger as an additional measure to communicate directly with parents.

In addition to the aforementioned methods of communication with all stakeholders, GCPS will implement prioritization of important information in no less than one of the following manners, as is deemed appropriate for the situation:

1. An alert will be posted at the top of our website highlighting the information (important announcement). This will be posted using colors contrasting with the rest of the website to stand out.
2. An alert will be posted with a pop-up alert that the end user must click to acknowledge before visiting any other portion of the website (on-screen alert). Multiple messages may be added if needed. This information can be set for an indefinite amount of time or to expire as it is no longer timely information. The order of these graphics may be adjusted based on priority.
3. A graphic will be posted in either our rotating carousel at the top of the homepage or as a still graphic in the District News section of the website. If the latter, the end user may scroll through topics to find their desired news. The order of these topics may be adjusted based on priority.

Technology Plans

- Provision of hardware and software to students and school personnel
- Access to broadband and internet services to all students and school personnel

Staff are issued a system laptop with all associated software licenses upon each year. This includes virtual meeting software. Classrooms are also equipped with other digital devices that may assist in delivering virtual instruction, such as document cameras, projectors, webcams, and microphones. Depending on the nature of the emergency, it may be possible for staff to deliver virtual instruction from their classroom where they will have full access to the items they typically have access to during in-person instruction. If this is not possible, arrangements will be made for staff to access their room and/or obtain the instructional materials and equipment needed to implement virtual instruction. Staff will be able to access the internet through the school site. GCPS will monitor staff needs to support effective delivery of instruction in a virtual setting. The vast majority of staff have internet access at home based on the system's experience with historical virtual learning environments. If the emergency is such that GCPS is unable to have staff onsite, GCPS will work with the staff member to identify an alternative location and/or provide a hotspot to support internet access.

All students will be provided with age-appropriate digital learning technology devices. At the elementary level, these devices typically will stay at the school and be charged in the classroom, nightly. Should students need to engage in learning remotely from home, arrangements will be made for families to pick up the necessary equipment from the school. Middle and high school aged students are permitted to take devices home, and are responsible for the charging. Should a middle or high school student need to pick up a device, arrangements will be made. Access to the necessary instructional materials will be provided digitally through

the district Learning Management System. Hotspots will be purchased, if necessary, activated and provided to students who do not have internet accessibility at home. If possible, students without internet access will be prioritized for onsite learning, especially those without internet where a hotspot will not resolve the connectivity issue.

Distribution times will be established for each school and communicated clearly with the community to ensure all students and staff have the necessary resources to engage in virtual learning.

IT staff will activate the technology hotline to provide technical assistance to families and students while the system/school is on virtual learning.

Nutritional and Health Services Plan

- Places and times that students and other eligible individuals may receive free meals
- Availability of health services to eligible individuals

Health Services Plan

GCPS will utilize school health services to provide support for students, staff, and families depending on the reason for the state of emergency:

- If at all possible nurses will report to their school. If responsible for more than one school, they will report to the facility with greatest need and create a plan to meet the needs of all students in their charge at each of their assigned schools.
- School health services staff will evaluate their school webpage to make sure that information and forms are up -to -date so that parents/guardians can access information without coming to the buildings.
- Nurses will use the system's Learning Management System (ex: Schoology) to deliver health and safety lessons as needed when appropriate.
- Nurses will make contact with parents/guardians of students with Individualized Health Care Plans (IHCP) to act as a resource and give support.
- School health services staff will be available to assist the school or system in areas of greatest need even if it does not require nursing skills.
- School Health Services Manager will collaborate with the local health department and emergency management teams to have up-to-date information. Depending on the emergency GCPS nursing staff may be asked to assist with community efforts such as testing, vaccination, medical needs, and other efforts that would help to reestablish in person learning.

- Once the school is reopened after the emergency, school nurses will observe any lingering physical and psychological responses by students and staff to the emergency event. They will make referrals to the crisis response teams and other pupil service members who will assist staff and students with psychological health concerns.
- School nurses will support students by developing or updating health information as necessary. They will be especially alert to potential alterations in functioning that may require accommodations for students to participate in their educational process and make the appropriate referrals.
- In collaboration with families, students, health care providers and appropriate school staff, school nurses will update and/or develop individualized health plans for the students post emergency.
- School nurses will assess potential health and safety hazards arising from the emergency that may affect school staff and students.
- School health services staff will meet and evaluate the response from the health services perspective post emergency to evaluate all aspects of the plan, including interventions, documentation, and general effectiveness is the role of the school nurse during the emergency. The evaluation will be shared with the Director of Pupil Services.

Nutritional Plan

The food service department is committed to providing meals to students and other eligible individuals during a Prolonged State of Emergency resulting in virtual learning. Below are charts that detail locations and times where meals will be provided throughout the Garrett Community.

Tuesday	Wednesday	Thursday
10:00- 10:15 Eastern Garrett Fire Hall 401 Finzel Rd, Frostburg		
10:30- – 10:40 Avilton Community Center 8295 Avilton Lonaconing Rd, Lonaconing		

11:00- 11:20 Grantsville 121 Bittering Lane, Grantsville	11:00-11:20 Northern High School 86 Pride Parkway, Accident	11:00- 11:20 Bloomington Park 334 North Branch Avenue, Bloomington
11:30 – 11:50 Cassel Ridge Apartments 600 Cassel Ridge Drive, Grantsville	11:30 – 11:50 Accident Community Pond 200 Cemetery Road, Accident	11:30 – 11:50 Chestnut Grove United Methodist Church 8 Virts Road, Swanton
12:15 – 12:35 Friendsville Fire Hall 944 2nd Ave, Friendsville	12:05 – 12:25 Mountain Village West 175 Pysell Road McHenry	12:15 – 12:35 Kitzmiller Community Park 290 W. Main Street, Kitzmiller
1:10– 1:20 Lake Ford United Methodist Church, 4331 Cranesville Road, Oakland	12:35 – 12:55 Garrett College ,Parking Lot A 685 Mosser Road, McHenry	12:55 – 1:15 Hope Village 198 Frank Custer Drive, Deer Park
	1:10 – 1:30 Sang Run State Park 3735 Sang Run Road, McHenry	
Tuesday	Wednesday	Thursday
11:00 – 11:20 Crellin Methodist Church 57 Crellin Street, Crellin	11:00 – 11:20 Athletic Field parking lot 768 Dennett Road	11:00 – 11:20 Gorman Fire Hall 270 Gorman Rd, Oakland
11:35 – 11:55 Liberty Mews 451 Liberty Street, Oakland	11:00 – 11:20 Bittering Fire hall 176 Brenneman Road, Bittering	11:40 – 12:00 Loch Lynn Park 319 Roanoke Avenue, Loch Lynn
12:05 – 12:25 Oakland Town Parking lot 103 Town Park Lane, Oakland	11:40 – 12:00 Swanton Otterbein United Methodist Church 3443 Swanton Road, Swanton	12:10– 12:30 Pleasant View South 200 Pleasant View Lane, Loch Lynn
12:45 – 1:05 St. John’s Ev. Lutheran Church 3301 Garrett Highway, Oakland	12:10– 12:30 Altamont 15 Lower White Oak Drive, Swanton	12:40 – 1:00 Pine Woods East 705 N Street, Mt. Lake Park
	12:40 – 1:00 Deer Park Town Hall 100 Oak Street, Deer Park	1:10 – 1:30 Yough Glades 70 Wolf Acres Drive, Oakland

Seven Days of Snack & Supper			
Monday	Tuesday	Wednesday	Thursday
5:00 – 5:20 Emmanuel United Methodist Church 29 Pocahontas Rd, Frostburg	5:00 – 5:15 Bloomington 276 North Branch Avenue, Bloomington	5:00 – 5:15 Northern Middle School 371 Pride Parkway, Accident	5:00 – 5:15 Grantsville Elem. School 120 Grant Street, Grantsville
5:40 – 6:00 St Ann's Mission/Avilton Community Center 8298 Avilton Lonaconing Rd, Lonaconing	5:25 – 5:40 Chestnut Grove United Methodist Church 3900 Chestnut Grove Road, Swanton	5:25 – 5:40 Accident Community Pond 219 North South Street, Accident	5:25 – 5:40 Cassel Ridge 700 Cassel Ridge Drive, Grantsville
	6:05 – 6:20 Kitzmiller School 288 W Main Street, Kitzmiller	5:55-6:10 Mountain Village West 177 Pysell Road McHenry	6:05 – 6:20 Friendsville Elem. School 841 First Avenue, Friendsville
	6:40 – 6:55 Hope Village 8 Rockville Ct, Deer Park	6:20 – 6:35 Garrett College Gym parking lot 695 Mosser Rd, McHenry	
Monday	Tuesday	Wednesday	Thursday
5:00 – 5:15 Upper Yough Put-in Parking lot Sang Run Road, McHenry	5:00 – 5:15 Bittinger Lutheran Parish 22 Maynardier Ridge Rd, Bittinger	5:00 – 5:15 Gorman 271 Gorman Road, Oakland	5:00 – 5:15 Broad Ford Elementary School 607 Harvey Winters Drive, Oakland
5:35 – 5:50 Youghioghney Mountain Resort 15 Youghioghney Blvd, Oakland	5:35 – 5:50 Swanton Community Center 3335 Swanton Road, Swanton	6:00 – 6:15 Loch Lynn Town Hall 211 Bonnie Blvd, Loch Lynn	5:00 – 5:15 Crellin Elementary School 115 Kendall Drive, Crellin

	6:00 – 6:15 Altamont 12 Upper White Oak Drive, Swanton	6:25 -6:40 Pleasant View South 200 Pleasant View Lane, Loch Lynn	5:30 – 5:45 Liberty Mews 100 Liberty Square Drive, Oakland
	6:25 – 6:40 Deer Park 81 Church Street, Deer Park	6:50 – 7:05 Pine Woods East 707 N Street, Mt. Lake Park	5:55 – 6:10 Oakland Town Parking lot 106 Town Park Lane, Oakland
		5:35 – 5:50 Garrett Family Medicine 69 Wolf Acres Drive, Oakland	6:30 -6:45 Red House 3209 Garrett Highway, Oakland

Return to In-Person Instruction Plan
<ul style="list-style-type: none"> ● Plans to return rapidly to in-person learning when it is safe to do so ● Clear process for student engagement on return to in-person learning ● Identified strategies for a return to in-person learning

GCPS places a high value on in-person learning and will return to full “normal” operations as quickly as possible after an emergency situation occurs resulting in virtual learning. Depending on the time period of virtual learning and/or the nature of the emergency, the system may need to consider a transition plan to support staff and students back into in-person learning. It is also quite possible that a phased approach back to in-person learning may be necessary.

Should a phased approach be necessary, GCPS will prioritize the following student groups for on site learning and or a return to in-person learning:

- Students without internet access (even with a hotspot)
- Students who qualify for Special Education services (especially those with significant disabilities)
- Students who qualify for 504 services
- Students who are homeless
- Students who qualify as English Learners
- Students who are disengaged, disconnected, and/or have made little to no progress in a virtual setting
- Students who are significantly below grade level
- Students in select CTE courses

Also, based on prior experience, GCPS will give consideration to our earliest learners (i.e. PK-3 through 2nd grade) as the impact of virtual learning to this age group appears to be greater than other ages due to the developmental needs of the student.

Furthermore, ensuring educational equity remains a central focus for Garrett County Public Schools as we welcome students back to in-person learning. As such GCPS will employ the strategies below as the system/school shifts back to in-person learning.

- Ensure a welcoming and inclusive environment focused on engaging relationships for all students
- Recognize the diverse experiences students have had throughout the time of virtual learning
- Identify and respond to specific student needs by ensuring appropriate classroom support, intervention, and recovery programs for all students
- Recognize the social-emotional needs of students and provide appropriate support to all students as an essential component of learning
- Embrace differences amongst students and our community as assets that strengthen learning experiences
- Welcome and engage families as essential partners in their child's learning
- Provide all students with access to the resources they need to reach high levels of learning
- Utilize evidence-based interventions and resources to deliver high-quality instruction to all students while providing differentiated learning opportunities specific to identified student needs
- Focus on moving students forward with grade-level instruction while quickly identifying and addressing learning gaps with appropriate support
- Provide extended learning opportunities and intervention supports that meet the needs of the whole child

Depending on the length of time the system/school is in a virtual setting, GCPS will re-assess students upon reentry to in-person learning to gather information to inform grade level instruction, intervention needs, as well as identify students in need of additional support. Student support staff will also be on site and ready to provide social/emotional and mental health support as students transition back into an in-person environment with special attention paid to students with active student service support plans. Additionally, each school will work directly with their communities to ensure high levels of engagement and attendance from students. Staff will be identified to check-in and support any student/family who is slow to engage/return or does not return to in-person learning.

GCPS implements a multi-tiered system of support in all of our schools. When identified students or families struggle to engage/return or do not return to in-person learning, each school will look at universal strategies and interventions used in their Tier 1 level of support. If the school has exhausted Tier 1 interventions and strategies and determined more intensive assistance is needed, a referral to Tier 2, Student Support Teams (SST) will occur.

The SST committee is composed of persons that are knowledgeable about the student and educational intervention strategies available to assist the student in the learning environment. Membership of the team may vary depending on the considerations or needs of the student; however, the building administrator and teachers are in attendance when discussing the student. Parents can also be given the opportunity to attend this meeting as well. The Principal, or designee, serves as the chair of the meeting/discussion.

During the meeting, each school follows these steps in the meeting process: Identification of learning and/or behavior problems; Evaluation of data; Development of an action plan; Implementation of the action plan; Follow-up and support; Continuous monitoring and evaluation.

Once an SST has reviewed all relevant data, heard from the teacher and/or family member, identified available supports and resources, and brainstormed potential interventions, the team develops an action plan. Action plans include recommended interventions or activities, how they will be implemented (by whom, how often, in what setting[s], and for what period of time), and how they will be evaluated, including what data will be collected. When the SST has agreed on a strategy or course of action for addressing an issue, a follow-up meeting is scheduled to assess the effectiveness of the chosen intervention or activity, within 4-6 weeks. At these meetings, SST members give updates on action items from previous meetings, look at multiple sources of data regarding student progress, and decide on next steps. At follow-up meetings, SSTs may decide to:

- continue the current intervention with the same or increased frequency and intensity and monitor the student's or students' progress;
- try a new intervention if the current strategy is not having the desired effect;
- bring the SST process to a close if the issue has been resolved to the team's satisfaction; or
- refer the student for a special education evaluation if there is evidence that a student is struggling as the result of a disability.

All this information and data through the SST process is entered into PowerSchool.



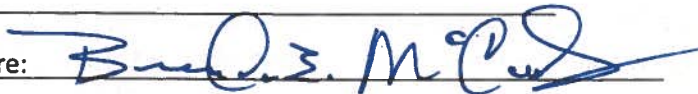
Maryland

Signatures indicate agreement that all required components have been reviewed and are included in the Prolonged State of Emergency Virtual Education Plan, that the approved plan will be posted on the county board website, and that the plan will be updated every two years.

All documents that are required to be included within the submitted packet should be sent to Erin Senior by email at erin.senior@maryland.gov. The plan will be reviewed, and a response will be provided in a timely manner.

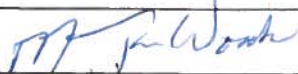
Local Education Agency: Garrett County Public Schools

Local Superintendent: Brenda E. McCartney, Ed.D.

Local Superintendent Signature: 

Date: May 7, 2024

Local Board President: M. Tom Woods

Local Board President Signature: 

Date: May 7, 2024

The submitted packet has been reviewed and is approved. not approved.

State Superintendent Signature: 

Date: 6/5/24

Modifications required for approval: