Agenda

- Introductions from the Co-chairs
- Plan for re-entry
- Classroom cohorts and service delivery
- PPE and classroom set ups
- Research documents and resources
- Networking
Special Education Discrete Program

1.1 Re-entry March 15, 2021

Group 1.1

- Autism K-12 Program (E, M, H)
- Bridge (M, H)
- Extensions Program (E, M, H)
- Learning For Independence (E, M, H)
- Learning Center (E - K-5)
- School Community-based (E, M, H)
- Special Schools (E, M, H)
- Pre-K (Special Education Programs)

Grades K–5, Grades 6 and 12:
- Asperger’s
- Autism Resource Services
- GTLD (Discrete Program)
- Social Emotional Special Education Services (SESES)
- D/HOH (Discrete Program)
- HSM, HBS, LAD, Resource
Special Education Discrete Program

Re-entry Group 1.2

Re-entry date (TBD)

Group 1.2

Grades 7, 8, 9, 10, 11

- Asperger’s Program
- Autism Resource Services
- GTLD (Discrete Program)
- SESES
- D/HOH (Discrete Program)
- HBS, LAD, Resource
Instructional Models

Virtual

- Students are physically at a non-campus setting (Home).
- Students remain enrolled and engaged in a virtual class.
- Individualized IEP/504 accommodations are provided virtually.
- Para staff works in collaboration with the teacher to support students engaging in the virtual classroom.
- In a virtual model, the teacher provides primary instruction to students.
Support to Virtual

- Students are physically in the building with staff.
- Students remain enrolled and engaged in a virtual class.
- Students have supervision and support with accessing the virtual instruction.
- Staff can work with and support students directly when there are breaks in the virtual schedule or during the virtual class as appropriate.
- Individualized IEP/504 accommodations can be provided virtually or in person by staff in a safe manner (*This would depend on the level of needed accommodation to access instruction*)
- Co-teachers or Paras can support students in engaging in the virtual classroom.
- Paras may or may not be the main source of supervision for students.
- The Co-teacher could either deliver instruction through the virtual platform or in person with students.
Simultaneous

- Students are physically in the building with staff.
- The classroom teacher and another staff member support students in person and virtually at the same time.
- Requires the assignment of staff to provide equal attention to both virtual and in person students.
- Individualized IEP/504 accommodations can be provided virtually or directly by staff in a safe manner (*This would depend on the level of needed accommodation to access instruction*)
- Para staff will support a classroom teacher with either the students on virtual or the students in person and may alternate between groups.
- The teacher will collaborate with another professional to deliver instruction to students both virtually and in person at the same time.
Direct In Person

- Students are physically in the building with staff.
- Primary instruction is in a face-to-face, in-person mode.
- Individualized IEP/504 accommodations can be provided virtually or directly by staff in a safe manner (*This would depend on the level of needed accommodation to access instruction*)
- Paras will support the teacher in the delivery of instruction, as they traditionally would and/or where needed to support the rotation of in person students.
- Teacher delivers instruction in person to students who are also in person.
Students Fully Included in General Education Classes

- Each School is developing a plan based on the number of students coming back and remaining virtual.
- Each school is responsible for making sure students who receive services will receive the on the IEP services during the school day
- Each school will be presenting a plan to the school community
Instructional Models
(Scheduling)

- In-person learning will take place (four) days a week, Monday, Tuesday, Thursday, Friday, while following the current schedule for virtual learning on Wednesdays.
- In-person schedules will follow virtual schedules as closely as possible.
- Students with disabilities will participate in inclusion settings as described on their Individualized Education Programs (IEPs).
Health & Safety
CDC & Research Guidance

Service Delivery
Cohort principles, Service Models, PPE, PD

Administrative Considerations
Instructional models, Scheduling
Consistent Classroom Cohorts

- Important health and safety model when student characteristics limit mask wearing and social distancing
- Implications for location and method of related services, specials/electives, and program support
Why Consistent Classroom Cohorts?

● Provides specialized instruction to our students with the most needs who are struggling with remote learning while limiting the number of staff members going in and out of a teacher’s classroom
● Reduces the risk to the staff members and students in the cohort to unnecessary exposure from outside of the cohort community
Cohorts Model for Classrooms Primarily Self-contained Programs (LRE C)

(example: teacher, paraeducator, six students)

(teachers of specials, related service providers, program support staff)
Expanded Cohort model (LRE A, B, Special Schools)

(teacher, paraeducator, 6 students)

(teachers of specials, related service providers, program support staff)
Resources: Consistent Classroom Cohorts

- CDC: Preparing K-12 School Administrators for a Safe Return to School in Fall 2020
- Rhode Island Department of Education: Returning to School and Close Contact Services with Dr. Erin Bromage (recording)
- Harvard Medical School: COVID-19 School and Community Resource Library
Service Delivery Models and Scheduling
## ALO Scheduling Framework

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday &amp; Friday</th>
<th>Wednesday</th>
<th>Tuesday &amp; Thursday</th>
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<tbody>
<tr>
<td>45 min</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Small-group Instruction</td>
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<tr>
<td></td>
<td><strong>15 Minute Break</strong></td>
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<tr>
<td>90 min</td>
<td>English Language Arts</td>
<td>Real World / Community Connections</td>
<td>Mathematics lesson</td>
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<tr>
<td>75 min</td>
<td><strong>Lunch Rotation (Motor / Outdoor Break)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45 min</td>
<td>Mathematics lesson</td>
<td>Real World / Community Connections</td>
<td>English Language Arts</td>
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<tr>
<td>45 min</td>
<td>Social Studies, Science, Adapted P.E., Be Well 365,</td>
<td>Flexible scheduling for staff</td>
<td>Afternoon Meeting</td>
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<tr>
<td></td>
<td>Activities of Daily Living, Health, Transition Activities</td>
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</table>
Related Services: Remote with In-class Facilitation

**Health and Safety:** Emphasis on the greatest reduction in risk of transmission in cohort community, potential primary contacts, and need for quarantine across multiple cohorts/schools if positive test.

**Service Delivery:** Requires additional technology to promote effective service delivery and PD on best practices for effective facilitation. Critical needs (equipment fitting) which cannot be addressed through remote services may require periodic pull-out or plug-in services within cohort (not more than every two weeks)

**Administrative Considerations:** Scheduling for in-class facilitation of services would be integrated into cohort master schedule. Related services provider schedule for other school and program services may impact scheduling flexibility.
PD

- PD models are designed to meet the unique needs of programs and students. Not all staff members may require all modules.
  - Preventing Challenging Behaviors
  - De-escalation training for students with significant behavioral challenges
  - Classroom environment and set-up
  - Use of PPE and hygiene support
  - Nonviolent Crisis Intervention (CPI, for certification)
Considerations for Determining Differentiated Level of PPE

1. Baseline: Staff Mask (instructional/treatment environments with social distancing adherence)

2. CDC Standard Health Care Providers Precautions (Instructional/service environments without social distancing)

3. Direct Personal Care and Hygiene Support

4. Challenging Behavior + Higher Risk Fluid Contact OR Student with No Mask

5. Challenging Behavior + Likely Fluid Contact

6. Student without Mask/Distancing + Respiratory Symptoms
Differentiated PPE

Personal protective equipment will match the unique needs of each program with flexible access to additional PPE to address special circumstances and crisis situations.

- **Enhanced PPE:** face shields, closed goggles, disposable masks, gloves, disposable gowns, KN-95 masks
- **Supplemented PPE:** face shields, disposable masks, gloves, disposable gowns
  - Access to maximum PPE level
- **Standard:** disposable masks, gloves
PPE for Students

- Schools have been supplied with various sizes of cloth and disposable face masks for students who need them.
- Specialized face masks, such as ClearMasks, will be provided to students with specific needs (e.g., articulation therapy, hearing needs, etc.).
- Additional items such as student face shields will be provided on an as-needed basis.
Additional Health and Safety Supports from DMM

- Cloth and disposable masks for adults
- Sanitizing wipes
- Spic and Span® Germicidal Spray
- Gallon-sized hand sanitizer stands and refill for front entranceway
- Touchless dispensers for halls and stairwells
- More dispensers are ordered and on the way
- If schools need support right now with any of the items above, they should contact DMM:
  Orlando_L_Taylor@mcpsmd.org
  Eugenia_S_Dawson@mcpsmd.org
Guiding Principles for Classroom Set Up

**Cleanliness**
- Items that remain in the classroom should have a nonporous surface and be easily cleaned.
- Students should have their own set of instructional materials

**Simplicity**
- Tape out student spaces
- Label classroom areas
- Remove excess items
- Create intentional classroom spaces
Classroom Layout

- The classroom layout will differ based on the needs of the students/program and students
- Student work spaces
- Targeted space for in-classroom movement
- Defined space and sealed PPE or cleaning materials (locked area for PPE storage)
- Visual supports for transitioning within the classroom
- Simplified and prioritized bulletin boards
- Designated space and technology for related services and specials
Classroom Set-Up
• Turn desks to face in the same direction (rather than facing each other) or have students sit on only one side of tables, spaced apart

• Provide **physical or visual guides**, such as tape on floors or sidewalks and signs on walls, to ensure that staff members and children remain at least six feet apart in lines and at other times
Student Work Spaces

- Students should be seated six feet apart
- Students should have their own set of instructional materials
- Space between work spaces should have a clear path for easy mobility and staff support
- Tape can be ordered through MCPS Warehouse Catalog, item 0721981
Separate each child’s belongings in individually labeled containers, cubbies, boxes, or areas.
Defined space for staff movement and proximal support
Targeted Space for In-classroom Movement
Station for Remote Service Provision with Cohort Staff Facilitation

Student doc cam and mic

Visually defined spaces for student and facilitator
Whole Group Facilitation—Specials, Related Services, or Classroom Observations

- Student work stations should face the Promethean Board
- Webcam placed with a full view of the classroom
- Chromebooks can be used instead of the webcam to allow the provider to see each student individually
- Students will have protective cases for their Chromebooks
Designated Space for Scheduled Out-of-Classroom Student Movement

Sensory Paths
Collaborative Use of School Spaces

Outdoor and cleanable activities for movement
Hallway used as a gross-motor circuit
Assessment Center Updates

Regional Centers:
- Hallie Wells Middle School (Upcounty)
- Julius West Middle School (Mid-county)
- Sligo Middle School (Down county)

Evening & weekend access:
- Priority assessments
  - Date of authorization
  - Students scheduled to exit

Day-time access:
- Bilingual Assessment Team assessments
- Voluntary access for school-based staff
Area / Program Supervisor Updates

Supervisors

• Faith Fischel: Child Find/Early Childhood Disabilities
• Simone Geness: Transition Services
• William McGrath: OT/PT, Assistive Technology
• Sandi Posner: Social Emotional Special Education Services
• Kristin Secan: Autism Services
• Anne Marie Tagliaferri: Extensions
OSE Updates: Parent/Guardian Workshops

MCPS will not hold the Special Education Summit in FY21

MCPS would like to provide smaller-scale workshops for Parents/Guardians

Please complete this form to suggest workshop topics - Parent/Guardian Workshops
Additional Resources

- [Step-by-Step Checklist for ALO Classroom Set-up](#)
- [Classroom Signs](#)
Resources

Considerations for Outpatient Physical Therapy Clinics During the COVID-19 Public Health Crisis

CDC: Guide to Infection Prevention for Outpatient Settings: Minimum Expectations for Self Care

CDC: Selecting PPE

CDC: How to Protect Yourself & Others

CDC: Guidance for school administrators on face coverings, K-12

Offer reasonable accommodations for students who are unable to wear face coverings.pdf

Social Distancing Wearing Masks-Help Students with Autism follow rules.pdf

8 tips to prevent communication challenges while wearing a mask in school.pdf

Additional Partners—Crisis Prevention Institute, Ivymount School, The Foundation School
Resources for PPE