



FALL 2020 OPENING OF SCHOOL

INSTRUCTIONAL PLAN

LAST UPDATED: August 11, 2020

MECKLENBURG COUNTY PUBLIC SCHOOLS

Opening of School, Fall 2020

Instructional Plan, Phase III

INTRODUCTION

In March 2020, Mecklenburg County Public Schools (Mecklenburg County) closed its school buildings for in-person learning due to the outbreak of COVID-19 and related public health orders. For the remainder of the spring semester, students engaged in remote learning throughout the district. While our preferred model of instructional delivery is a traditional educational environment, we anticipate continued public health restrictions when school resumes in the fall. The purpose of the MCPS Fall 2020 Reopen plan, outlined in this document, is to maximize in-person learning opportunities. Our intent is to provide in-person learning to the greatest extent possible while also taking prudent steps to keep our students, staff, and community safe and adhering to any applicable public health orders. We also understand that some families may prefer a remote learning environment for their student(s) rather than have them return to a face to face environment - and that option is available. It is also possible that a COVID-19 surge/outbreak may require some or all students to engage in virtual learning for temporary periods during the 2020-21 academic year.

This Reopening Model is based on available public health information at the time of its creation. The flexibility of this plan will allow us to adapt to newly available data and guidance from public health officials. We greatly appreciate your feedback in support of our collaborative efforts to ensure the education and health of the entire Mecklenburg community.

The Model is based on the following public health assumptions (subject to change):

- Public Health:
 - Visitors or guests will not be allowed in school for lunch, classroom readings, etc.
 - Visitors to the school will be screened for COVID-19
 - All adults will be required to maintain 6 feet social distancing
 - Face coverings will be required when social distancing cannot be maintained
 - Symptom screening, via questionnaire, will take place daily
 - Hand-washing and hygiene protocols will be reviewed and continually practiced
 - Group gathering limitations remain in place
 - Short-term school closures may be required by suspected and/or confirmed COVID-19 cases (health department guidelines will determine this)
 - Additional cleaning protocols will be in place daily and weekly
- Educating Students:
 - Our preferred instruction, using guidance from both American Pediatrics Society as well as CDC, will be face to face instruction for our PreK through 5th grade students and remote learning for all secondary students.
 - Student cohorts will be kept together to the greatest extent possible; teachers will move to students in elementary school
 - **Remote learning** options will be available for students whose parents do not wish them to participate in face to face instruction
 - **All students from grades 3 through 12** will be issued devices prior to or near the start of the academic year, trained for remote learning, and be able to switch to remote learning at any time should the need arise

This plan was reviewed and approved by the Mecklenburg County School Board August 17, 2020:

Mr. Gavin Honeycutt, School Board Chair, District 5
Ms. Dora Garner, School Board Vice Chair, District 7
Mr. Brent Richey, District 1
Ms. Gloria Smith, District 2
Ms. Wanda Bailey, District 3
Mr. Lindell Palmer, District 4
Mr. Rob Campbell, District 6
Mr. Ricky Allgood, District 8
Mr. Glenn Edwards, District 9

The Mecklenburg County Public Schools COVID-19 Planning Team is:

Mr. Paul Nichols, Superintendent
Mr. Abe Jeffers, Assistant Superintendent
Mr. Brian Dalton, Executive Director of Facilities and Operations
Ms. Joan Hite, Executive Director of Instruction
Ms. Christy Pepper, Executive Director of Finance and Services
Ms. Brooke Hatcher, Director of Technology
Ms. Mary Hodges, Director of Student Services
Dr. Paige Lacks, Director of Federal and Special Programs
Ms. Robin Moore, Director of Food Services

The plan was reviewed by our principals:

Ms. Ann Dalton
Mr. Jonathan Dixon
Ms. Michele Icenhour
Ms. Stephanie Neal
Ms. Connie Puckett
Ms. Dominique Sturdifan
Mr. Fred Taylor
Ms. Magie Wilkerson

The Restart Model consists of ten sections:

1. [Public Health](#)
2. [Academics](#)
3. [Student Services](#)
4. [Operations](#)
5. [Workforce Management](#)
6. [Technology](#)
7. [Communications](#)
8. [Special Education](#)
9. [School Management](#)
10. [Health Services](#)

1. Public Health

OVERVIEW

Mecklenburg County Public Schools will continue to collaborate with Mecklenburg County Health Department (MCHD) to ensure a safe and healthy learning environment for our students and staff. Regardless of the in-person learning model, any person entering Mecklenburg County Public Schools property will be required to follow all current public health regulations. Below is an explanation of the health regulations we anticipate based upon current information:

KEY POINTS

1.1 Group Gatherings and Social Distancing Requirements

- Currently, there are state and local public health orders limiting the size of group gatherings and 6 feet social distancing expectations between adults. We believe similar orders will exist when the fall semester begins.
- To reduce potential exposure of the virus, Mecklenburg County will limit public access to our buildings and limit or restrict the use of large group gathering areas
 - An area is considered to be any room or wherever instruction takes place including outside space. Includes large areas - gymnasiums, cafeterias, hallways.
- Social Distancing Requirements
 - For adults, maintain 6 feet (about 2 arms' length) from other people.
 - Avoid mass gatherings in large groups such as assemblies, cafeterias, field trips, staff meetings.
 - Maintain social distancing on buses to the extent possible, but siblings may sit together in one seat. When social distancing is not possible, students will be asked to wear their own facial coverings.
 - Maintain social distancing outside - includes recess. Playground equipment and sharing of playground equipment limitations will be considered.

1.2 Number of Students and Staff Requirements

- Group gathering limitations and social distancing forces Mecklenburg County Public Schools to afford enough space per person in our buildings. This means students will be at their own desks with space between them and their peers.
- To lower building capacity and preserve space for students and staff, visitors will be limited.
- To the extent possible, Mecklenburg County Public Schools intends to keep the same student cohorts together. In elementary school, this means the teachers will move to the students for their specials. For secondary schools, cohorting is not feasible so students will move from class to class wearing face coverings and keeping to the sides of hallways.

1.3 Building Traffic Guidelines and Symptom Screening

1.3 Upon building entry, students will move directly to their classrooms for breakfast and symptom screening.

- Staff and visitors entering a Mecklenburg County building will be screened using a series of questions developed in partnership with the health department. Visitors - primarily limited to parents for student pickup - will be asked the screening questions prior to being given building access.
- Students will be screened daily by their homeroom/first period teacher asking questions developed by the health department. Teachers/Staff will conduct symptom screening with the same group of students upon building entry each

day. This will increase entry efficiency and enable staff to know their students and assist in recognizing if certain students are presenting ill.

- There will be multiple entry points if the building layout permits along with staggered times for students to enter the building (bus vs. parent drop-off. School staff will be trained by our district Registered Nurses (RNs) and provided protocols in August on how to screen students and how to respond properly to any suspected sick student.
 - High Schools may require closed campuses to limit multiple entry and exits into the schools.

1.3b Each Mecklenburg County building will attempt to create 'lanes' for hallway traffic flow.

- Furniture will be arranged to support social distancing practices.
- Schools will control the flow of traffic into and out of the building, which may mean staggered drop off/dismissals.

1.4 Personal Protective Equipment (PPE) and Hygiene Measures

- Cloth/fabric face coverings (nose and mouth) will be needed by students and required for portions of the school day. Students will provide their own face covering. Bus riders will be required to wear face coverings.
 - We intend to use social distancing and cohort management. All students must wear face coverings in school.
 - For bus or MCPS car riders, all students are required to wear face coverings at all times. Failure to do so will result in denial of school transportation services for safety reasons.
 - Students will wear face coverings during such times when social distancing is not possible. Students who refuse to wear face coverings will need to access learning remotely. This is not a discipline issue but a safety issue.
- Cloth/fabric face coverings (covering both nose and mouth) will be required for all staff and should be worn at all times when social distancing may not be possible. Faculty and staff will provide their own face covering.
- Additional signage on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures including face coverings will be on display in buildings.
- Consistent scheduled times and procedures will be established throughout the day for hand hygiene, promoting thorough hand washing and cough/sneeze cover protocol.
- All staff and students will be required to stay home when experiencing COVID-19 symptoms.

1.5 Suspected/Confirmed COVID-19 Cases

- Symptomatic staff and students in the building will need to go to an established isolated room (not the health room, as this must be kept available) until they can safely leave the building. Each school will designate this isolation room.
- Coordination with the County Public Health Department regarding suspected and confirmed cases.
 - Mecklenburg County Department of Health will assist Mecklenburg County Public Schools leadership team to determine a course of action for their individual schools on a case-by-case basis.
 - Mecklenburg County Department of Health has indicated this may include the dismissal of students and most staff for a short-term period.

1.6 Transmission Mitigation and Cleaning Procedures

- MCPS will consider ways of increasing the circulation of outdoor air as much as possible by opening windows and/or doors as long as it does not pose a safety or health risk to other students.

- To the extent possible, students and staff should limit the sharing of all supplies, utensils, devices, toys, books, and learning aids.
- Custodial cleaning practices will be focused on cleaning for health, which includes an emphasis on disinfecting surfaces where bacteria or viruses are most likely to be transmitted.
- Protocols will be put into place for each building to ensure frequent cleaning of restrooms, doorknobs, and other high touch areas.
- Appropriate hand sanitizing stations will be placed in certain areas of the building.
- The Custodial Services Department will consult with the Health Department and the Virginia Department of Public Health to ensure appropriate and timely measures are taken to preserve the health and safety of our students, staff, and community.

REFERENCES & RESOURCES:

[CDC
Guidance
for Schools](#)

2. Academics

OVERVIEW

Mecklenburg County Public Schools has embraced an educational model focused on engaging students in the content using the 5 C's of Collaboration, Communication, Critical Thinking, Creativity, and Citizenship. Through the completion of student's academic and career plans, we encourage early and frequent opportunities to consider career pathways, to personally experience learning, and meaningful assessment of learning. No matter what limitations may be imposed on our instruction by public health guidelines, this model will remain in place for teaching and learning during the 2020-21 school year. All school staff will be expected to support in-person learning as well as support remote learning.

By offering in-person and remote learning for our students, Mecklenburg County Public Schools continues to focus on strong relationships and sound instruction for our students as our primary roles in the community. Remote learning will not re-create the traditional classroom experience and will look much different from traditional instruction. Further, we are creating this plan to ensure the technology tools and instructional practices will be in place to support teachers and staff across the district to meet the needs of all students remotely, should that need arise.

Remote learning can occur asynchronously and synchronously. Asynchronous learning is when instruction and learning do not happen at the same time for all learners. The teacher provides learning resources and tasks in Google Classroom or Canvas. Students may access learning at a time that works for them and their family. Synchronous learning is an approach where teachers and students are engaged online in learning at the same time. Some CTE competencies require a completion of tasks using hands on methods. The teacher may provide learning resources and tasks through video-conferencing enabled through Google Classroom or Google Meet during a specific time. This time would be communicated well in advance to students. Due to considerable variance between households in Mecklenburg County having access to high speed internet, synchronous lessons are not mandatory for the teachers, but an option of instructional delivery.

Key Point 1 - The district and schools will partner with our students and families to support student learning (both in-person and remote) when returning to school in the fall.

- Ongoing communication will be provided to support families in the learning process including additional instructional resources to help make remote learning successful for students at home.
- Technology tips and troubleshooting guides will be available to help students and parents navigate online instructional tools, such as Google Classroom, Virtual Virginia, the MCPS website, SeeSaw, Remind, and Canvas.
- We will provide models of consistent learning experiences across classrooms and schools, such as the time spent in teacher instruction and independent student work time.
- PreK through 5th Grade students will be transported to/from school and meet in person Monday through Thursday of each week. Friday, all students will work remotely.
- Teachers will maintain office hours dedicated to communication with parents and students. Elementary certified staff will have office hours for 30 minutes one day M-Th and one hour on Friday.
- Middle and High School students will access learning remotely.
- Middle and High School certified staff will have office hours daily for one hour M-Th and one two hours on Friday. These hours will be communicated to students in writing and posted on web pages.
- Webpages will be updated frequently to communicate with all stakeholders.
- School Counselors will maintain office hours to communicate with parents and students. These office hours will be posted on their website and office door. Their individual school counseling websites will contain referral links for students and parents to complete when requesting to meet with their school counselor.

Key Point 2 - We will support educators' planning and instructional needs with professional learning, resources and supports to:

- Develop plans to help students start the school year with strong relationships, routines, and expectations necessary for success in face to face or remote learning environments and sustain those relationships and learning throughout the school year.
- Create flexible learning expectations and timelines to utilize multiple ways for students to share their learning through assignments, tasks, and projects.
- Reorganize grading categories and grading procedures.
- Gain a deeper understanding of the grade level curriculum and resources with a focus on prioritized 2020 Virginia Standards of Learning to ensure critical learning happens.
- Review and provide meaningful feedback on student work to adjust instruction and set learning goals with students.
- Adapt an instructional approach that may include multiple avenues to produce the final product of learning.
- Identify anticipated student learning gaps and strategies to close them through ongoing staff training and resources.
- Prioritize foundational literacy and math skills to spiral content to support struggling readers and embed rich remedial/intervention strategies and the best developmental instructional practices for elementary grades; pre-kindergarten through 5th grade.
- Create learning modules for each English, Math, History, and Sciences for remote Foundational Friday sessions at the high school level.

- Embed missed literacy and mathematical concepts into current curriculum at all levels Kindergarten-grade 8.
- Support student learning interests and needs to ensure career and college readiness for middle and high school levels aligned to Virginia graduation requirements.
- In order to have uniform content delivery for our staff, students and parents all teachers will be using Canvas as a learning management system.
 - **Grades Pre-K - 2** - SeeSaw and/or Google Classroom.
 - **Grades 3-5** - Canvas Homepage with links to your Google Classroom and/or teacher created content. (Virtual Virginia Content can be used as it is available but provided by MCPS staff)
 - **Middle School** - Canvas Homepage with links to your Google Classroom and/or teacher created content. (Virtual Virginia Content can be used as it is available but provided by MCPS staff)
 - **High School** - Canvas Homepage with Virtual Virginia content (available for most content areas), Google Classroom, and/or teacher created content.

Key Point 3 - We will support our educators to meet student needs - whether in-person or remote. Professional development opportunities will provide time and resources for educators to broaden knowledge to better serve our students in person or in a remote environment. In this setting, educators will be offered:

- Ongoing professional development using new platforms, assessments, and technology will lead to best practices to meet the needs of all students.
- Data analysis will determine instructional professional development needs across the division.
- Support for team meetings where teachers collaborate to make sure students are meeting academic standards and adjusting plans to meet student needs.
- Additional support for our newest educators to ensure they have a wealth of knowledge in their content area to meet the needs of their students
- Individualized support for educators; close monitoring of teachers by administrators.
- Planning time will be unencumbered to allow for staff to plan, review data, find engaging materials, and communicate with parents.
- Teachers will receive specific instructions on how to best document CTE competencies. Hands on lessons will be completed in person and teachers will schedule appointments with students to allow them to demonstrate tasks in a remote manner.
- CTE certification tests will be administered preferably in person however, remote testing is an option for some CTE certification tests. Additional CTE certification testing options will be explored and teachers will receive the necessary training.

3. Student Services

OVERVIEW

The Student Services Department is working to provide ongoing resources to families and community members. In either a face to face or remote environment, Student Services will continue to provide schools with the protocols and training necessary to support the mental health needs of students.

KEY POINTS

3.1 Crisis Response and Suicide Prevention

- For students who express concerning language or behaviors while in their school

building, a mental health professional will administer an in-person suicide risk assessment and follow protocols established for in-person interactions.

- For students who express concerning language or behaviors while remote, staff will follow remote suicide risk assessment protocols (provided to all school administrators and mental health professionals).
- All crisis event responses will be made in collaboration with the Division's Crisis Team and building level administration using building or remote protocols as needed.
- An emphasis will be placed on training all staff on recognizing signs of depression and anxiety.
- Staff will receive training in mandatory reporting and recognizing signs of distress in remote learning environments.

3.2 504 Support and Compliance

- We understand that any change to the learning environment has the potential to be a barrier for our learners. Consequently, we are training staff to identify and accommodate those students that would benefit from a 504 plan in the remote environment.
- All 504 support and meeting protocols have been developed for both onsite and remote options. Decisions around meeting participation and communication will be made on an individual basis. 504 teams are encouraged to discuss accommodation needs for students in both learning environments—in person and remote.
- Medical/Health Plans will be addressed by the Nurse Coordinator.

3.3 Gifted and Talented Support and Compliance

- We understand that any change to the learning environment has the potential to be a barrier for our learners. We will train staff to accommodate those students that would benefit from Gifted and Talented Services.
- Support and meeting protocols will be used in-person and remote options. Decisions around meeting participation and communication will be made on an individual basis.

3.4 Homebased/Homebound Services and Compliance

- Homebased/Homebound applications have been mailed out. Homebased/Homebound services will be provided one to one and remote learning.
- Normal protocol will be followed for homebased/homebound applications.

3.5 Counseling Services (School Psychologist)

- Counselors will work with their teams and administrator to determine when their services will be provided in-person and/or remotely. Caseloads will be considered (by alphabet, by grade, etc.) when making these decisions.

3.6 Culture and Climate

- Student Services will work with all schools to support staff best practice around trauma informed practices. A focus will be placed on supporting a positive climate and culture that acknowledges universal trauma care strategies for students. Best practice guidelines will be available in order to support students who may need more support. Student Services will provide ongoing consultation to staff.
- Recognizing the need to assess the status of students' social-emotional health as they return to school, Student Services is working on protocols to monitor these needs

To address social-emotional good health, a social emotional screener will be used this school year. School psychologists will be trained and prepare proper training for this process.

4. Operations

OVERVIEW

Mecklenburg County Public Schools operational services understand the need to be flexible and respond to the educational model that maximizes in-person instruction and complies with local health orders. Transportation, food service, and all operational functions will support students and staff. Operations and support groups include the following:

1. Facilities
2. Food and Nutrition
3. Transportation
4. Technology

KEY POINTS

The implementation of a service model may be adjusted or modified dependent upon the needs of students for access to district facilities and services. The guidelines followed are designed to maintain safe environments and health practices for Mecklenburg County Public Schools staff, students, and community members.

4.1 Athletics/Activities:

Mecklenburg County Public Schools will continue to promote and support student participation in athletic and activity programs to the extent permitted in the fall. We will depend on guidance from the Virginia High School League (VHSL) as well as the Virginia Department of Health to guide our allowances. Mecklenburg County Public Schools understands extracurricular programs afforded to the students are important and will facilitate whatever is necessary to continue. At this time we have limited to no guidance from VHSL.

4.2 Facilities Management:

The Facilities Department will provide necessary student accommodations, both internal and external, to support educational learning. To the extent necessary, district sites will be available to create an atmosphere that is conducive for student learning. Whether remote or face to face learning environment, the Facility and Operations division will provide the following:

- The 2019-2025 Capital Improvement Plan will continue as scheduled.
- Ongoing site repair, remodel, renovation, and reconstruction projects will continue.
- Facility cleaning and disinfecting following use will be completed and monitored.
- Staff allocations may be adjusted to meet the needs of the educational model.
- Work schedules modified depending on building and site use.
- Evaluate ventilation systems to maximize circulation of outdoor air.

4.3 Food and Nutrition Services:

Mecklenburg County Public Schools will continue to provide meal service to students to the extent possible given on-site and remote learning environments. Therefore, the meal service program may be a combination of in-school serving and a “grab & go” program.

- remote and on-site attendance dictates the serving model(s) used
- Health and safety standard protocols by staff and serving support
- Continued compliance with Federal requirements for meals served
- Cleaning and disinfecting of facilities aligned with [CDC cleaning/disinfecting School Guidance](#)

4.4 Transportation:

The Transportation department supports students by providing safe and timely transport services for eligible riders attending on-site programs. The district continues to serve special education and out of district student needs.

- Capacities of the transport service will follow public health guidelines:
 - Number of students permitted to ride at any time
 - Symptom screening protocol enforced for all drivers
 - Cleaning and disinfecting protocols following student pick up and drop offs
- Scheduling dependent on ridership and capacities

5. Workforce Management

OVERVIEW

The Mecklenburg County Public Schools workforce is large and varied, delivering direct and indirect service to critical components of education. During planning and implementation of the plan, attention will be given to two primary needs: 1.) delivering all services related to education and operations 2.) supporting our staff with their personal needs related to their work and safety and personal health. Each model of educational delivery - (face to face or remote) will pose challenges, and our plan and implementation will follow the structures below.

KEY POINTS

5.1 Educator Work Schedules

Mecklenburg County Public Schools expects to open schools to serve students face to face as well as remotely. This is new and will require considerable flexibility to plan and execute. It is also possible that we may be forced to transition from a face to face model to a full-remote environment - depending on public health conditions - at any time. Every effort will be made to ensure educators understand the expectations of the new and fluid work environment.

Educator schedules will be built within the standard school day, but may be modified in collaboration with school administrators to meet the needs of students/families.

5.2 Educator Staffing and Leaves

The District will provide staffing-level considerations to meet the needs of students, specifically, we will develop protocols to temporarily place non-classroom licensed educators (educators and employees that hold a teaching license but are not currently in a classroom) into independent classroom teaching or classroom support positions. Properly qualified and able licensed/certificated staff can be used to deliver content in order to keep teacher-to-student ratios safe and as optimal as possible in the remote learning environment.

MCPS will comply with all FMLA and the Families First Coronavirus Response Act guidelines and rules. More information and documents on these rules and guidelines may be found at the following link: <https://www.dol.gov/agencies/whd/ffcra>

As staffing plans develop in step with student attendance choices and educator personal needs (such as health conditions, isolation requirements), MCPS will work to staff our schools to meet the needs of educators, when reasonably possible, with the intent of allowing educator work location preference (onsite versus offsite) to be honored in as many circumstances as possible, with proper documentation.

All legally required leaves and leaves of absence will be available and honored. Personnel

staff is available to support educators with questions regarding absences and leaves.

5.3 Operations and Administration Staffing Flexibility and Leaves

Maintaining full employment for staff is an important value to the District. The District will make efforts to create functional “combination jobs” - that allow our full-time employees to continue full-time work during any modified learning and work periods. This means performing functions outside of a primary job - such as a bus driver assisting with on-campus activities such as meal delivery or minor maintenance, or, a paraprofessional assisting with food service or other necessary tasks. Staff will be asked to work only in tasks for which they are able and generally qualified to complete and will be compensated for any work in higher classifications.

All legally required leaves will be available and honored. The Personnel Office can assist staff with any questions regarding absences and leaves.

5.4 Staff Safety, Reporting, and Problem Solving

The District is dedicated to protecting the safety of our staff and students, and will respond to any requests or concerns made by staff regarding work conditions and safety.

Every layer of the leadership team shares this dedication. Requests to address issues of work conditions and safety should be made to direct supervisors. However, reports may be made anonymously to Human Resources or the assistant superintendent with no concern for repercussions. In this reporting, solving the identified problem will be the priority. If the identified and substantial problem is still not solved, then, if needed, investigation of work conditions or safety concerns will be the next step.

5.5 Evaluations, Work Agreements to Complete Work, Check-Ins

All district staff are professionals, and actively accept the accountability to their assigned work and to the education of students and support of student learning.

The division will look to the Virginia Department of Education regarding any adjustments to educator/teacher evaluation requirements during the 2020-21 school year. While no adjustments or waivers are currently anticipated, we will expect informal and formal observations completed in the school year with a culminating summative evaluation in the spring of 2021. In addition, teacher-specific student learning goals (student measures or individual educator goals) will be created and completed in 2020-21. This will be monitored for flexibility, should waivers be allowed by the Virginia Department of Education.

Evaluations for administrators and support staff will be completed by the end of the school/work year, in the spring of 2021.

6. Technology

OVERVIEW

During the Fall of 2020, the Technology Department will prioritize:

- Ensuring that students and staff have access to a working device
- Parents and Students will sign the Acceptable Use Policy (AUP) and Chromebook Handbook to have a device assigned to them for school and home use. PreK-2nd grade will have devices in the classroom for use and will sign the AUP.
- Collaborating with various departments, community partners, businesses, and others, as needed, in problem-solving efforts to ensure student and staff have reliable tools to access and complete work remotely as needed;

- Supporting Mecklenburg County students and their families, and our staff as they utilize our core digital learning tools and existing system applications (see the additional resources section for these);
- Continue to offer easily accessible Community Wireless Access at each school for parents and students to use as needed.
- Continue to provide quality and timely customer service through our online ticketing system.
- Provide an online and call-in help desk model for all stakeholders to inquire about technology questions.
- Modifying existing tools and applications to meet the needs of remote environments;
- Optimizing efficiencies and minimizing changes that will impact our existing tools and applications to provide stability across our system for all end users;
- Introducing new tools and applications in a way that continues to offer flexibility, but also moves toward a model of standardization to provide more robust support for an overall portfolio of systems that are secure, stable, and effective.

6.5 Infrastructure: Work for planned upgrades and replacements	Access to buildings is easier to facilitate and retain social distancing requirements.	Access to buildings will be more complicated to facilitate. May need to schedule activities for non-contact days, evenings, etc.
6.6 Integration, Data & Enterprise Application Services: Password resets	Additional steps needed to reset passwords such as staff and students taking their device to a Mecklenburg County facility parking lot to connect their computer to the Mecklenburg County WiFi network.	Password resets can be done while staff and students are in the buildings during their assigned times.
6.7 Process & Application Management: Scheduling process in Campus	May utilize schedules developed for in-person learning.	Must develop new calendars and schedules for each school.

7. Communications

OVERVIEW

It is our desire to inform, engage, and inspire all stakeholders and the community, no matter the environment. Whether functioning in a traditional school model or implementing remote learning, the district will continue to keep Mecklenburg County's employees, its families and students, and the extended Mecklenburg County School community informed about the work of

the district.

Considering the changing dynamics of the 2020-21 school year and the district's intention to potentially deliver alternative learning modes simultaneously, we anticipate an increased complexity in our communications efforts. These complexities will also be triggered by potential fluctuations in status of schools (open or closed in response to virus outbreaks), changing health advisories, operational or central system modifications, increased needs to generate additional resources, national or local government actions, and multi-layered crisis situations. To succeed we must remain agile, flexible, creative, and responsive.

Mecklenburg County Public Schools anticipates the need to deploy unique communications tactics to cater to multiple audiences and fluctuating conditions simultaneously. Where schools open with significant modifications to schedules, classes, or logistics, smooth transitions will require clear and consistent communication. Functional differences created by supporting two learning models simultaneously include, but are not limited to:

- Remote crisis communications - occupied buildings require standard crisis response protocol and additional supports related to COVID-19 health and safety management.
- Implementation of a school status (open-closed) alert mechanism or dashboard.
- Online and other supports and resources driven by school status or learning mode.
- Messaging to build community confidence that robust learning and rigor continues regardless of learning mode.
- Increased real-time communications at school level for enrolled students and families.

The importance of timely communications to all stakeholders cannot be overstated. Critical information and updates are communicated to various groups as needed; parents, teachers, students, the community, and other staff members. MCPS utilizes a variety of message delivery mechanisms for critical information. This includes, but may not be limited to email messaging, scripted All-Calls, newspaper articles, radio interviews, video broadcasts, and social media communication. Division translation resources are available as are online tools to ensure that all non-English speaking families receive (or have access through online translation mechanisms) information in their chosen language(s) at the same time as every other family in the district.

7.1 Crisis Communications

The success and safety of Mecklenburg County Public Schools students and staff, whether in an in-person or remote learning environment, is our top priority. Crisis communication encompasses community messaging and school support related to incidents and issues such as lockouts, lockdowns, threats, etc. For all learning modes, schools will be the primary resource for determining and delivering building level emergency messaging under the direction of Health Services, Mecklenburg County's Department of School Safety, and the superintendent.

8. Special Education

OVERVIEW

The Special Education Department is committed to providing free and appropriate educational opportunities for students with disabilities, to the greatest extent possible in alignment with public health guidelines. Collaboration with families has always been an integral part of the special education process and continues to be essential during this time. To address the unique needs of students with disabilities, special education providers will continue the work with families to collaboratively identify the most essential services for each student that can be provided both directly and indirectly in remote and in-person learning environments. Service

plans will be adjusted as needed for the circumstances of the learning environment. We recognize that each student will have an individual plan based on the learning model selected by the district. When this happens, we will be working diligently to set detailed plans for the delivery of special education services.

KEY POINTS

8.1 Community Involvement and Support

Mecklenburg County Public Schools believe student success is enhanced when schools, families, and the community work together to support learning. For this reason, the Special Education Leadership team will be offering a variety of ways to seek community input and collaboration such as community forum events, advisory committees, and a Special Education Teacher will hold office hours to assist students and families with questions about remote learning.

8.2 Educator Support and Paraprofessional Support

In light of the COVID-19 pandemic, educators and paraprofessionals have been tasked to redefine how learning happens. The Special Education Department will carry on with creating avenues for learning and sharing new approaches. This will include professional learning sessions, online resources, working with current vendors for supplemental curriculum resources, and remote collaboration platforms that support educators and paraprofessionals in setting the stage for this future learning.

8.3 Child Find and Evaluation

Mecklenburg County Public Schools will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services. At the same time, Mecklenburg County will be mindful that students have been displaced from their typical learning environment when initiating the referral process. Some evaluation procedures can be completed in remote learning situations. Some evaluations require in-person contact with students or observations of students in school settings. Mecklenburg County Public Schools will conduct evaluations remotely and in-person while adhering to public health guidelines for the safety of students and staff.

8.4 Individualized Education Program (IEP) Meetings

Mecklenburg County Public Schools is committed to providing families an opportunity to have meaningful participation in the special education process. Whether in-person or an alternative format, such as videoconferencing or by phone, Special Education teams will partner with families to determine the most practical format to conduct IEP meetings and arrange for an interpreter if necessary.

8.5 Delivery of Special Education and Related Services

General education, special education, related services providers and families will discuss students' individual needs and agree to a prioritized set of services that provide access to curriculum and enable progress toward IEP goals. Families and staff will discuss and agree to a set of prioritized services to be delivered in-person, when possible. Other services will continue remotely as specified in the IEP Services. Services for students with specific health or support needs will be addressed in collaboration with families on an individual basis.

8.6 Progress Monitoring and Reporting

Special Education teams will have in place consistent data collection and service log procedures for use across in-person and remote learning environments. Collecting data and tracking the provision of services will assist educators and families in determining the effectiveness of instruction provided, student performance on IEP goals/objectives, and assist IEP teams in making any necessary adjustments to instruction. Periodic reports on the progress the child is

making toward meeting the annual goals will continue to be provided.

8.7 Accommodations and Modifications

Accommodations and modifications can be provided regardless of the educational setting. General and special education teachers will continue to collaborate in determining the appropriateness and success of a student's unique accommodations and modifications documented. The IEP team, (general education teachers, special education, related services providers, and families), will work collaboratively to identify alternative solutions if it believes an accommodation or modification is not appropriate or successful in a particular setting.

8.8 Confidentiality and Student Privacy

Special Education and Related Service Providers use digital platforms approved by the district for secure access. Families may provide consent to participate in teletherapy sessions with providers when remote services are required. Families or other household members may observe or otherwise participate in distance learning opportunities. As with an in-person observation in a classroom, educators may set ground rules regarding non-students' presence during remote instruction.

9. School Management

OVERVIEW

School administration involves the management of all school operations, from creating a safe learning environment to managing the school budget. The information below has been organized around two possible scenarios for school restart: traditional learning environment (following recommended protocols to the extent possible) and remote (remote) learning environment.

KEY POINTS

For the good of our students' social, emotional, and educational well-being, MCPS is planning to open schools as close as possible to regular school. We anticipate, however, that a number of the families we serve may choose to keep their child(ren) home for any number of reasons, and we certainly respect that choice.

Our schools, buses, and other vehicles that transport our students will be deeply cleaned each Friday as all students learn/work from home that day. Schedules will be in place and followed for each school's custodians to frequently clean and disinfect high touch areas throughout the school day.

Remote learning, via the Virtual Virginia portal, provides an opportunity for students and teachers to remain connected and engaged with the content while working from their homes. The ability to quickly - even immediately - transition to remote learning can keep students on track until they are able to return to in-person learning environments. Expectations for teaching and learning look different in remote learning environments. Teachers adapt expectations to meet student needs and may provide more independent learning experiences to support student application and transfer of skills or concepts.

Symptom screening checks clear each person's entrance into the school building. Visitors are limited during the school day in order to preserve the safest learning environment possible for staff and students. Providing students opportunities for in-person interaction for academic and social-emotional well-being is a priority.

9.1 School Day Structures and Weekly Meeting Patterns

Given the guidelines and constraints of social distancing and best practices to mitigate the spread of COVID-19, schools will develop new practices and models of structuring the student school day. Current models are developed under specific assumptions, primarily the desire to provide in-person learning opportunities to the greatest extent possible while adhering to public health guidelines. School structures, specifically our schedule with no students on Friday, also provide time for teachers to plan and deliver instruction to students remotely and in-person at the same time. This model presents unique challenges for leaders, teachers, support staff, and families. Instructional models are in development giving consideration for the type of training and support staff and families will need to be successful. To the extent possible, in-person learning for students will be maximized. However, limitations based on standing public health guidelines will also be applicable to our schools and will determine the model of in-person vs. remote learning.

9.2 Fiscal and School Accountability Compliance

Guidance from the Virginia Department of Education (VDOE) for the 2020-21 school year, is not yet available. VDOE recognizes that the COVID-19 situation is continuously evolving, and accordingly, guidance may change if the context changes (e.g. if the state or select communities are under more or less stringent public health orders).

9.2.1 Registration/Enrollment/Transfers

Current district and state policies for registration, enrollment, and administrative transfers still apply in both remote and face to face learning environments.

9.2.2 Attendance

Student attendance reporting will be used for VDOE compliance reporting, Mecklenburg County Public Health reporting, truancy, accountability, and media requests.

- This will include reporting on students who are absent due to COVID-19 symptoms or quarantine.
- Attendance will be reported for both face to face and remote learning models.

10. Health Services

OVERVIEW

Whether face to face or remote learning, Mecklenburg County Public Schools Health Services will continue to collaborate with school teams, community resources, and families to empower students to reach their optimal learning potential by addressing and modifying health related barriers to learning. A safe, inclusive, and supportive environment will be fostered for all students through the practice of professional School Nurses.

KEY POINTS

10.1 Nursing Services

10.1.1 Health planning/health support/medication requirements

- All Individual Student Health plans (ISHP) will be updated to reflect the public health situation and families will be contacted. Completed plans will be in the health clinic.
- All necessary medications will be expected to be on site and stored in the health

room for any time the student is at school.

- Nurses (LPN and RN) response to care for COVID-19 symptomatic staff and students will be determined in coordination with MCPH and a protocol will be developed by August.
 - Refer to “COVID 19 ASSESSMENT AND REFERRAL ALGORITHM”
 - Nurses (LPN and RN) will be coordinating care with VDH on symptom reporting during daily attendance.
- Modified clinic procedures and treatments will continue daily based on individual needs in combination with standards provided for COVID 19. Limits on the number of students treated and/or waiting for treatment are established due to social distancing guidelines.
- COVID-19 symptomatic staff and students will utilize a different isolated room in the school building.
- Immunizations
 - Well child visits have decreased due to COVID-19 and required immunizations were missed.
 - Nurses have distributed letters, posted notices, and sent out “all calls” regarding the start of school requirements.
 - State immunization rules/expectations remain in place.
 - At this time, there is no grace period for non-compliance exclusion due to COVID-19.

10.1.2 IEPs/504s

- Student Medical/Health Plans will continue to be completed by the Nurse Coordinator with meetings occurring either remotely or in-person.

COVID-19 Assessment and Referral Algorithm

