Topics

Daily Student Schedules
Attendance
Technology Update
Materials Distribution
Notification and Contact Tracing Protocols
SMCPS Fall Instruction / Quarter 1

Dates and progress of phases will be reviewed before each step to determine next steps moving forward.

- Each student will have a complete schedule of classes in Schoology
- Each class will have daily interactive class sessions Mon-Thurs
- Each Friday will be asynchronous (independent) learning with teachers coordinating next week’s interactive lessons and contacting struggling students
- Each class will have multiple graded activities and assessments that will be completed by each student within the Schoology platform and will determine the grade earned for the course
WHAT WILL A STUDENT DAY LOOK LIKE?
**Synchronous Learning** - the whole class period is directed by the teacher - that may include direct instruction, guided practice, independent practice, etc - but the lesson is led by the teacher

- The teacher is online throughout the instructional block for assistance, guidance, questioning, and small group/differentiated instruction.
- Teachers will collaborate with special education teachers to provide individualized supports as written in student IEPs.

**Asynchronous Learning** - the student will lead themselves through the lesson activities. However, the teacher will be available online throughout the block for assistance, guidance, questioning, small group instruction, or interventions/extension.

- Teachers will collaborate with special education teachers to provide individualized supports as written in student IEPs.
Instructional Delivery through Schoology

Daily instruction may include:

- Whole group (via Google Meet)
- Small group (via Google Meet)
- Screencast/video instruction
- Independent Work
- Work with Instructional Materials (e.g., textbooks, novels, workbooks, instruments, etc)
- Interventions and Extensions
- Brain breaks

<table>
<thead>
<tr>
<th>Synchronous</th>
<th>Asynchronous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole group instruction (LIVE via Google Meet)</td>
<td>Screencast/video instruction</td>
</tr>
<tr>
<td>Small group instruction (LIVE via Google Meet) Specially Designed Instruction (LIVE via Zoom Education)</td>
<td>Independent work</td>
</tr>
<tr>
<td>Interventions (LIVE via Google Meet) Specially Designed Instruction (LIVE via Zoom Education)</td>
<td>Work with instructional materials</td>
</tr>
<tr>
<td>Extension (LIVE via Google Meet)</td>
<td>Extension</td>
</tr>
<tr>
<td>Individual Student Conferencing (when allowed) (LIVE via Google Meet)</td>
<td>Brain Breaks</td>
</tr>
</tbody>
</table>

Daily interactive sessions could take place synchronously (live) or asynchronously via use of tools such as:

- Padlet
- Google Forms
- Discussion in Schoology
- Assignment in Schoology
- Media Albums in Schoology
- Assessment in Schoology

Collaborate with special education teachers to provide modifications and accommodations as needed for both synchronous and asynchronous learning.
Student Expectations

- Follow your schedule - Attendance is an expectation.
  - EVERY DAY: Open Schoology and attend classes virtually.
  - M-TH: Login to your classes following your schedule.
  - FRI: Login to your classes, complete independent work, or participate in small group instruction

### Synchronous Classes
*Live/Interactive Sessions*
- Attend your classes
  - Login to Schoology
  - Open Google Meet and join the class
- Participate in class instruction
  - Interact with the teacher and classmates in discussions or class activities
- Ask questions as needed

### Asynchronous Classes
*Independent or Recorded/Video Sessions*
- Attend your classes
  - Login to Schoology
  - Follow the directions provided by your teacher
- Participate in class instruction
  - View screencasts or videos
  - Complete assignments or class activities
- Ask questions as needed
Sample Schedules

Expectations & Examples for Virtual Instruction
Sample Elementary Schedule

Example allocation of student time

Asynchronous
Guided Instruction with Support from teacher
- 165 minutes
- 39.3%

Synchronous
Live Instruction with the teacher
- 165 minutes
- 39.3%

Independent
- 90 minutes
- 21.4%
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:15</td>
<td>Technology Time - Get connected</td>
<td>Technology Time</td>
<td>Technology Time</td>
<td>Technology Time</td>
<td>Technology Time</td>
<td>Staff involved in planning, instruction and assessment. This includes individual and collaborative planning, examining student work, grading, or professional development.</td>
</tr>
<tr>
<td>9:15-9:30</td>
<td>Morning Meeting</td>
<td>Online Synchronous</td>
<td>Online Synchronous</td>
<td>Online Synchronous</td>
<td>Online Synchronous</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>9:30-11:30</td>
<td>Reading/ Language Arts</td>
<td>Online Synchronous</td>
<td>Asynchronous</td>
<td>Online Synchronous</td>
<td>Asynchronous</td>
<td>Additionally, this time may be used for interventions or individualized support.</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Science/ Social Studies</td>
<td>Science Asynchronous</td>
<td>Science Synchronous</td>
<td>Social Studies Asynchronous</td>
<td>Social Studies Synchronous</td>
<td></td>
</tr>
<tr>
<td>12:00-1:00</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00-2:30</td>
<td>Mathematics</td>
<td>Asynchronous</td>
<td>Online Synchronous</td>
<td>Asynchronous</td>
<td>Online Synchronous</td>
<td></td>
</tr>
<tr>
<td>2:30-3:15</td>
<td>Specials</td>
<td>Synchronous or Asynchronous</td>
<td>Synchronous or Asynchronous</td>
<td>Synchronous or Asynchronous</td>
<td>Synchronous or Asynchronous</td>
<td></td>
</tr>
<tr>
<td>3:15-3:45</td>
<td>Closure</td>
<td>Online Synchronous</td>
<td>Online Synchronous</td>
<td>Online Synchronous</td>
<td>Online Synchronous</td>
<td></td>
</tr>
</tbody>
</table>
### Elementary Example

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:15</td>
<td>Technology Time</td>
</tr>
<tr>
<td>9:15-9:30</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>9:30-11:30</td>
<td>Reading/Language Arts</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Social Studies</td>
</tr>
<tr>
<td>12:00-1:00</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>Wellness &amp; Brain Break</td>
</tr>
<tr>
<td>1:00-2:30</td>
<td>Mathematics</td>
</tr>
<tr>
<td>2:30-3:15</td>
<td>Specials</td>
</tr>
<tr>
<td>3:15-3:45</td>
<td>Closure</td>
</tr>
</tbody>
</table>

**Example:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30-10:00</td>
<td>Fundations (may include combination of online/self-paced)</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Teacher-directed Reading lesson (online); brain break/stretch</td>
</tr>
<tr>
<td>10:30-11:15</td>
<td>May include rotations with combination of online/self-paced:</td>
</tr>
<tr>
<td></td>
<td>● Small group instruction</td>
</tr>
<tr>
<td></td>
<td>● Independent work</td>
</tr>
<tr>
<td></td>
<td>● Reading</td>
</tr>
<tr>
<td></td>
<td>● Brain break/stretch</td>
</tr>
<tr>
<td>11:15-11:30</td>
<td>Writing Activity</td>
</tr>
</tbody>
</table>

Teacher is available online throughout the block for assistance, guidance, questioning, and small group/differentiated instruction.

Example:

Teacher is available throughout the block for assistance, guidance, questioning, small group instruction, or interventions/extension.

Students with disabilities will be provided services as written in their IEP.
<table>
<thead>
<tr>
<th>Time</th>
<th>Class</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom</td>
<td>Technology Time -</td>
<td>Technology Time</td>
<td>Technology Time</td>
<td>Technology Time</td>
<td>Technology Time</td>
<td>Staff involved in planning, instruction and assessment. This includes individual and collaborative planning, examining student work, grading, or professional development.</td>
</tr>
<tr>
<td></td>
<td>Get connected</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Additionally, this time may be used for interventions or individualized support.</td>
</tr>
<tr>
<td>Period 1</td>
<td>English 7</td>
<td>Synchronous/Online</td>
<td>Asynchronous</td>
<td>Synchronous/Online</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td>Social Studies</td>
<td>Asynchronous</td>
<td>Synchronous/Online</td>
<td>Asynchronous</td>
<td>Synchronous/Online</td>
<td></td>
</tr>
<tr>
<td>Period 4</td>
<td>Science</td>
<td>Synchronous/Online</td>
<td>Asynchronous</td>
<td>Synchronous/Online</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Period 5</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 6</td>
<td>Math 7</td>
<td>Asynchronous</td>
<td>Synchronous/Online</td>
<td>Asynchronous</td>
<td>Synchronous/Online</td>
<td></td>
</tr>
<tr>
<td>Period 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 8</td>
<td>Chorus/PE</td>
<td>Synchronous or Asynchronous</td>
<td>Synchronous or Asynchronous</td>
<td>Synchronous or Asynchronous</td>
<td>Synchronous or Asynchronous</td>
<td></td>
</tr>
</tbody>
</table>
Middle School Example

Teacher is online throughout the block for assistance, guidance, questioning, and small group/differentiated instruction.

Example:

### Synchronous
- Teacher directed warm-up; review of day’s instructional goals; and class housekeeping (ex: upcoming assignments due)
- Teacher-directed ELA lesson (online) via Google Meets Live Streaming
- Small group instruction/Literacy Lab groups

### Asynchronous
- Teacher is available throughout the block for assistance, guidance, questioning, small group instruction, or interventions/extension.

Asynchronous Instruction

Synchronous Instruction

Students with disabilities will be provided services as written in their IEP.
<table>
<thead>
<tr>
<th>Time</th>
<th>Class</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School</td>
<td>Technology Time - Get connected</td>
<td>Technology Time</td>
<td>Technology Time</td>
<td>Technology Time</td>
<td>Technology Time</td>
<td>Staff involved in planning, instruction and assessment. This includes individual and collaborative planning, examining student work, grading or professional development.</td>
</tr>
<tr>
<td>Period 1</td>
<td>English 10</td>
<td>Synchronous/Online</td>
<td>Asynchronous</td>
<td>Synchronous/Online</td>
<td>Asynchronous</td>
<td>Additional, this time may be used for interventions or individualized support.</td>
</tr>
<tr>
<td>Period 2</td>
<td>Intro Computer Science</td>
<td>Synchronous/Online</td>
<td>Asynchronous</td>
<td>Synchronous/Online</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td>Algebra II</td>
<td>Asynchronous</td>
<td>Synchronous/Online</td>
<td>Asynchronous</td>
<td>Synchronous/Online</td>
<td></td>
</tr>
<tr>
<td>Period 4</td>
<td>Chemistry</td>
<td>Asynchronous</td>
<td>Synchronous/Online</td>
<td>Asynchronous</td>
<td>Synchronous/Online</td>
<td></td>
</tr>
<tr>
<td>Period 5</td>
<td>AP Government</td>
<td>Asynchronous</td>
<td>Synchronous/Online</td>
<td>Asynchronous</td>
<td>Synchronous/Online</td>
<td></td>
</tr>
<tr>
<td>Period 6</td>
<td>Lunch</td>
<td>Asynchronous</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 7</td>
<td>Spanish II</td>
<td>Synchronous/Online</td>
<td>Asynchronous</td>
<td>Synchronous/Online</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Period 8</td>
<td>Theatre II</td>
<td>Synchronous/Online</td>
<td>Asynchronous</td>
<td>Synchronous/Online</td>
<td>Asynchronous</td>
<td></td>
</tr>
</tbody>
</table>
How will attendance be counted?
Students Are Expected to Follow the Course Schedule

- Attendance will be marked for students when they:
  - Attend and complete work in their Schoology class

Attendance will be checked when students:
- Login to Schoology to complete work
- Check-in with their teacher about progress
- Complete virtual communication or discussion board post
- Complete course work or activities such as--
  - Warm-ups, exit slips, etc

Each week’s attendance will be recorded and reviewed in the Teacher Access Center (TAC) every Friday.
WHAT TECHNOLOGY WILL MY STUDENT NEED?
Got Technology?

Let us know - tinyurl.com/SMCPSreturnTech

SchoolOLOGY works best on

Operating Systems

Windows 10

Android 6 (or higher)

iOS 11 (or higher)

Browsers

Chrome (latest version)

Safari 10 (or higher)

Edge (for Windows 10)

Firefox (latest version)
YES!

Schoology works on Chromebooks!
Need Technology?

Contact your school - they can help provide information and help you get what you need.

- Do you need a device?
- Do you need a connection?
- Does every student have a device?
- Siblings should have their own device
One to One and Connectivity

SMCPS currently has over 9,000 deployable laptops and tablets that have been prepared for distribution to students.

These devices are being distributed to all families who completed the technology survey and stated that did not have a dedicated device for their student in their home.

SMCPS has ordered and expects delivery of an additional 8,500 laptops in the first week of September so that every student will have a device assigned to them for the 2020-2021 school year - getting SMCPS to one-to-one.

SMCPS applied for and received a grant for 1.6 million dollars to help get households connected to the internet. We will be working with St. Mary’s County Government to secure cable service to all but 147 homes this fall. Homes that cannot be connected to cable internet service will be provided a hotspot.
Materials Distribution

Schools are scheduling pickup times for technology, textbooks, and other resources.

Look for communication from your school.

- Email
- School Messenger
- Smore
- Phone call
Collaboration with Health Department

Meenakshi G. Brewster, MD, MPH
St. Mary’s County Health Officer

www.smchd.org
Local COVID-19 Hotline:
301-475-4911
What happens if I test positive for COVID?

• **Isolation:** Positive person must isolate at home for at least 10 days since symptoms first appeared **AND** until no fever for at least 24 hours without medication **AND** improvement in symptoms.

• **Quarantine:** Close contacts, someone who was within 6 feet for more than 15 minutes within 48 hours before symptoms or positive test, must stay home for 14 days from date of last exposure **even if no symptoms or if negative COVID-19 test**
How are close contacts notified?

Success depends upon…

• Result reported to LHD
• Correct phone number
• Person answers phone
• Person recalls close contacts
• LHD able to reach close contacts

Here’s how it works...

1. When someone tests positive for COVID-19, their doctor notifies the Health Department.
2. We call the person who tested positive for COVID-19 to see who else might have been exposed.
3. Once we know who else might have been exposed, we contact those people.
4. Everyone is asked to self-isolate for at least two weeks to stop the spread of COVID-19.
What happens during Contact Tracing?

- Person testing positive is first notified by doctor ordering test or SMCHD
- Within 24 hours of getting the test result, SMCHD contact tracer will attempt to reach person testing positive to begin contact tracing. The person will be asked the following:
  - Who have they been in close contact with during the infectious timeframe (typically at least 48 hours prior to start of symptoms or date of test if asymptomatic)
  - Close contact is defined as being within six feet for more than 15 minutes
  - Questions about symptoms, household contacts & other close contacts, exposure risks, demographics (age, gender, race/ethnicity), and employment will be asked
What happens during **Contact Tracing?**

- For minors testing positive, contact tracer may also talk to parent/guardian

- May take multiple phone calls as is based on person's recollection (they may need to review bills, calendars, etc to help remember)

- Person testing positive is typically given first chance to notify their close contacts, employer, and/or school
• Close contacts warned about their potential exposure as rapidly and sensitively as possible
  ○ Depends upon accuracy of contact info and responsiveness of close contact
  ○ To protect patient privacy, contacts are only informed that they may have been exposed to infection and date of possible exposure

• Close contacts quarantine from others until 14 days after their last date of exposure
  ○ Monitor for symptoms and get tested within 48 hours of symptoms
  ○ If no symptoms, consider getting tested at least 4 – 6 days after last day of exposure
  ○ If testing negative, still complete quarantine for 14 days
If close contact unable to separate from the positive person (e.g., parent taking care of young child that tests positive) –

Quarantine during positive person’s isolation period **PLUS** an additional 14 days after person released from isolation
Close contacts in school setting

- SMCHD relies upon school to assist with identification and notification of close contacts.

- As long as students and staff observes strict use of face coverings and physical distancing, mass quarantining may be avoided. Only those close contacts, within six feet for more than 15 minutes, will be required to quarantine. This may change if reports of masks not being worn consistently or lack of social distancing.

- SMCHD will consider each situation and determine if it will be defined as an outbreak (cases linked by location, exposure, time).

- In outbreak situations, additional infection control measures such as whole classroom quarantines, school early dismissals, or modified school activities/routines may be required.
For those living/working in St. Mary’s County, they need only to present identification and health insurance information, if available (uninsured community members welcome). Testing is free of charge to individual (no out-of-pocket cost, co-payment, co-insurance, etc)

No test orders or appointments required for health department testing sites

Testing information and locations: www.smchd.org/covid-19-testing
Local COVID Hotline: 301-475-4911
The St. Mary’s County Health Department has issued a Local Public Health Advisory for anyone returning from out-of-state travel.

For more information on traveling: www.smchd.org/covid-19-travel
The Next Two Weeks...

Week of August 17-21 - Distribution of Technology and Materials (Middle School)

Week of August 24-28 - Distribution of Technology and Materials (Elem and High)

Friday, August 21 - Teachers can access to Schoology (courses and content)

Wednesday, August 26 - Board of Education Meeting @ 6pm

Wednesday, August 26 - Students can access HAC (student schedules and teachers)

Friday, August 28 - Students can access Schoology (courses and content)

Monday, August 31 - First day of virtual learning for all students