



CCPS Recovery and Return-to-Learning Plan

August 11, 2021

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Core Statement, Values, and Beliefs



Core Statement: *Carroll County Public Schools: Building the Future*

- Core Values:**
- The Pursuit of Excellence
 - Life-Long Learning and Success
 - A Safe and Orderly Learning Environment
 - Community Participation
 - Fairness, Honesty, and Respect
 - Continuous Improvement
 - Priorities, beliefs, and mores of our local community

Core Beliefs	
The Board of Education believes that the Carroll County Public Schools system operates effectively and efficiently when:	
The greater Carroll County Community:	<ul style="list-style-type: none"> • Values the importance of a quality education • Supports educational initiatives at home • Volunteers in schools • Forms partnerships with schools to support system initiatives
All central office staff:	<ul style="list-style-type: none"> • Establish and maintain a framework for organizational decisions to be based on empirical data • Establish and maintain a safe and orderly environment for students and staff • Provide adequate resources that are equitably distributed • Provide an equitable educational opportunity for all students • Communicate effectively with all stakeholders • Enforce accountability for system initiatives • Model effective leadership and professional respect • Provide a diverse program of studies with a global perspective designed to meet students' educational goals • Respect and appreciate diversity • Coordinate professional development opportunities that are relevant, site-base, job embedded, aligned with the tenets of cultural proficiency, and meet the needs of all staff • Empower employees, students, and communities to make school-based decisions within an established framework
All school staff:	<ul style="list-style-type: none"> • Welcome their school community • Establish positive home and school relationships • Provide a safe and orderly learning environment for students and staff • Work to ensure that every child succeeds • Display cultural proficiency while respecting and appreciating diversity • Prepare students with a global education • Place priority on the educational needs of students • Motivate students to learn • Recognize the unique learning styles of each student • Facilitate learning by encouraging, prompting, interacting, and connecting with students • Establish and maintain positive and appropriate relationships with students • Ensure learning by providing instruction that meets each student's individual needs • Support student success • Encourage students to make choices that provide challenges • Assess student progress through both formal and informal methods and then provide appropriate and targeted data-driven instruction • Engage students in rigorous and relevant instruction
All students:	<ul style="list-style-type: none"> • Enroll in coursework that prepares them to be career – college ready • Obtain the skills to thrive as independent 21st century learners • Become knowledgeable, responsible, and caring citizens • Respect and appreciate diversity among peers • Demonstrate respect for the learning environment and other individuals • Reach their potential • Develop effective communication, interpersonal, and leadership skills • Participate in varied co-curricular and extracurricular activities

Executive Summary



Background

The Carroll County Public Schools (CCPS) completed the 2020-21 school year in a four day per week in-person instructional model. In accordance with all State guidance and in collaboration with our local Health Department, the Board of Education voted in March 2021 to return all students to four days per week in-person instruction beginning in mid-March 2021. CCPS was informed that this decision did not require that our 2020-21 Reopening Plan be resubmitted to the Maryland State Department of Education (MSDE) for review or approval.

In accordance with HB 1372, *Blueprint for Maryland's Future – Revisions*, CCPS began simultaneously planning for summer 2021 academic recovery as required by the new law. Plans and updates were presented to the Board of Education throughout the spring and early summer. Summer 2021 Academic Recovery began on July 6th and will conclude on August 6, 2021.

Planning has also been underway for a successful return to full in-person instruction for the 2021-22 school year, as well as for academic recovery programming during the year. The Board of Education has previously announced to the public that we will open for full in-person instruction in September and has received some verbal updates on 2021-22 academic recovery planning that aligns with the requirements of the *Blueprint for Maryland's Future*.

CCPS established a process to gauge parent interest in a virtual option for certain students for the 2021-22 school year. Parents and families received information and were able to express interest through the end of June. Based on very limited interest system-wide, staff reported to the Board on July 14, 2021 that CCPS will not be offering a virtual option next school year.

Plan Development

Although MSDE informed us in March 2021 that they would not review or approve changes to our 2020-21 Reopening Plan, CCPS learned on July 8, 2021 that MSDE is requiring each local school system to develop a formal recovery plan for education, incorporating specific strategies outlined by MSDE. Immediately, staff adjusted to incorporate the planning elements noted above into this CCPS Recovery and Return-to-Learning Plan.

The Superintendent's Cabinet has assumed the lead role in creating this plan. However, various CCPS teams were already formed and working on the plans and implementation of 2021 summer recovery, 2021-22 return to full, in-person instruction, and 2021-22 academic recovery. The efforts of those teams are now incorporated into this report.

Plan Timeline

As mentioned, CCPS became aware of this specific requirement on July 8 and immediately shifted focus. A draft plan will be produced by the end of July 2021. The draft will be refined and presented to the Board of Education for action at their next scheduled meeting, August 11, 2021. This timeline allows us to comply with MSDE's requirement that our plan be submitted to MSDE and posted on our website by August 13, 2021.

Plan Format

The format of this CCPS Recovery and Return-to-Learning Plan is divided into several key elements. First, academic recovery programming for the 2021-22 school year is addressed. The second section provides the framework for educational programming for a full return to in-person learning for school year 2021-22. The next two sections – Student Supports and Athletics and System Operational Guidelines – outline the protocols associated with a full return to in-person instruction for the 2021-22 school year. Finally, there is an Appendix that incorporates feedback from stakeholder groups and other pertinent background information.

Stakeholder Feedback

In many ways, soliciting feedback from the public and identified, representative stakeholder groups has been ongoing throughout the entire pandemic. This includes community email blasts following formal Board meetings where relevant items have been discussed including 2021 summer recovery, 2021-22 academic recovery, and a return to full, in-person

Executive Summary



instruction for 2021-22. This process has included public discussions regarding the application of federal ESSER funding to recovery programming. Public comment has been available at most Board meetings on these topics as well. In addition, communication and collaboration has been on-going with designated employee groups through the reopening and recovery period. With the units most impacted, the Board entered into memoranda of understanding (MOU) to define conditions for employees participating in 2021 summer academic recovery. Efforts are underway to finalize similar MOU's for the 2021-22 academic recovery as well.

Finally, we will reconvene the specific stakeholder groups that offered feedback on our 2020-21 reopening plan. The draft of this plan will be presented to those same stakeholders with a request for the collective feedback from each group on this plan. Stakeholder feedback will be included in the plan's appendix.

As with the original reopening plan, it will be impossible and impractical to attempt to answer every specific question within the plan itself. The more specific questions must be answered through a combination of operational procedures or through other types of system communication. For example, questions about employee absences and leave requests will reside in Human Resources procedures. Many of those procedures already exist and may require an update to reference COVID-19. In fact, there is a COVID-19 section on our Human Resources website, which will be updated for the start of the next school year.

Communication

Communication of the CCPS Recovery and Return-to-Learning Plan will occur through multiple methods. As noted, the plan will be presented and acted on at a public Board meeting. Broad email communication of that meeting action will follow. The plan will be provided to a broad array of stakeholder groups for both information and further dissemination. In addition, our CCPS website will be revised for the 2021-22 school year to include the formal Recovery and Return-to-Learning Plan as well as related reopening information.



Overview

- CCPS Summer Recovery took place July 6 – August 6, 2021. Hours of instruction took place five days a week, Monday through Friday for 3.5 hours a day. The instructional day consisted of general classroom instruction provided by classroom teacher and supported by instructional assistants in addition to 30 minutes each day of a research-based or evidence-based intervention program.
- Over 2,600 students attended Summer Recovery, served by over 360 teachers and 80+ Instructional Assistants. In addition to these staff, mental health professionals and school counselors supported daily efforts.
- Students were provided breakfast and lunch each day.
- Transportation was provided to and from school each day to ensure equitable access to the learning environment.

Student Enrollment and Educational Focus

- Students were identified and invited to take part in the summer recovery efforts based on grades and results on local benchmark assessments throughout the year. Pre-assessment recovery data was utilized to drive classroom instruction and based on the MSDE Power Standards/Continuity of Learning Standards provided earlier in the school year.

All students took a common assessment at the conclusion of the 20-21 academic year to measure proficiency.

Content	Name of Test	Grade Level	Date Given	Date Given
Elementary ELA	Upper/Lower Case Letter Identification	Pre-K	6/1-6/11	8/4-8/6
	Letter Sounds	K	6/1-6/11	8/4-8/6
	Assessed Reading Level	1	6/1-6/11	8/4-8/6
	Assessed Reading Level	2	6/1-6/11	8/4-8/6
	Assessed Reading Level	3	6/1-6/11	8/4-8/6
	Wonders Comprehension/Writing Pre-Assessment	4	6/1-6/11	8/4-8/6
Elementary Math	Kindergarten Math Assessment	K	6/1-6/11	8/4-8/6
	1st Grade Math Assessment	1	6/1-6/11	8/4-8/6
	2nd Grade Math Assessment	2	6/1-6/11	8/4-8/6
	3rd Grade Math Assessment	3	6/1-6/11	8/4-8/6
	4th Grade Math Assessment	4	6/1-6/11	8/4-8/6
	5th Grade Math Assessment	5	6/1-6/11	8/4-8/6
Middle ELA	6th gr Star Reading Assessment	6	6/1-6/11	8/4-8/6
	7th gr Star Reading Assessment	7	6/1-6/11	8/4-8/6
	8th gr Star Reading Assessment	8	6/1-6/11	8/4-8/6
Middle Math	6th gr Star Math Assessment	6	6/1-6/11	8/4-8/6
	7th gr Star Math Assessment	7	6/1-6/11	8/4-8/6
	8th gr Star Math Assessment	8	6/1-6/11	8/4-8/6

Summer instruction was based on Pre-Assessment data/results.

- General education instruction and supplemental interventions were provided daily 30 minutes in ELA and Mathematics.
- Summer Recovery Post Assessments will be completed by August 6 to measure the efficacy and impact of the Summer Recovery efforts.
- Results from Summer Recovery will be provided to the teacher of record for the 2021-2022 academic year.



Special Education

Summary: Students with disabilities were prioritized in the 2020-2021 Reopening Plan. CCPS strategically increased in-person learning opportunities for students with disabilities throughout the 202-2021 school year. CCPS returned to 4 days per week of in-person instruction during the 2020-2021 school year (with one day of virtual instruction). At parent request, some students remained virtual 5 days per week. Starting with the 2021-2022 school year, all students, including students with disabilities, will attend school in-person five days per week.

- Identification: During the 2021-2022 school year, CCPS will continue to implement its regular process for determining eligibility for special education and related services as well as providing a Free and Appropriate Public Education (FAPE) for all eligible students with disabilities.
- Process: During the 2021-2022 school year, CCPS will continue to provide a FAPE for all eligible students with disabilities. This includes continuing to provide in-person special education assessments, services, and related services as identified for eligible students with disabilities. Services for students in the Birth through Kindergarten Program and the Transitions Connection Academy (Post-Secondary Program) will resume full normal operations at the start of the 2021-2022 school year.
- Compensatory Services: During the Spring of 2021, over 3,000 special education recovery/compensatory determinations were made in alignment with the guidance provided by the MSDE. Over 1,500 students in CCPS who receive special education services were eligible for special education recovery/compensatory services. During the Summer of 2021, approximately 750 students received special education recovery/compensatory services. Transportation and meals were offered to all eligible students. These services were provided in addition to any identified Extended School Year (ESY) services. Many students who received special education recovery/compensatory services also had the opportunity to participate in general education recovery. CCPS will continue to provide special education recovery/compensatory services to eligible students after school, before school, and on Saturdays during the 2021-2022 school year. The Office of Special Education will continue to work with families to make any remaining special/education recovery/compensatory determinations as data becomes available and apparent. Special Education recovery/compensatory services will be provided during the Summer of 2022 as needed with the goal of concluding these services by August 2022. Throughout the window of providing special education recovery/compensatory services, the Office of Special Education has worked collaboratively with families when scheduling special education recovery/compensatory services.

Equity Focus

- The Carroll County Public Schools Board of Education is committed to the success of each student in our schools. For that success to occur for each student in lifelong learning and the world of work, the district prioritizes educational equity by recognizing and removing institutional barriers and ensuring that social identifiers are not obstacles to accessing educational opportunities and supports that benefit each student. Desired Outcomes: (1) The Board of Education evaluates the impact of every policy, procedure and practice through an equity lens; (2) Every student in Carroll County Public Schools is provided equitable educational opportunities and access to educational rigor, resources, services, programs, supports, activities, and culturally relevant instruction and curriculum; (3) Achievement is raised for all Carroll County Public School students and that action plans are developed and monitored to address persistent disparities; (4) Carroll County Public Schools demonstrates equal opportunity employment by maintaining practices that recruit, employ, retain, promote, and support a culturally diverse and highly qualified skilled workforce; (5) Every school and worksite within the school system will be free of discriminatory acts of hate, violence, insensitivity, and disrespect and; (6) Carroll County Public Schools provides equitable and inclusive learning environments that empower students to understand and appreciate diverse cultures within and around their community and that prepare them for lifelong learning, the world of work and full participation in representative government.



Overview

As noted above in the Executive Summary, CCPS concluded the 2020-21 school year with in-person learning occurring four days per week. The Board of Education publicly announced that we will return to full in-person learning with the 2021-22 school year and planning has been underway. Lastly, parents were queried regarding a virtual option for certain students and, due to limited interest, we have announced publicly that CCPS will not have a virtual option for 2021-22.

Student Assessment for 2021-22

All CCPS students will be administered a variety of local system common assessment(s) upon returning to school for the 2021-2022 academic school year. Locally developed, as well as third-party screeners, will be administered to highlight students of concern. Students identified as underperforming or not meeting enrolled grade-level standards appropriate at times throughout the year (benchmarks) will be provided supplemental instruction through evidence-based and research-based intervention programming three days a week for at least 30 minutes a day. Supplemental instruction may take place during the school day or at an after-school Extended Learning Opportunity (ELO) at the school for one hour after the traditional school day. ELO will take place Tuesday, Wednesday, and Thursday. This may be general education and/or compensatory services for students who have an IEP.

Maryland College and Career-Ready Framework

All students will be engaged in the Maryland College and Career Readiness Standards through our locally developed curriculum. All standards will be expected to be mastered in all content areas.

	Elementary	Middle	High
CCPS Curriculum and the Maryland College and Career Ready Standards (MCCRS)	It is required that all synchronous and asynchronous instruction/learning supports the CCPS curriculum which is directly aligned to the MCCRS and framework for each grade level, course, local and state assessments.	It is required that all synchronous and asynchronous instruction/learning supports the CCPS curriculum which is directly aligned to the MCCRS and framework for each grade level, course, local and state assessments.	It is required that all synchronous and asynchronous instruction/learning supports the CCPS curriculum which is directly aligned to the MCCRS and framework for each grade level, course, local and state assessments.

Carroll County Public Schools will return to traditional, in-person learning five days per week beginning September 8, 2021. Students PreK-12 will participate in complete instructional programming which directly aligns to the MCCRS and framework for each grade level, course, local and state assessments. CCPS will also provide students with extended learning opportunities throughout the 2021-22 school year to address students' academic needs.

Special Education

CCPS will continue to follow the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act (ADA). In addition, CCPS will continue to follow additional requirements identified in the Code of Maryland Regulations (COMAR). CCPS will continue to implement guidance provided by the Maryland State Department of Education (MSDE).

Equity Focus

The Carroll County Public Schools Board of Education is committed to the success of each student in our schools. For that success to occur for each student in lifelong learning and the world of work, the district prioritizes educational equity by recognizing and removing institutional barriers and ensuring that social identifiers are not obstacles to

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accessing educational opportunities and supports that benefit each student. Desired Outcomes: (1) The Board of Education evaluates the impact of every policy, procedure and practice through an equity lens; (2) Every student in Carroll County Public Schools is provided equitable educational opportunities and access to educational rigor, resources, services, programs, supports, activities, and culturally relevant instruction and curriculum; (3) Achievement is raised for all Carroll County Public School students and that action plans are developed and monitored to address persistent disparities; (4) Carroll County Public Schools demonstrates equal opportunity employment by maintaining practices that recruit, employ, retain, promote, and support a culturally diverse and highly qualified skilled workforce; (5) Every school and worksite within the school system will be free of discriminatory acts of hate, violence, insensitivity, and disrespect and; (6) Carroll County Public Schools provides equitable and inclusive learning environments that empower students to understand and appreciate diverse cultures within and around their community and that prepare them for lifelong learning, the world of work and full participation in representative government.



Student Attendance

Carroll County Public Schools values the importance of consistent attendance and its impact on academic success as we return to in-person instruction for the Fall of 2021. Should a student be absent, the parent must provide documentation to the school regarding the reason for the absence/tardiness in order for the school to code it correctly in the student attendance record. Parents have up to five school days to verify an absence or tardy. As schools continue to confront the challenges of COVID, there may be times when a student's attendance is impacted due to him/her following the health and safety guidelines. While families and schools work together to deal with potential cases in which a student may need to be quarantined as established by safety protocol, overall attendance rates may fluctuate throughout the year.

Students in quarantine due to being identified as close contacts will be coded L17 (Medical Exclusion). This absence will be considered excused, and will not impact the student's recognition for perfect attendance or criteria-based opportunities where attendance records are a consideration. Students who are symptomatic will be coded I02 (Sick), even while they are in quarantine, since they are ill. This will be considered an excused absence.

Student Support

Providing appropriate support for our students as they return to a more traditional learning environment will be critical to ensure success. Due to the volume of students who attended in person learning 4 days a week in Carroll County beginning in March of 2021, CCPS students and staff are well positioned to transition to a 5 day a week in-person instructional model. All principals have participated in professional learning focusing on establishing positive school climate and culture and will be reviewing instructional and mental health best-practices with staff during pre-service week. School leadership teams are developing plans that focus on instructional outcomes and reducing the learning gap. In the areas of mental health, maximizing Tier I interventions will be critical to support all students and assisting with identifying students who need more targeted support in a Tier II or III delivery. Second Step SEL curriculum will be implemented in pre-K, K, and 1st grade in all elementary schools in the 21-22 school year and will be expanded to all grades in the 22-23 school year. All CCPS middle schools will be implementing the Sources of Strength program during the 2021-22 school year which is designed to contribute to positive school culture and increase students' self-awareness and advocacy skills. At the high school level, 5 out of 8 schools will be implementing Sources of Strength and all high schools will continue to use advisory lessons to ensure students are aware of the resources available for support.

School Counselors at all levels will be teaching lessons, providing individual and group counseling, and responding to individual needs as they arise as well as supporting school-based efforts relating to professional learning for staff. School Psychologists will support school leadership teams with implementation of school-wide initiatives focusing on creating a positive climate and responding to student needs. Our Pupil Personnel Workers are meeting with families throughout the summer to address attendance issues in the previous years and developing plans to begin the year with a positive outlook and a commitment to attend school, removing any barriers. During the school year, PPWs continue to serve as the liaison with families as they coordinate services both within the school and the community at large.

The CCPS Summer Recovery program has served as a springboard to reducing the learning gap of our students due to the instructional impact of COVID-19. Beyond the Summer Recovery program, after school learning support will be offered throughout the year and additional instructional and support FTE have been added at each school. A Coordinator of Home and Hospital Instruction and Quarantine Support position has been established to serve the expected increase in applications for Home and Hospital Teaching and to support students who are placed in quarantine because of COVID-19 protocols. The coordinator will link families in need with teachers who can support students who need additional assistance beyond the asynchronous learning opportunities that will be provided through the LMS by each teacher.

Student Supports and Athletics



Section 504 Services

Principals will ensure that 504 meetings are scheduled to continue appropriate services and accommodations for students. Delivery of accommodations and modifications will take place in school, as all students will be attending in person.

Students in Quarantine

All teachers will be using the learning management system regularly with students. Each teacher will keep the LMS updated with learning resources that align with the content being taught. When students are quarantined, they will access resources and take part in asynchronous learning through the LMS. Students will be able to utilize resources, turn in completed work, and communicate with their teacher through the LMS. The Student Services Coordinator will link families in need with teachers who can support students who need additional assistance beyond the asynchronous learning opportunities provided through the LMS by each teacher.

Students in quarantine will participate in asynchronous learning through the learning management system (either Schoology or Google Classroom). Teachers should ensure that learning resources aligned to their current lessons are readily available on the LMS. Further, students should be able to turn in work and communicate with their teacher using the LMS. To support students in quarantine during school year 2021-2022, each school will be receiving 1.0 Instructional Assistant FTE for a Quarantine Success Coach. This staff member will speak with quarantined students and families during the school day, and coordinate any needed academic or social-emotional support.

Student Extra-Curriculars and Athletics

All typical extra-curricular activities will take place in person in the fall. Teachers will distance students as practicable.

The following protocols apply to student athletics:

- Coaches will keep attendance for all practices, games, and team activities. This will assist when contact tracing is necessary.
- Coaches will remind students experiencing symptoms to stay home. Coaches will send home any student exhibiting symptoms while at a practice or game.
- All coaches will complete the online NFHS COVID-19 course. National Federation of State High School Associations (NFHS) [Learning Center](#) has collaborated with the NFHS Sports Medicine Advisory Committee (SMAC) to develop "[COVID-19 for Coaches and Administrators](#)." The course includes information from the "[Guidance for Opening Up High School Athletics and Activities](#)" document that was released by the NFHS in May 2021 for its 51 member state high school associations to consider in restarting high school athletics and other activity programs across the nation. Additionally, the new Learning Center course offers vital information on COVID-19 for coaches and school administrators on conducting workouts, practices and contests as safely as possible.
- Students will not share water bottles.
- Water coolers may be used for refilling of water bottles.
- Hand sanitizer will be provided to every coach and available for students and staff during practices and games.
- Coaches will work to limit overcrowding in locker rooms. Students will be distanced as practicable.

System Operational Guidelines



Building Access Guidelines

CCPS will return to traditional operations with the 2021-22 school year. All employees will be reporting in person. Schools and facilities will be open for parents and visitors following our normal procedures. The CCPS volunteer program will be reinstated. Visitors and parents will not be able to eat with students in the cafeteria. COVID-19 trends will be monitored and updates to this decision will be made for each marking period. Normal procedures for community use of facilities will resume in September 2021.

Screening and Quarantine Guidelines

CCPS will continue to send weekly community messages informing employees, community members, and students of the latest guidance for self-screening from the Maryland Department of Health (MDH) and MSDE. The latest MDH guidance for isolation and quarantine of exposed individuals will also be communicated and posted or linked on the CCPS website.

CCPS will be operating a COVID-19 testing center in a centralized location to provide free COVID-19 tests for students and school-based staff who develop COVID-like symptoms or are identified as close contacts while they are in a school building.

Building Space Guidelines

During the 2020-21 school year, CCPS provided commercial air purifiers to schools for all student instructional spaces and some designated office areas. Those air purifiers will remain in use for the future. In 2020-21 school health suites were provided with industrial air filtration units. These units also will remain in operation.

Additionally, Plexiglas barriers were provided to reception high volume areas. Those barriers remain available to staff who wish to continue to use them

CCPS will continue to follow the [CDC guidance for ventilation in schools](#) to the greatest extent possible in each school for the 2021-22 school year as we did the previous year. This includes introducing maximum outside air into HVAC systems, maintaining the highest MERV level of filter for each system, and allowing staff to open windows where appropriate.

To the extent practicable, schools have the flexibility to arrange layouts and schedules to space students where possible.

Personal Protective Equipment Guidelines

Per Governor Hogan's termination of the Executive Order [Requiring Use of Face Coverings in Certain Circumstances](#), masks became optional for employees, students, and visitors in CCPS effective July 1, 2021.

CCPS will continue to provide hand sanitizer and soap for schools in school year 2021-22 as we did the prior year.

CCPS maintains quantities of PPE including masks, gloves, gowns and face shields. Any employees who wish to receive additional PPE may make a request to the principal or supervisor.

Cleaning and Disinfecting Guidelines

CCPS will clean schools and facilities daily. Particular attention will be paid to high touch areas and surfaces. CCPS maintains supplies of approved disinfectant in each school and facilities. Each school also has disinfecting mister machines that will be used to respond to areas of exposure.

Pupil Transportation Guidelines

With a return to full in-person learning in the 2021-22 school year, CCPS will return to traditional full service. School bus routes will be made available to parents approximately 2 weeks prior to the Sept.8 school opening. To the extent possible based on ridership, drivers may space students on the bus. When possible, windows and roof hatches will be opened to increase ventilation. As with the 2020-21 school year, CCPS will provide disinfectant product and spray bottles to contractors for the driver and attendant to disinfect the high touch areas on the bus as appropriate.

System Operational Guidelines



Based on [a federal order](#) being enforced by MSDE, masks are required on school buses for students, drivers, and assistants. CCPS will continue to provide masks to bus contractors. Under the federal order, the mask requirement does not apply to children under 2 years of age, or a person with a disability who cannot wear a mask, or cannot safely wear a mask. If the federal order is lifted or expires in September without renewal, and MSDE approves, masks will then become optional on school buses for students, drivers, and assistants.

Food Services Guidelines

Food Services will operate the NSLP Seamless Summer Option (SSO) during the 2021-22 school year. This will afford all students access to a free breakfast and a free lunch during the instructional day. The CACFP At-Risk program will be implemented to provide supper to students participating in the 2021-22 after school learning support programs.

Appendix – Stakeholder Feedback



To read the feedback provided by each representative stakeholder group, click on the name of the stakeholder group below:

Association of Public School Administrators and Supervisors of Carroll County

Carroll Association of School Employees

Carroll County Bus Contractors Association

Carroll County Education Association

Carroll County Health Department

Carroll County School Food Services Association

Community Advisory Council

Security Advisory Council

Special Education Advisory Council

Teacher Advisory Council