



REOPENING PLAN

2020-2021



Ellicott City, Maryland, 21042 | www.hcpss.org



REOPENING PLAN 2020-2021

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Executive Summary

As the coronavirus pandemic continues to limit education, work and daily life throughout our state, nation and world, the Howard County Public School System (HCPSS) is preparing to ensure students have access to a robust instructional program that, as closely as possible, resembles the traditional models of rigorous instruction that have served HCPSS students well for many years. All fall planning for the 2020-2021 academic year is grounded in the equity that embodies the HCPSS [Strategic Call to Action](#), and is guided by three primary priorities: safety and well-being of our students and staff members; high-quality instruction for all students, including those most vulnerable; and resource availability, including funding.

Stakeholder concerns and priorities have been carefully considered in all fall planning decisions. Students, parents/guardians and staff members were invited to provide input through online surveys and email. To ensure that feedback was inclusive and broadly representative of the entire school system community, several Superintendent advisory groups also were asked to share recommendations. The 38-member Recovery Plan Stakeholder group—which represented a diverse cross-section of stakeholders, including community groups and health organizations—carefully assessed all input and other relevant data and provided recommendations to the Superintendent.

On July 16, 2020, the Board of Education approved that the fall 2020-2021 semester will be a fully virtual instructional model, and one that will be significantly more rigorous than the spring HCPSS Continuity of Learning program. Students in all levels will engage in four days of teacher-led synchronous (live) instruction each week, and will complete asynchronous assignments throughout the week. Dedicated times will be included in the daily schedule when students may receive additional support and access meal distribution sites.

Removing technology barriers that interfere with learning will help advance equitable student learning outcomes. To ensure all students and teachers have access to technology for remote learning, additional Chromebooks have been purchased and will be distributed to support a more robust program of instruction than was possible in the spring. Approved CARES Act funding will allow HCPSS to work towards a 1:1 student-to-device ratio in grades pre-k to 12. Within the first academic quarter, HCPSS will provide a Chromebook to every student in Pre-K through 8th grade. As additional Chromebooks are received from the vendor, they will be distributed to high school students until our system achieves a 1:1 student-to-device ratio. HCPSS will continue to work with families to resolve connectivity issues and provide devices to high school students by request.

Teacher preparation is the most critical factor to a successful learning program. Teachers will receive intensive professional learning to ensure they are well prepared to effectively deliver virtual, synchronous instruction. Staff, students and families will develop skills that will transcend the challenges of the pandemic and improve the long term delivery of instruction.

A comprehensive communications program ensures parents/guardians, staff and students are fully informed about fall instruction. The HCPSS website serves as a one-stop hub for complete information and updates, augmented by systemwide email, social media and selective in-person outreach, as well as communications support for school administrators. Translated versions are provided for key documents, and families needing language services are served by the HCPSS international services team and direct outreach via family liaisons.

While HCPSS is focused on implementing the best virtual solution possible for the start of the 2020-2021 school year, the school system is simultaneously preparing for an eventual transition to a hybrid model that will combine distance learning with in-person instruction. The decision regarding transition will take into account the prevalence of the pandemic; preferences and experiences of students, staff and parents/guardians during the initial weeks of school; and Centers for Disease Control and Prevention (CDC) and Howard County Health Department (HCHD) guidance.

During the initial period of virtual instruction, the focus will be on preparing facilities; providing professional learning to staff in best practices and pedagogy for a digital learning environment; training staff, students and families in safety measures; and communicating plans with families. By building a strong foundation of trust, we can ensure that all stakeholders feel safe for an eventual return to school buildings.

Guiding Principles for HCPSS Reopening

HCPSS Reopening Priorities

- Safety and well-being of our students and staff members
- Equitable access to high-quality instruction for all students, including those most vulnerable
- Resource availability, including funding

MSDE Reopening Requirements

In the [Maryland Together: Maryland’s Recovery Plan for Education](#), MSDE established requirements for local school systems as they work to develop their plans for the 2020-2021 school year:

| | MSDE Reopening Requirement | Evidence |
|---|--|--|
| ✓ | 1. Local school systems must have their recovery plans completed and posted to their website by August 14, 2020. The Maryland State Department of Education (MSDE) will review all local recovery plans to ensure that the plans include and address all requirements for opening schools. | hcpss.org |
| ✓ | 2. The local school system’s equity plan must be reflected throughout the local recovery plan. | Additional Supports |

| | | |
|---|---|--|
| ✓ | 3. Local school systems must establish a recovery plan stakeholder group that is representative of their schools and community. | Appendix B |
| ✓ | 4. Early in the school year, schools must determine where their students are instructionally, identify the gaps in learning, and prepare a path for instructional success and recovery. | Assessing Instructional Level |
| ✓ | 5. All local school systems must ensure that Maryland College and Career Ready Standards, pre-kindergarten through grade 12, are taught in all content areas and the state frameworks are followed for each content. | Virtual Instructional Model |
| ✓ | 6. Local school systems must 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). | Implementation of IEP/504/EL |
| ✓ | 7. Local school systems must follow procedures that are developed by the MSDE in collaboration with the Maryland Department of Health and Guidance from the CDC for an individual who tests positive for COVID-19. | Maintaining Health and Safety |
| ✓ | 8. Local school systems must follow safety protocols for collection of materials, cleaning of schools and other facilities, daily cleaning, and nutrition as established by MSDE in collaboration with the Maryland Department of Health and the CDC guidance. | Appendix E Appendix F Appendix I Appendix J |
| ✓ | 9. Local school systems must follow protocols for the safe transportation of students to and from school. | Appendix I |
| ✓ | 10. Local school systems must develop a system for tracking attendance when students are engaged in distance learning. | Attendance and Grading |
| ✓ | 11. Each local school system must develop its own plan for communication. | Appendix K |
| ✓ | 12. The COVID-19 Checklist (Appendix A) must be utilized in the development of the recovery plan. | Appendix A |
| ✓ | 13. The Maryland Public Secondary School Athletic Association (MPSSAA) Roadmap forwarded for interscholastic athletics and activities must align with the MSDE and the LSS Educational and Health and Safety decisions in order for education-based athletics and activities to resume during Stage One and Stage Two of the Governor's Maryland Strong: Roadmap to Recovery. | Fall Sports Appendix M |

As evidenced in the chart above, HCPSS has addressed the MSDE reopening requirements.

Continuity of Learning and Summer Programming

Starting with the March 13 school closures, HCPSS developed and implemented a [Continuity of Learning plan](#) to finish the 2019-2020 school year. The plan attended to technology distribution, professional development and distance learning activities for HCPSS staff and students. As the Continuity of Learning period ended, HCPSS offered limited online summer programming and Recovery of Learning packets to support student academic needs.

All [HCPSS 2020 summer programs](#) (Academic Intervention, Black Student Achievement Program [BSAP] Summer Institute, Extended School Year Special Education, G/T Summer Institutes and Innovative Pathways High School) were offered virtually, in compliance with state and local guidelines for the safe recovery of operations. Virtual programs had a modified schedule that incorporated both live sessions and digital content accessed online.

The Academic Intervention, BSAP Summer Institute and Innovative Pathways High School summer programs provided support to students who were completing HCPSS Recovery of Learning packets. For a variety of reasons, not all students were able to meet the requirements to obtain a grade of “pass” for the 4th quarter of the 2019-2020 school year. These students were provided HCPSS Recovery of Learning packets that aligned with the Quarter 4 distance learning tasks given online. Completion of content in the packets ensured that students worked through all of the standards that were taught and reviewed during distance learning and resulted in a "pass" for the Quarter 4 subject areas completed.

Stakeholder Input

Stakeholder concerns and priorities have been carefully considered in all fall planning decisions. To obtain feedback from stakeholders on the 2020-2021 reopening plan, HCPSS Central Office staff organized four primary channels: (a) a dedicated email address (fall-input@hcpss.org), (b) Superintendent’s advisory groups, (c) the HCPSS Recovery Plan Stakeholder Group and (d) Distance Learning and Fall Planning student, staff, and parent/guardian surveys.

Students, parents/guardians, and staff members were invited to provide input through online surveys and email. To ensure that input provided was inclusive and broadly representative of the entire school system community, several advisory groups were asked to share recommendations. The 38-member Recovery Plan Stakeholder group, which represented a diverse cross-section of stakeholders including community groups and health organizations, carefully assessed all input and other relevant data and provided recommendations. A full list of Recovery Plan Stakeholder group participants can be found in Appendix B.

All feedback pointed to three major themes that guided the planning for fall reopening:

1. Ensure the safety of staff and students
2. Provide high-quality instruction for all students
3. Support the well-being of staff and students

A detailed summary of stakeholder input can be found in Appendix C. HCPSS will continue to seek input throughout the implementation of virtual instruction and as part of the planning for hybrid instruction.

HCPSS Virtual Instructional Model

Based on stakeholder feedback, the Howard County Board of Education approved a fully virtual first semester for the 2020-2021 school year. The school calendar was adjusted to begin Tuesday, September 8, and the semester will end on Thursday, January 28, 2021. During the semester of virtual instruction, HCPSS staff will develop a hybrid instructional model and the criteria for transitioning to that model after the first semester. The 2020-2021 HCPSS instructional model is designed to ensure that all Maryland College and Career Ready Standards (MCCRS) are taught within each course and that students are engaging in required course instruction as outlined by COMAR.

Engaging in Virtual Instruction

The 2020-2021 virtual instruction model provides students with, on average, 3 hours of synchronous learning with their teachers four days each week. The remaining instructional time is designated for students to complete asynchronous learning activities and assignments. Students also have daily opportunities to access additional synchronous supports. Systematic professional learning is being designed to help instructional staff understand how to effectively provide robust synchronous instruction and to strategically determine which learning activities are appropriate for synchronous vs. asynchronous work in order to maximize learning. Staff will have the option to use classroom/school spaces to deliver virtual instruction. All protocols outlined in the Maintaining Health and Safety section of this document must be followed to use school facilities.

High School and Middle School Students

High school and middle school students are enrolled in 4 class periods in the fall semester and 4 class periods in the spring semester. One class period could include two semester long classes. In the fall virtual instruction model, for each course, high school and middle school students will engage in four 45-minute synchronous lessons via Google Meet each week and will engage in asynchronous learning activities and assignments using the Canvas learning management system. Teachers will post weekly activities and assignments by Monday at 8:00 a.m. Asynchronous assignments should take students 3-4 hours per course to complete, and are due by the start of class on the following Monday. Within the



weekly set of asynchronous assignments, teachers may designate one assignment each class period to be due by the start of the next class period to ensure continuity of learning and preparation for class discussion. This daily assignment should take no more than 30 minutes to complete and students will have the option to work on remaining asynchronous assignments flexibly throughout the week. All posted materials and external resources will be ADA-compliant and accessible. For each synchronous lesson, students are expected to engage in the lesson, respond to questions and participate in class activities.

Within the student and teacher schedule, there also are designated synchronous sessions for students to receive additional support for weekly assignments. Students receiving additional supports or related services during the year will receive services during times that do not conflict with class sessions. Students receiving music sectionals will receive sectionals during times that do not conflict with class instruction or support sessions.

Sample High School and Middle School Student Schedule

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------------------|---------------------------------------|--------------------------------|---------------------------------------|---------------------------------------|
| Period 1 Support Session (S) | Period 2 Support Session (S) | Student Work Time/Supports (A) | Period 1 Support Session (S) | Period 2 Support Session (S) |
| Period 1 - Instruction (S) | Period 1 - Instruction (S) | | Period 1 - Instruction (S) | Period 1 - Instruction (S) |
| Period 2 - Instruction (S) | Period 2 - Instruction (S) | | Period 2 - Instruction (S) | Period 2 - Instruction (S) |
| Virtual Flex Time/SEL (S) | Lunch/ Student Work Time/Supports (A) | | Lunch/ Student Work Time/Supports (A) | Lunch/ Student Work Time/Supports (A) |
| Lunch/ Student Work Time/Supports (A) | | | | |
| Period 3 - Instruction (S) | Period 3 - Instruction (S) | | Period 3 - Instruction (S) | Period 3 - Instruction (S) |
| Period 4 - Instruction (S) | Period 4 - Instruction (S) | | Period 4 - Instruction (S) | Period 4 - Instruction (S) |
| Period 3 Support Session (S) | Period 4 Support Session (S) | | Period 3 Support Session (S) | Period 4 Support Session (S) |

(S) = Synchronous, teacher-led instruction or supports. (A) = Asynchronous, independent student work.

Detailed teacher and student schedules are included in Appendix D.

Middle school students will have schedules that include instruction in English language arts, mathematics, science, social studies, physical education, health, fine arts. Middle school students may also have schedules that include instruction in World Languages, technology courses, family and consumer science, seminars or support classes, and other electives, in order to meet middle school course requirements as well as attending to student needs and interests. Environmental literacy, financial literacy, careers exploration, and digital citizenship are integrated into the required courses students take in middle school.

High school students will have schedules that prepare students to meet graduation requirements outlined in COMAR as well as elective offerings based on student needs and interests.

Elementary School Students

In the fall virtual instruction model, students in grades K-5 will engage in synchronous lessons four days a week via Google Meet in Social Emotional Learning (SEL), language arts and mathematics. Students will engage in content (science, social studies or health) via Google Meet two days each week. During the second quarter, students will engage in asynchronous and synchronous health content work. Elementary students also will engage in related arts synchronous lessons via Google Meet two days each week. The related arts classes will rotate each week so that students will participate in art, music, physical education, technology and library media. Elementary students will engage in synchronous lessons 2.5-3 hours on each of the four synchronous days. For each synchronous lesson, students are expected to participate in the lesson, respond to questions and participate in class activities.

In addition, elementary students in grades K-5 will engage in asynchronous assignments, (e.g. science, social studies, and related arts follow up tasks; independent reading; writing assignments; mathematics tasks and eLearning experiences with Lexia Core5 and DreamBox) for 8-9 hours each week. Teachers will post asynchronous weekly assignments and eLearning experiences by Monday at 8:30 a.m., and which will be due by the start of class the following Monday. All posted materials and external resources will be ADA-compliant and accessible.

HCPSS purchased subscriptions to Lexia Core5 to provide individualized learning paths for students to engage in reading activities based on their current level of readiness. Students will engage in a live small group instruction via Google Meet with classroom teachers to provide differentiated reading instruction utilizing Lexia Core5 lesson plans and standards-based lessons that align to the students area of need. Teachers in grades K-2 will provide differentiated reading instruction utilizing Being a Reader differentiated lessons.

Within the student and teacher schedule, there are designated synchronous sessions for students to receive additional support for weekly assignments. Students receiving additional supports or related

services during the year will receive services during times that do not conflict with synchronous lessons. Students receiving music sectionals will receive sectionals during times that do not conflict with synchronous lessons.

Sample Elementary Student Schedule (Grade 3)

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------------|---|--------------------------------|--------------------------------|---|
| Morning Meeting/SEL (S) | Morning Meeting/SEL (S) | Student Work Time/Supports (A) | Morning Meeting/SEL (S) | Morning Meeting/SEL (S) |
| ELA Instruction (S) | ELA Instruction (S) | | ELA Instruction (S) | ELA Instruction (S) |
| Support Sessions (S) | Support Sessions (S) | | Support Sessions (S) | Support Sessions (S) |
| Lunch/ Student Work Time (A) | Lunch/ Student Work Time (A) | | Lunch/ Student Work Time (A) | Lunch/ Student Work Time (A) |
| Mathematics Instruction (S) | Mathematics Instruction (S) | | Mathematics Instruction (S) | Mathematics Instruction (S) |
| Related Arts (S) | Science, Social Studies, Health Instruction (S) | | Related Arts (S) | Science, Social Studies, Health Instruction (S) |
| Student Work Time/Supports (A) | Student Work Time/Supports (A) | | Student Work Time/Supports (A) | Student Work Time/Supports (A) |

(S) = Synchronous, teacher-led instruction or supports. (A) = Asynchronous, independent student work.

The sample schedule above is for a grade 3 student. Related Arts days/timing varies by grade level. Detailed teacher and student schedules by grade level are included in Appendix D.

Prekindergarten Students

In the virtual instruction model, prekindergarten students will engage in daily synchronous lessons four days a week. Lessons will be interdisciplinary in nature, with a focus on literacy, science, social-emotional learning and mathematics, and will be delivered in both the small- and whole-group setting. Small-group instruction will be differentiated to meet the individual needs of learners, while whole-group instruction will allow students the opportunity to interact with their classmates in an inclusive setting. Teachers will utilize the Connect4Learning curriculum to deliver instruction through Google Meet.

Students also will engage in asynchronous learning activities and assignments using the Canvas learning management system. Depending on the type of pre-K program, students also may engage in

asynchronous eLearning assignments. Asynchronous learning activities will be aligned to the Maryland Early Learning Standards (language & literacy, mathematics, social studies, science, healthy, physical education, fine arts and social foundations) and current units of instruction in the Connect4Learning program. Teachers are required to ensure that all posted materials and external resources are ADA-compliant and accessible.



Within the student and teacher schedule, there additionally are designated synchronous support sessions for students and families. Family sessions are intended to provide ongoing, individualized support throughout distance learning by fostering parent-teacher collaboration, clarifying learning expectations, and communicating instructional progress. Students receiving additional supports, specifically designed instruction or related services during the year, will receive services during times that do not conflict with synchronous lessons. More information is provided in the Addressing Student Needs section of this plan.

Detailed teacher and student schedules are included in Appendix D.

Assessing Instructional Level

With an extended school building closure, students may experience learning gaps and/or learning loss. Assessing instructional level will serve as a critical data point to provide students with appropriate supports during instruction to mitigate these learning gaps. Multiple measures will be used by teachers to determine instructional levels and supports.

Mathematics

At the elementary level, grade-level standards-based data, centered on numbers and operations as well as algebraic thinking and problem solving, will be provided through the use of DreamBox, adaptive instructional software for mathematics. Teachers will administer number readiness assessments when considering a change in students' instructional placement. Number readiness assessments are detailed, interview-based assessments that provide information about number sense, operational sense and problem-solving skills. Teachers also will collect and use formative assessment information through daily synchronous instruction, including standards-based exit tickets and weekly progress checks.

At the secondary mathematics level, staff will administer pre- and end-of-unit assessments to students in mathematics courses, Mathematics 6 through Algebra II. At the start of each unit is a pre-unit diagnostic assessment, designed to address prerequisite concepts and skills for the unit. Teachers can use these problems to identify students with particular below-grade needs or topics to carefully address during the unit. These assessments may include problems that assess what students already know of the upcoming unit's key ideas, which teachers can use to pace or tune instruction. In certain cases, this may

signal the opportunity to move more quickly through a topic to optimize instructional time. Teachers address below-grade skills while continuing to work through the on-grade tasks and concepts of each unit, instead of abandoning the current work in favor of material that only addresses below-grade skills. Completing each unit is the end-of-unit assessment. These assessments have a specific length and breadth, with problem types that are intended to gauge students' understanding of the key concepts of the unit while also preparing students for state-mandated, end-of-course assessments. Problem types include multiple choice, multiple response, short answer, restricted constructed response and extended response. Problems vary in difficulty and depth of knowledge.

The measures will include Measures of Academic Progress (MAP), which is a norm-referenced assessment for determining proficiency and student growth in elementary and middle schools.

Language Arts

Elementary students in grades K-5 will participate in asynchronous reading experiences in Lexia Core5. Lexia Core5 placement assessment and real-time performance data will be used to analyze student progress and determine progress toward year-end benchmarks. Teachers can utilize Lexia Core5 data to ensure continuous progress in reading standards with a focus on foundational skills, comprehension and vocabulary. Primary teachers will utilize Being a Reader placement assessments, writing tasks and formative assessments to assess the reading progress of individual students in grades K-2 to determine instructional gaps in literacy standards. Classroom teachers will review formative and summative assessments aligned to reading instruction to determine students' progress toward grade-level expectations.

Secondary Language Arts instructional levels will be determined by using diagnostic samples for reading and writing at each grade level. The progress of all secondary students will be measured using common assessments at each grade. Teachers will use these diagnostic samples to address learning needs within instruction.

The measures also include Measures of Academic Progress (MAP), which is a norm-referenced assessment for determining proficiency and student growth in elementary and middle schools. MAP provides teachers with accurate and actionable evidence to help target instruction for each student.

Other Content Areas

For other content courses, staff will administer a variety of formative assessments, including but not limited pre-assessments, checks for understanding, and performance assessments to assess student readiness and determine potential gaps in understanding. Teachers can use these assessments to identify students with particular below-grade needs or topics to carefully address during the unit. These assessments may include problems that assess what students already know of the upcoming unit's key ideas, which teachers can use to pace or tune instruction. In certain cases, this may signal the opportunity to move more quickly through a topic to optimize instructional time. Teachers address below-grade skills while continuing to work through the on-grade tasks and concepts of each unit, instead of abandoning the current work in favor of material that only addresses below-grade skills. At

the end of each unit, staff administer end-of-unit assessments, which may include, but are not limited to, tests, performance assessments, and culminating writing assignments. These assessments are intended to gauge students' understanding of the key concepts of the unit while also preparing students for state-mandated assessments and/or end-of-course assessments.

Student Acceleration

The HCPSS has established a variety of intervention programs for students struggling. At all elementary schools, students can also receive beyond school day academic interventions through the 21st Century Community Learning Center grant-funded Bridges programs, Title I programs or CARES Act Tutoring Funds.

Students at all elementary schools are also eligible for selection for Academic Intervention Summer School, based on academic underperformance and/or extended school year time in their IEPs. Students can also attend the BSAP (Black Student Achievement Program) Math Academy on Saturdays to receive additional assistance strengthening their skills and becoming more confident of their mathematical abilities.

Students at all middle schools and high schools can attend the Academic Intervention Beyond School Day program and receive additional assistance in mathematics and/or reading/English language arts. These programs have been supplemented with CARES Acts Funds. Middle and high school students underperforming can also receive additional instruction through seminars, in addition to their on grade level English and mathematics courses. More information is outlined in the Additional Supports section of this plan.

Digital Tools

The HCPSS digital ecosystem for virtual instruction is rooted in three core principles: providing high quality instruction, ensuring accessibility and protecting student data privacy. While HCPSS deployed many essential digital tools during the Continuity of Learning period, we are creating a more robust instructional experience for the upcoming semester of virtual instruction, which will include consistent templates in Canvas, the learning management system; clearly communicated teacher expectations for using Canvas calendars, modules, and templates; and support resources for students and families to communicate how to use the digital tools.

Our digital ecosystem contains three integrated core platforms:

- Canvas: learning management system
- G Suite for Education: collaborative digital tools
- Synergy: student information system and parent portal

In addition, we are deploying a suite of curricular digital tools, including, but not limited to:

- MackinVIA: digital resources and databases
- NewsELA: digital content and lessons
- Lexia Core5: adaptive reading lessons
- DreamBox: adaptive math lessons
- Actively Learn: digital content and lessons
- CommonLit: digital content, resources and lessons
- BrainPOP: digital content, online learning games and activities
- DBQ online: digital content and lessons for AP courses



Attendance and Grading

Student attendance for Monday, Tuesday, Thursday and Friday instruction will occur as follows:

- At the elementary level, both the homeroom teacher and mathematics teacher will take attendance, noting whether students were present online for synchronous instruction.
- At the middle and high school level, each teacher will take period attendance, noting whether students were present online for synchronous instruction.
- Daily attendance will be based on teacher-recorded attendance for the entire school day.
- If there is technical difficulty, a student may submit asynchronous work for a particular day to receive credit for attendance.

Student attendance for Wednesday instruction will occur as follows:

- A student will be counted as present if they do one or more of the following:
 - Submit an assignment to one of their teachers
 - Engage in synchronous instruction or tutoring with an HCPSS teacher
 - Meet online with an HCPSS teacher or service provider
 - Complete work in the Canvas learning management system, DreamBox or Lexia Core5

Student grading will follow traditional grading practices outlined in HCPSS Policy 8010 – Grading and Reporting: Pre-Kindergarten Through Grade 5 and HCPSS Policy 8020 - Grading and Reporting: Middle and High School. Staff are currently determining policy adjustments that may be needed for virtual instruction.

Career and Technical Education (CTE)

Career and Technical Education (CTE) career academies will be offered both through classes typically based at our technology center located at the Applications and Research Laboratory (ARL) and the individual high schools. Each career academy may provide the opportunity to earn postsecondary and/or industry credentials and participate in work-based learning experience.

The ARL career academy courses will be year long courses offered both semesters through the 4x4 schedule while the career academy courses based at the high schools will be offered on a semester basis through 4x4 schedule. The students enrolled in ARL career academies may be provided supplies and tools, so that hands-on activities may continue safely at home. In addition, ARL teachers may choose to teach classes from the classrooms located at the ARL, so that use of required equipment may be demonstrated during the synchronous classes.



The national certification exams which must be offered at an approved testing center will continue to be offered to small groups of students throughout the year. Work-based learning experiences that are associated with career academies may begin once students are able to physically return to the classroom.

Career and Technical Education (CTE) graduation requirement courses will be offered at the middle schools and high schools. Curriculum is being updated this summer to meet the requirements of the 4x4 schedules.

Dual Enrollment

Dual enrollment opportunities will continue to be available to students. Students can continue to enroll in courses based at Howard Community College (HCC), HCPSS' primary partner for dual enrollment, and earn college credits in an inclusive and nurturing environment. Courses at HCC can be taken for dual credit (reciprocal HCPSS and HCC credit) or dual enrollment (HCC credit only). Details on how students can request to take HCC-based courses can be found at <http://www.hcpss.org/f/connect/request-jumpstart-guide.pdf>. Pre-approved courses can also be taken for HCPSS credit at other institutes of higher education based on individual student requests (these requests require at least eight weeks processing time).

High-school based college credit will also be available for the 2020-2021 school year. These will be high school courses infused with college content taught by HCPSS teachers who are also approved HCC adjunct faculty. All course materials have been developed and approved by both HCPSS and HCC. Students will be required to complete an HCC application for admission as well as register and pay for college credit in the high school-based course. Credit will be awarded by both HCPSS and HCC upon successful completion of the course. HCPSS and HCC academic requirements still apply for students seeking to earn college credit in high school-based dual enrollment courses.

Implementation of Special Education Services

Development of IFSP/IEPs in accordance with IDEA, COMAR, and MSDE Guidance

Early intervention and special education services will be provided to children and students from birth to age twenty-one. Current Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) for students will guide the specially designed instruction and related and support services to be provided during virtual schooling and other opportunities for learning during the first semester of 2020-2021.

As stated in the U.S. Department of Education - Office of Special Education and Rehabilitative Services guidance, "If an LEA (local education agency) continues to provide educational opportunities to the general student population during a school closure, the school must ensure that students with disabilities also have equal access to the same opportunities, including the provision of FAPE (Free and Appropriate Public Education)." Additionally, the guidance states that schools must ensure that "to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP (Individualized Education Program) developed under IDEA (Individuals with Disabilities Education Act), or a plan developed under Section 504."

IFSP and IEP teams operate from the assumption that every student's IFSP or IEP can be implemented as written in the student's currently active IFSP or IEP. Training was provided to reinforce this expectation. Only where a particular support, service, or goal cannot be provided or addressed as it is written during virtual learning, are IFSP and IEP teams permitted to propose changes to the IFSP or IEP.

IFSP and IEP teams have also received training on alternate ways to provide the supports and/or services that cannot be provided as written to address the underlying skills deficit. In addition, they received training on alternate ways to address annual goals/objectives that cannot be addressed virtually to address the underlying skill that is being targeted.

Finally, IFSP and IEP teams received training on how to document the proposed changes. Any changes to the IFSP or IEP must be documented in the discussion boxes of the IFSP or IEP itself using language around "during virtual learning . . ." These proposed changes are presented to the parent on a form entitled Alternative Service Delivery Model (ASDM) Plan. This form serves as notice to the parent of proposed changes to the IEP. These important discussions and decisions will occur during IFSP/IEP team meetings or during conferences agreed upon between the parents/guardians and essential members of the child's school team in order to document the services. Most documents necessary for this process are available to IEP/IFSP teams online. If there are essential documents needed located within the school building, HCPSS school-based administrators have a process in place for staff to retrieve these documents as required.

After training the IEP and IFSP teams, Central Office staff hold weekly office hours to respond to ongoing questions. Additionally, Central Office staff use the questions at the weekly office hours to create an

FAQ document. Biweekly meetings with special education instructional team leaders are held to further review and update procedures for these school-based leaders. All professional learning materials, including MSDE Technical Assistance Bulletins, are fully available to staff via the HCPSS Learning Management System (Canvas) to ensure staff have full time access to resources to guide the IEP/IFSP process.

In summary, structures for professional learning are extensive and include ongoing training and support with IFSP/IEP development, Alternative Service Delivery Model Implementation, approaches for service delivery as well as data collection and progress monitoring. The central support team is also assigned to every school to provide direct support for IFSP/IEP meetings and other procedural guidance as needed. The support team also provides clarification to understand technical guidance issued from the MSDE.

The following services and supports are being provided to implement Special Education Services in accordance with IDEA, COMAR, and MSDE Guidance:

Early Intervention Services

Infant and Toddlers Ages Birth-4 (IFSP)

Families who currently receive services via an Individualized Family Service Plan (IFSP) will work closely with their primary service providers to determine the nature and delivery of services. Families prioritize outcomes, service frequency, duration and mode as they work with providers to schedule virtual coaching sessions geared toward building parent capacity for addressing the needs of each child. Planning for additional opportunities to provide services in community settings are underway.

Early Intervention Services Ages 3-5 (IEP)

Pre-kindergarten students receive a comprehensive service delivery approach that includes increased synchronous opportunities with peers as well as asynchronous activities. This will continue to include targeted small group sessions, if appropriate, as well as direct and indirect services through a consultative model as noted in the IEP. Consultative services include a combination of any of the following based on individual student needs: (1) student access to individualized, virtual or daily assigned activities, (2) teacher/family/student check-ins using a virtual coaching model, (3) individualized activities posted for students to access and engage in with a flexible schedule, and (4) co-planned lessons/intervention/activities with a general educator to facilitate access to the general education curriculum. Paraprofessionals will be an integral part of service provision and provide targeted supports aligned to the child's goals and objectives.

School-based Services

Elementary

Elementary students with disabilities can receive special education services in multiple ways. Elementary students will have the opportunity to engage in live sessions with the general educator and their nondisabled peers in addition to receiving asynchronous assignments.

Services, accommodations and modifications will be addressed in both the synchronous lessons and asynchronous activities including Lexia Core 5 and DreamBox. Students have the opportunity for additional support through live virtual support sessions with the general and/or special educator. Additionally, the special educator and other interventionists would also provide specially designed instruction and other instructional interventions through small group synchronous sessions in alignment with the student's IEP. Paraprofessionals will be an integral part of service provision and provide targeted supports aligned to the child's goals and objectives.

Secondary (Middle & High)

Secondary students with disabilities will participate in daily synchronous lessons and complete weekly asynchronous assignments that are accommodated and/or modified according to goals and objectives from the student's IEP. They have virtual check-in opportunities as part of the weekly class schedule with the general educator and/or special educator for additional services or support in alignment with the student's IEP. For students receiving specialized services or instructional interventions such as tutorial, Principles of Math, and Career and Community Exploration, services are provided daily during live sessions with the special educator. Special educators may also provide additional live or online support to students to address individualized needs during the designated additional support times. To address IEP transition goals and activities including career and community experiences, daily lessons and activities will be developed and provided by special educators and transition teachers. Paraprofessionals will be an integral part of service provision and provide targeted supports aligned to the child's goals and objectives.

Countywide Services

Related Services, which include Occupational Therapy, Physical Therapy, and Speech-Language Therapy, will be provided in a direct teletherapy platform. Individualized services may be provided in a coaching model, in small groups/dyads, or through collaborative lessons with educators or other related providers depending on the needs of the learners and the individual goals and objectives being addressed. All providers will collaborate with their general and special education teachers in order to support learners on their caseloads.

Support Services, which includes Vision, Hearing, and Adapted Physical Education, will be providing live sessions with their learners to provide direct instruction based on the learner's individual goals and objectives. In addition, they will be collaborating with the general educator and special educator in order to support general education. Adapted Physical Education Teachers may also be providing asynchronous opportunities for their learners in alignment with the Physical Education Department and according to the learner's goals and objectives.

Cedar Lane School

Cedar Lane School is a public, separate day school for students ages 3–21. The staff and facility at Cedar Lane School provide services to students experiencing significant disabilities as well as

students with autism. Parents are an integral part of the program and a resource for assisting with the instructional process, in addition to being on the educational team for their child.

The Cedar Lane instructional strategies for distance learning are as follows:

- The staff will provide Learning Boxes with instructional materials that are individualized for each student.
- The staff will administer parent surveys to determine specific barriers to participation and assess ways to provide additional support to families and students, including through the use of face-to-face support to small numbers of students.
- The staff will design lessons that will allow students to complete assignments at home and at the student and family's convenience when they are not available for virtual classes.

School-wide strategies for increased family engagement will consist of the following:

- The staff will conduct virtual check-ins during summer for all families, including those whose students are not participating in extended school year (ESY) activities.
- The staff will more clearly define virtual CLS parental involvement expectations during distance learning.
- The staff will plan and provide ongoing parent training sessions to assist families with the implementation of instruction at home.

Monitoring of Special Education Services in accordance with IDEA, COMAR, and MSDE Guidance

HCPSS will be ensuring compliance with the development, implementation, and monitoring of IFSP/IEPs in accordance with IDEA, COMAR and MSDE, Division of Early Intervention and Special Education Services (DEI/SES) guidance. HCPSS special education service providers will receive ongoing support and training in alignment with any alternative service delivery model changes prior to a return to normal operations. Special educators and paraeducators received training on IEP progress monitoring and data collection methods to implement during the alternative service delivery model period as well as normal operations. School administrators and Department of Special Education staff will be involved in monitoring student progress on IEP goals and objectives. Other responsibilities include, but are not limited to, facilitating parent involvement, supporting teacher access to school records, and ensuring data collection systems are in place. Each school also has a special education team leader who supports compliance processes for monitoring as well.

Implementation of Section 504 Plans

The HCPSS will ensure that students with qualifying Section 504 disabilities have equal access to the fully virtual instruction model and other HCPSS opportunities through the student's individual plan in compliance with federal guidelines. Students with Section 504 plans at all levels will engage in the same teacher-lead synchronous (live) instruction, asynchronous assignments, technology resources, additional individual supports, and meal distribution as all HCPSS students. School-based staff will share with families of students who have Section 504 plans how equal access to virtual instruction is provided

through individual plans, which are developed based on the needs of their child. Students' Section 504 plans are shared with staff members to ensure accessibility during the school year and the COVID-19 closure.

Family engagement will be solicited throughout the closure to support the revision of plans as well as to provide input and answers to questions. Required Section 504 meetings following federal timelines will continue to be completed virtually or via phone until in-person meetings are deemed safe. This allows for the Section 504 process to continue uninterrupted during the physical closure of school buildings. Evaluations for the purposes of initial eligibility and reevaluation will continue and any face-to-face assessments needed will be completed in a manner consistent with the health and safety needs of students and staff.

Implementation of Instruction for English Learners

HCPSS put several supports in place in order to provide instruction to English learners and make communications accessible to families. All system messages to families and community members, and Phase 1 and 2 "Supporting Students at Home" guides were translated into Spanish, Chinese and Korean. To gather accurate data about technology needs, achievement liaisons contacted families and were available at food distribution centers to assist with the technology surveys. As HCPSS moved to Phase 3 of the Continuity of Learning plan, all educators received training to ensure that they understood expectations for supporting English learners (EL) by reviewing EL plans including student accommodations adapted for distance learning.

The following instructional plans are designed for English learners:

Elementary

English learners who receive EL-specific English-only language development may engage in weekly small group, live synchronous lessons via Google Meet with an ESOL teacher. The ESOL teacher will collaboratively plan and co-teach with classroom teachers to ensure that English learners receive simultaneous classroom and academic language instruction, as well as necessary accommodations and targeted language supports. All English learners receive differentiated instruction and appropriate EL accommodations from certified content teachers and ESOL teachers in their instructional schedule.

Secondary (Middle & High)

English learners who receive EL-specific English-only instruction through an English Language Development course will have live synchronous lessons via Google Meet with an ESOL teacher and weekly learning assignments to target their academic language development. English learners who receive ELD instruction through mixed classes with English-only support will have co-taught live synchronous lessons via Google Meet with an ESOL teacher and differentiated weekly learning assignments with targeted language supports. Classes will address MCCRS Speaking and Listening standards to ensure that language development continues to be a focus

during distance learning. All English learners receive differentiated instruction and appropriate EL accommodations from certified content teachers and ESOL teachers in their instructional schedule.

Maintaining Health and Safety

During virtual instruction there will be opportunities for staff and small groups of students to utilize school buildings. All staff and students entering HCPSS locations are expected to follow health protocols as indicated by the CDC, Maryland Department of Health (MDH), and the HCHD. As guidelines are updated by these organizations, the protocols for staff and students in HCPSS buildings will also be updated. Signage will be placed at the entry and throughout buildings to alert staff and students of the need to wear face coverings; maintain social distancing; perform proper, frequent handwashing and hand sanitizer usage; to return home if experiencing symptoms; and alert school administrators of symptoms.



Building Preparation:

Physical and operational changes to support safe and healthy learning environments for the education of Howard County students are currently being implemented by the Division of Operations. As school resumes in a virtual format, HCPSS Custodial Services are committed to adhering to all necessary cleaning protocols and precautionary guidelines outlined by the Maryland Department of Health and CDC. The virtual instruction for students and limited access by staff will allow time for custodial teams to thoroughly clean and disinfect the buildings on a daily basis. Custodial Services will provide each custodial team with written direction and training on safely storing cleaning materials, a cleaning schedule for implementation, and an outline of daily expectations for increased routine cleaning and disinfection. The instructions will include processes for high-touch areas in classrooms, offices, restrooms, public areas, health suites and other areas. School buildings will be cleaned and disinfected every evening with a special emphasis on surfaces frequently touched throughout the day. Frequently touched surfaces include, but are not limited to, desks, door handles, water fountains, sink fixtures, and toilets. The work shifts for custodial staff may be adjusted to ensure routine cleaning and disinfecting are performed.

The front office of each school is being provided with freestanding clear Plexiglas barriers or guards for office desks and other public-facing staff member areas. There will be a table or drop box in the vestibule or front entry hallway to allow parents or others to drop off items for students and/or staff. School administrative staff will provide signage to instruct visitors on the procedures to be followed.

The detailed building modifications and cleaning protocols are outlined in Appendix E. The full plan for reopening central office locations can be found in Appendix F.

Prior to Entry:

Staff must complete the online training module for COVID-19 through the HCPSS SafeSchools platform, which will include training on many topics including proper use of face coverings, hand washing, social distancing and symptoms of COVID-19. Staff will be asked to complete a health status questionnaire ([similar to the CDC version](#)) to assess their [symptoms](#) related to COVID-19 and their general health status.

If a staff member has any symptoms, they are to stay home, except to get medical care, and avoid any public areas. They are to remain home until cleared to return:

- By their primary care physician or contact tracer,
- At least 10 days since symptoms first appeared AND until no fever for at least 24 hours without medication AND improvement of other symptoms, or
- If they received a negative COVID-19 test and are free from symptoms.

Parents/Guardians will be given information to share with their children regarding hand washing, face coverings and social distancing. Once students access the building, they will be educated on those same aspects again. Parents/guardians will assess their children for [symptoms](#) of COVID-19 illness and refrain from sending/transporting them to school until after they have been symptom-free at least 10 days after the onset of symptoms, have no fever for at least 24 hours without the aid of fever-reducing medication, and have continued improvement of symptoms and/or medical consult with their primary care physician.

Upon Entry:

The Maryland State Department of Education (MSDE) and the Maryland Department of Health (MDH) developed a guidance document regarding the use of face coverings in the school setting entitled Guidance for Use of Cloth Face Coverings in Schools - Appendix G. Face coverings are not considered personal protective equipment (PPE), however the face covering does offer protection to others from expelled, viral droplets. To prevent the spread of the COVID-19 virus, the CDC recommends the use of cloth face coverings in schools.

HCPSS Staff will wear a cloth face covering, over their nose and mouth while approaching and inside school and office facilities. Face coverings may be removed while an employee is alone in an enclosed office or classroom. Surfaces exposed while not wearing a face covering must be disinfected. Face covering must immediately be put back on whenever another individual enters the space. Face covering should not be worn if a person is experiencing difficulty breathing. Staff that are unable to wear a mask will need to cover their coughs and sneezes. Staff will maintain social distancing of at least 6 feet and not congregate in the building. When close interactions are required or when working with students who are unable to wear a face covering, additional staff PPE will be required. For example, it may be necessary for a staff member to wear eye protection or gloves.

HCPSS Students over the age of 2 will wear face coverings while receiving services in the buildings. Some students will be unable to wear face coverings due to developmental or medical complications. In these cases we will emphasize social distancing between individuals. All students will be reminded of proper hand washing techniques and social distancing practices from other students and staff members.



Health Services staff will be available in the building to assess students and staff as needed and will be provided appropriate PPE for evaluating ill students and staff members and will follow isolation protocols per the CDC, MDH and HCHD. MSDE has provided guidance for assessing students and staff with symptoms within the document labeled Decision Aid: Exclusion and Return for Laboratory Confirmed COVID-19 Cases and Persons with COVID-19-like Illness in Schools, Child Care Programs, and Youth Camps - Appendix H.

Coordination with Health Department Including Notifications/Contract Tracing

HCHD performs contact tracings on all Howard County residents who test positive for COVID-19. Any staff member who resides outside Howard County will have contact tracing through their local health department. HCPSS will be notified of a positive case if there is a public health risk to the school community through the contact tracing process. A Health Department Investigator will call a patient to help them remember everyone they had close contact with during the time they may have been infectious. The investigator will call each of the contacts. (To protect patient privacy, contacts are not told the identity of the patient who may have exposed them.) All information is kept confidential. Contacts are provided with education about the infection and key information and support to understand their risk, monitor their symptoms and health, and to prevent the spread of the infection in their households, workplaces and community by staying home and maintaining social distance or wearing appropriate personal protection.

When an HCPSS staff member becomes ill and alerts a supervisor, the supervisor will contact the HCPSS school health services department. HCPSS School Health Services will discuss with the supervisor to follow necessary protocols for alerting close contacts and necessary medical follow-up and give direction to send the employee home.

When a student develops symptoms, the staff member will alert the school health staff of a sick student arriving in the health room. The School Health Services team will assess the student and contact the parent/guardian to pick-up the student for testing. Areas of a school or office that have been used by a sick student or staff member will be cleaned according to the protocols in Appendix E.

Small Group Face-to-Face Instructional Activities

Although HCPSS is providing a fully virtual instructional model for the first semester, it is a goal to explore every available opportunity to engage small numbers of students in face-to-face instructional and well-being support. On July 22, 2020, HCPSS convened a workgroup charged with developing a roadmap that guides the design and implementation of this model. Among the considerations for the workgroup is the health and safety of students and staff, the identification of students and staff participating in this model, transportation models, operational logistics, and communication. To date, HCPSS has implemented face-to-face educational assessments of students throughout the summer. Below is a detailed plan for enhancing the menu of HCPSS options and to expand services to every school by the end of the first marking period. Lessons learned through this initiative will inform the discussions and decisions of the Board of Education and HCPSS leadership as we work toward a return to a fully face-to-face instructional model.

Health and Safety

In order to safely provide face-to-face support to students, HCPSS staff have developed protocols and processes aligned to the guidelines of the Centers for Disease Control and Prevention (CDC), the Maryland Department of Health (MDH), and the Howard County Health Department (HCHD). These protocols and processes are designed to limit the potential spread of COVID-19 to the greatest extent possible. Safety measures in place to accommodate small group instruction include plexiglass sneeze-guards, hand sanitizer stations, social distance and handwashing signage, and directional arrows to minimize contact. Each teacher will be provided two reusable masks and will be required to wear face coverings in HCPSS facilities. Teachers with a documented respiratory medical condition that would interfere in wearing the covering over their mouth and nose, will not be required to wear a face covering. Students over the age of 2 will also be required to wear a face covering. If a student has a respiratory complication or is unable to place and remove the face covering without assistance, the student will not be required to wear a face covering. Staff supporting students that are not wearing face coverings will be provided face guards. Classroom spaces are being setup so that students and staff are able to maintain social distancing. Schools have been outfitted with signage to regulate the flow of student and staff traffic, to provide direction for drinking fountains and restrooms, and to serve as a reminder to wash hands frequently and to wear masks. In addition, each school's HVAC system will be outfitted with the recommended MERV-13 air filters.

Each day, custodial staff will periodically clean and disinfect touch points in restrooms. The frequency of cleaning restrooms will be school specific and will depend on the daily activity of staff and students, building capacity, and number of restrooms used. Disinfectant wipes and a bottle of disinfectant will be made available to staff. The custodial night shift staff will clean and disinfect every evening with a special emphasis on frequently touched surfaces. Frequently touched surfaces include, but not limited to: desks, door handles, water fountains, sink fixtures, and toilets.

The Office of Health Services (HS) staff will support buildings once student groups access those buildings. A school nurse and/or a school health assistant will be present in the building for student groups. Health services staff will be asked to volunteer. In the unlikely event that there are not enough volunteers to cover all school programs, HCPSS will hire contracted employees to staff schools. HS staff will be available to assess students and staff who are exhibiting symptoms of COVID-19-like illness (CLI) and respond appropriately as designated by the Maryland Department of Health (MDH), The Centers for Disease Control and Prevention (CDC), and the Howard County Health Department (HCHD). Personal Protective Equipment (PPE) has been purchased through the operating budget to provide each nurse

with N-95 masks, isolation gowns, and face shields (to use in health evaluations of students). The operating budget has also funded the purchase of two (2) reusable face coverings for each HS staff member for general operations.

Prior to entry into the building, all students and staff will be performing a self-assessment of their health by using a [symptom checker](#) through the CDC. Once at a school, when there is a student exhibiting symptoms of CLI, the staff member/teacher working with the student will call the health room to alert the HS staff that a student will arrive at, or be safely escorted to, the health room. The staff will don appropriate PPE and assess the student. If needed, the parent will be called to pick up the student and medical follow-up will be recommended. The staff member/teacher will be asked to identify close contacts in the classroom (persons closer than 6ft for longer than 15 minutes). Those persons will then be sent home and informed to quarantine for 14 days in the interim until the CLI student is evaluated by a medical professional. If the student is negative for COVID-19 or is diagnosed with another medical diagnosis, the close contacts may return to school. If the student tests positive, the close contacts will remain in quarantine for the full 14 days.

When a staff member exhibits symptoms of CLI, the same process will occur. Consultation with the HCHD will occur as needed to identify close contacts and to obtain updated guidelines for cleaning and disinfecting, exclusion, and possible closure of classrooms.

The health and safety of our students and staff is paramount. HCPSS will continue to closely monitor the wellness of our stakeholders and stand ready to make program adjustments as needed. For more information, please refer to the HCPSS Return to Workplace Plan - Appendix N

Program Identification and Student Selection

The HCPSS Strategic Call to Action is centered on making data-driven decisions for program improvement. Analysis of student engagement and achievement data reveals a number of student groups that are not engaging or achieving at the same rate as their peers. This includes students who identify as Black/African American or Hispanic/Latino as well as students receiving Special Education, English Learners, Free and Reduced-price Meals (FARMs) services. Student group needs served as a driver as the workgroup prioritized programs for a face-to-face model. The face-to-face support programs will be offered as half-day or full-day programs. The program support schedule is designed to align with the regular school schedule so that students can receive support while remaining engaged in their regularly scheduled virtual lessons. To minimize the risk of infection spread, students would bring their HCPSS-issued device and be supervised by HCPSS instructional staff in a socially-distanced environment. Students engaged with half-day morning or full-day programs will arrive at school prior to the scheduled start time and will receive program support and attend their virtual lessons in the school building. After the morning instructional block concludes, students in a half-day morning program will be transported home and then buses will transport students in the half-day afternoon program to school. Students in the afternoon program will receive program supports and attend their virtual lessons in the school building. At the end of the day, students in the half-day afternoon and full-day programs will be transported home.

Sample Face-to-Face Support Schedule

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|---|---|--|---|---|
| Before school | Students arrive at 8:15 | Students arrive at 8:15 | Face-to-Face Support Programs are not in session <i>Subject to change</i> | Students arrive at 8:15 | Students arrive at 8:15 |
| AM Block | Students receive support and attend virtual classes | Students receive support and attend virtual classes | | Students receive support and attend virtual classes | Students receive support and attend virtual classes |
| Lunch Block | Break/Travel | Break/Travel | | Break/Travel | Break/Travel |
| PM Block | Students receive support and attend virtual classes | Students receive support and attend virtual classes | | Students receive support and attend virtual classes | Students receive support and attend virtual classes |
| After school | Students depart at 3:30 | Students depart at 3:30 | | Students depart at 3:30 | Students depart at 3:30 |

The following table of Face-to-Face, Small Group Support Programs provides a summary organized by launch date. Please note that, for some programs, in-person family tours will be available so that interested families may preview the established health and safety provisions.

NOTE: Program descriptions for small group are included in Appendix O.

Summary of Face-to-Face, Small Group Support Programs

| Anticipated Launch Date | Programs | Program Locations |
|--------------------------------|-------------------------------|--------------------------|
| September 21 | Teen Parenting Program | Wilde Lake HS |
| September 28 - October 5 | School-Based Learning Centers | All Schools |
| October 5 | In-Person Family Conferencing | All Schools |

| | | |
|--------------|---|---|
| October 5-12 | Infant & Toddler Program (Birth-3, IFSP and 3-4 Extended IFSP) | BSES, MWES, GCES, RBES, VES |
| | Cornerstone and Structured Environment for Active Learners at Cedar Lane School | Cedar Lane School |
| | Cedar Lane - Transitioning Youth 18-21-year-olds | Cedar Lane School |
| | Homewood Bridges Program | Homewood School |
| November 5 | Cedar Lane School - K-12 classrooms | Cedar Lane School |
| | Regional Early Childhood Programs (RECC): Multiple Intense Needs Class - Early Learners (MINC-EL) | BBES, DRES, DOES, BPES, RES, LWES, VES |
| | Elementary Regional Special Education Programs | DLES, PRES, IES, HHES, WatES, FES, THES, BSES, BPES, DOES, CES, WavES, BPES, RoES, WoES, TRES |
| | High School ALS (Transitioning Youth 18-21-year-olds) | All HSs |
| November 30 | Regional Early Childhood Programs (RECC): Multiple Intense Needs Class- PreK (MINC-PK) | BSES, BBES, DOES, DLES, FES, GCES, HHES, IES, LoES, PRES, RoES, RuBES, VES, WatES, WvES, WoES |
| | Students Receiving Resource Room Services | All ESs, MSs and HSs |
| | Middle and High School Special (regional and local) Specialized Programs | All MSs and HSs |

Transportation

The Office of Transportation will design transportation routes based on student participation data. Participating families will be asked to complete a survey to indicate whether or not they will be using bus transportation. Buses will transport students to and from school twice per day. Specialized transportation will be available for students requiring this service. Bus drivers will be trained to ensure that they are aware of and implement appropriate health and safety protocols. In addition, school buses will be disinfected daily in accordance with safety guidelines.

Food and Nutrition Services

Meals will be provided free of charge to all students, through December 31. Grab and Go meals will be available for pick up, as ordered between 10:45 - 12:45 at each school.

Program Staffing

A fully trained staff is required to effectively support students in a face-to-face small group environment. Staffing needs will be based on student participation. For each instructional program, HCPSS will reach out to appropriate staff to request volunteers to provide face-to-face support. For some programs, *Providing a Safe Place for Struggling Students to Learn*, for example, the pool of volunteers who could support the program is large. For others, like *Supporting Students at the Cedar Lane School*, the pool of viable volunteers may be small. In the event that the number of volunteers is insufficient for a specific program, the program will not be offered in that school. HCPSS will look for opportunities to support students in neighboring schools if space exists.

Homewood Center and Applications and Research Laboratory

Homewood Center:

Homewood is an alternative program for students in grades 6-12 who need additional supports not available in their home schools. In addition to following the level-specific virtual instruction models for middle and high schools, Homewood will provide several programmatic components and supports to participating students, staff and families during the reopening period. Coaching sessions will occur with every Homewood student every 2-3 weeks. In these sessions, students in grades 6-7 will participate in career and strength exploration work while students in grades 8-12 will work in small groups with their chosen coaches to focus on their post-secondary plan.

Every week, mental health therapists and school psychologists will participate in daily one-to-one telehealth sessions with all students. Those students receiving counseling with an outside agency will continue to receive that support as well as a weekly check-in with a school therapist/psychologist. These sessions will focus on mental health and special education needs, issues surrounding trauma responses both prior to the pandemic and during this current context, and academic check-ins. As an extension of these sessions, those staff will act as liaisons between students, teachers and families to ensure basic, academic and mental health needs are aligned and met. Every week, the therapists and psychologists, as well as two school counselors, will provide weekly therapy/counseling groups for identified students. These groups will focus on social skills, safe relationships and substance abuse.

During synchronous learning, students in each program will have a separate behavior support/calming/regulation/sensory virtual room to go to if needed. These virtual rooms will be staffed by mental health technicians. The goal is to support the student in order for them to return to

instruction. Bi-weekly family support will be offered. The goal is to have ongoing contact with families to ensure they have access to community resources, support structures, food/hygiene/household needs, technology support and themed information sessions.

Applications and Research Laboratory (ARL):

ARL is the CTE center for high school students and offers centralized academy programs in unique content areas with many opportunities for internships and real world experiences. ARL is the CTE center for students in grades 10-12. The following programs are offered at ARL:

- Academy of Finance
- Academy of Health Professions
- Aerospace
- Animation and Interactive Media
- Agriculture Academy
- Architectural Design Academy
- Automotive Technology
- Biotechnology Academy
- Construction Management Academy
- Cybersecurity Networking Academy
- Early College Program - Cybersecurity
- Graphic Design
- Homeland Security and Emergency Management Academy
- HVAC
- Systems and Project Engineering Academy

The ARL schedule for 2020-21 will be aligned with the 4x4 schedule model being implemented for all HCPSS comprehensive high schools. The Junior level (2-credit) courses will be offered during Period 1 for both semesters. The Senior level (3-credit) courses will be offered during Periods 3 and 4 for both semesters.

Teachers will use a combination of options to teach the synchronous classes, including:

- Teacher presentation
- Small group student work
- Individual work
- Guest speakers
- Simulated lab activities
- Videos of hands-on learning activities
- Simulated work-place activities

Additional supports being developed to support instruction and student engagement include:

- Determining specific materials and devices for specific courses that may need to be distributed to individual students
- Allowing ARL teachers to teach the synchronous classes from their classrooms so that equipment can be demonstrated
- Planning to open the testing site at ARL with social-distancing constraints in mind
- Collaborating with business partners to enhance virtual opportunities
- Engaging families to support students

Fall Sports

In accordance with the Maryland Public Secondary Schools Athletic Association (MPSSAA) Roadmap to Recovery for Interscholastic Athletics, HCPSS established a Return to Play committee in June 2020.

This committee has been facilitated by the Coordinator of Athletics, and includes the Coordinator of Health Services, the Superintendent's Designee (Community Superintendent for Area 1), principal representative, athletics and activities manager representative, fall season coach representative, athletic trainer representative, Division of Operations representative and the Director of Pupil Transportation. This committee has connected with the local health department when creating guidelines and recommendations for our school system.



The Coordinator of Athletics and the Return to Play committee have reviewed the MPSSAA roadmap and determined procedures for any possible return to play. [An HCPSS Fall Athletics Frequently Asked Questions document](#) was created and has been posted on the school system website with regular updates. It was also determined in June 2020 that no in-person instruction or training would take place until further notice. Coaches have been allowed to hold virtual meeting sessions with their teams and provide conditioning routines and drills that student-athletes could accomplish individually.

The Maryland Public Secondary Schools Athletic Association (MPSSAA), in consultation with the Maryland State Superintendent of Schools, the Maryland Department of Health (MDH), and the Public School Superintendent Association of Maryland (PSSAM) has postponed the 2020 high school fall and winter competition season for the first academic semester. The Howard County Public School System Athletics Framework for 2020-21 is included in Appendix M.

Registration for HCPSS fall and winter athletics will remain closed and the community will receive notice when it reopens. Decisions regarding extracurricular activities for all levels also are under consideration.

The HCPSS Return to Play committee under leadership of the Coordinator of Athletics will continue to meet and plan recommendations for our school system athletic program based on guidelines provided by MPSSAA/MSDE.

Additional Supports

Tiered System of Supports for Mathematics and Language Arts

Mathematics

A system of tiered supports for elementary and secondary mathematics will be provided synchronously and asynchronously. Data from the tools mentioned in the Digital Tools section will be used to identify student entrance and exit from these interventions. First instruction (Tier I) will feature standards-based, grade-level tasks taught synchronously by classroom teachers.

In elementary schools, Tier I will also include 10-15 minutes of DreamBox (highest evidenced-based intervention rating, www.evidenceforessa.org) and teacher-assigned tasks for asynchronous work. Supplemental intervention (Tier II) will be small-group, synchronous instruction focused on fragile or incomplete understanding of prior grade skills and concepts. Tier II asynchronous instruction will include additional time on DreamBox for assigned lessons focusing on targeted, prior-grade level content. Grades 2-5 Tier II support will also include student use of XtraMath for work with basic fact recall and computational fluency. Intensive intervention (Tier III) will focus on previous grade level(s) skills and concepts. Synchronous instruction will use focusMATH, which also receives the highest rating for evidence-based intervention programs. FocusMATH will be taught in small groups. Tier III instruction will also include asynchronous assignments on DreamBox.

In addition to utilizing the Tier I curriculum support materials from Illustrative Mathematics/Kendall Hunt (delivered via Canvas and receiving the highest ratings from www.edreports.org), secondary mathematics teachers will use ASSISTments (Tier I) and DreamBox (middle school) online programs, to give students immediate support and compile data to help inform and improve instructional support. These programs receive the highest evidence-based intervention rating (www.evidenceforessa.org) and show strong evidence for meeting ESSA standards. Staff will use Illustrative Mathematics/Kendall Hunt curriculum resources (including teacher guides and consumable and non-consumable materials) to support Tier I mathematics instruction and for small group/individual support (Tier II and III), as needed. Students needing Tier III support will be provided with Illustrative Mathematics/Kendall Hunt print versions of student texts.

Additionally, secondary mathematics staff will provide small group tutoring (Tier III support) for students enrolled in Mathematics 6 through Algebra 2. Middle and high schools will enlist the support of 4-8 mathematics tutors to work with 1,875 students (275 in grade 6, 400 in grade 7, 150 in grade 8, 350 in HS Algebra I, 35 in HS Geometry, and 350 in HS Algebra 2) over an 8-week tutoring program. Each week, students will engage in two, one-hour tutoring sessions. Sessions will focus on essential skills and concepts for the grade/course level.

Language Arts

A system of tiered supports for elementary language arts will be provided synchronously and asynchronously. First instruction (Tier I) will feature standards-based, grade-level reading and writing experiences taught synchronously by classroom teachers.

Reading Specialists will provide targeted interventions to students in grades K-12. Student success is contingent on a consistent match of effective explicit instruction to student needs. Intensity varies with

group size, the frequency and duration of intervention, and the expertise of the professionals providing instruction. These services and interventions are provided in small-group or individual settings in addition to instruction in the general curriculum. Student progress is monitored on a regular basis with clear entrance and exit criteria.

In Kindergarten to Grade 5 elementary classrooms, Tier I supports will also include 20 minutes of Lexia Core5 eLearning and teacher-assigned tasks for asynchronous work. Reading Specialists, Title I interventionists and Special Educators will provide reading intervention (Tier II and Tier III) to individual and small-groups of students. This synchronous instruction will focus on specific reading deficiency by providing direct instruction utilizing focused interventions. There will be specific entrance and exit criteria and data collection for each student to monitor interventions.

Students who are identified as struggling readers participate in interventions based on their identified needs. Interventions are typically incorporated into the daily reading rotation and differ based on the aspect of reading that particular students find most challenging. Some of the reading interventions that are available are SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), Really Great Reading, LLI (Leveled Literacy Intervention) and Lexia Core5 supplemental resources.

In middle and high schools, students who are enrolled in a scheduled period for reading interventions (seminar) for comprehension or decoding will have direct instruction, weekly check-ins and learning assignments with their reading seminar teacher. ELA teachers, special educators and ESOL teachers will continue to consider reading needs of their learners as they plan instruction in this distance learning model. Students who are enrolled in middle school reading seminar courses are provided with targeted support to address their specific needs in the areas of decoding, fluency and comprehension. Reading seminars focus on eliminating achievement gaps by accelerating student growth.

The middle school reading intervention to support students who need assistance with decoding and comprehension is Seminar D. It provides explicit and systematic instruction in critical foundational skills using a multi-sensory approach using a blended learning model. Instruction focuses on phonological automaticity, reading fluency, comprehension, vocabulary and writing. System 44 is the primary curricular program used in this seminar. Reading specialists address phonemic fluency in small group instruction with an individualized software component, which includes multiple texts, video and daily guided instruction. Students needing more intensive instruction may use Really Great Reading, which has lessons that explicitly teach phonemic awareness, phonics concepts and word attack skills.

The middle school reading intervention course provided for students who need support with comprehension is Seminar C. It is designed to help students read independently with understanding and to develop the comprehensive skills and strategies of vocabulary, fluency, independent reading and writing techniques. Seminar C primarily utilizes the Read 180 curricula in a blended learning model.

Read 180 meets the needs of at-risk reading students through its innovative use of computer software and small group teacher-guided instruction. The technology component of Read 180 offers differentiated reading instruction to students in an engaging framework. The teacher instructional model of Read 180 provides a balanced literacy program of reading, writing, vocabulary and language. This program will also support a seamless transition for students who progress in Seminar D, with System 44, to Seminar C.

High school strategic reading allows for targeted reading instructional support in the areas of vocabulary, fluency, metacognition and comprehension in all content areas to eliminate achievement gaps. Instruction occurs in a small group setting utilizing research-based instructional strategies. Students are provided with relevant technologies, including collaborative online environments that enhance learning in areas of reading, writing, listening and speaking.

The newly updated version Actively Learn from Achieve 3000 is being used in all 12 high schools. Achieve 3000 uses a Level Set Lexile assessment tool and software that provides teachers opportunities to teach the same topic with differentiated text at individual student Lexile levels. The program aligns with Maryland College and Career-Ready Standards in reading and writing and addresses literacy across content areas.

Students Engaged in Gifted and Talented Programming

The HCPSS strives to meet the academic needs of a variety of learners. Students engaged in gifted and talented (GT) programming will receive the following supports during virtual instruction:

Elementary

GT teachers will provide instruction for fourth and fifth grade GT mathematics classes in both synchronous and asynchronous formats. GT Resource teachers will also provide differentiated instruction through Curriculum Extension Units in grades 2-5. All students in Kindergarten and Grade 1 will participate in Primary Talent Development on a monthly basis throughout the school year. GT Resource teachers will offer GT Instructional Seminars, open to all students, to provide additional enrichment and talent development opportunities.

Middle

Students enrolled in GT classes will receive weekly instruction both synchronously and asynchronously for the designated classes. GT resource teachers are teachers of record for grade 6 GT research classes. Students enrolled in this class will receive synchronous and asynchronous instruction during their designated class periods. GT resource teachers will also offer a variety of humanities and STEM-based Instructional Seminars to provide enrichment and talent development opportunities for all interested students. These seminars will be scheduled once a week during times that do not conflict with synchronous lessons.

High

Students enrolled in GT and AP classes will receive weekly synchronous and asynchronous instruction. In addition, GT Resource teachers are teachers of record for the GT Intern/Mentor classes and for GT Research. Students enrolled in these classes will also receive weekly synchronous and asynchronous instruction during their designated class period.

Students Experiencing Homelessness

The HCPSS strives to connect all students to instruction including the most vulnerable populations. Pupil Personnel Workers (PPWs) case manage all students experiencing homelessness. This includes ensuring

that homeless students receive the protections of the federal McKinney Vento Act, helping students and families access socioeconomic resources, making referrals to community and school-based services, and coordinating with school SST Teams to provide academic, attendance and behavioral supports. Since the closure began in March, PPWs have also assisted with device and internet hotspot deployment to ensure that all students have equitable access to virtual instruction.

During the 2019-2020 school year, HCPSS identified 443 homeless children and youth, including 347 who were enrolled in HCPSS schools. Compared to the previous five school years, this count was far lower than our average of 570 children and youth identified and 466 enrolled in our schools. Given the recent economic impact of the pandemic, we believe there is likely an increase rather than a decrease in homeless numbers and the low count is likely due to problems with identification while school buildings are closed. Therefore, HCPSS will take additional measures to ensure we are identifying as many homeless students and families as possible during the closure. This will include expanded training for all staff and additional case management efforts from PPWs to foster regular communication with families.

The Education for Homeless Children & Youth Program staff (including Title I) will continue to hold weekly virtual meetings during the closure period to continuously collaborate in meeting the needs of homeless families. The Homeless Advisory Committee will also continue to hold fall and winter meetings via online platforms. Guidance from these stakeholder groups will assist in how we reallocate EHCY funding to support areas of increased need for students experiencing homelessness.

Child Care

The HCPSS hosts multiple child care providers for day care and before/after care. Providers are working with the Division of Operations to determine the feasibility for expanding capacity and service hours. All providers intend to assist students with connecting to virtual instructional activities during the school day. HCPSS Food and Nutrition Services will work with the child care providers to supply/purchase nutritious meals for their programs. The Division of Operations is evaluating the child care providers' safety and health protocol plans, the availability of space (giving priority to HCPSS use for teaching and small group) and the use of existing provider locations. Child care providers are working to determine their capacity based on availability of staffing. Families and HCPSS staff members seeking child care should utilize [The Howard County Child Care Resource Center](#) to connect with resources.

Students with Academic and Behavior Needs

The HCPSS strives to address a variety of student learning needs. HCPSS recognizes that there cannot be a "one size fits all" approach to address learning gaps and academic needs, so a variety of approaches were employed to support students during Phase 3 of spring Continuity of Learning. Particular attention was given to students who were engaged in interventions to address reading difficulties and/or mathematics challenges.

HCPSS will utilize a tiered support system to clearly define the instructional materials, data and tools available at each level of need. This system begins with quality first instruction that includes strategies

and tools for general education teachers to differentiate and meet the needs of all of their students. Tier two supports may be provided in a small group format to students with similar areas of need. Tier three supports are more individualized and may be provided by a special educator, academic specialist or tutor.

School teams will work to support student academic and behavioral growth, while ensuring access to needed resources. [Student Support Teams \(SSTs\)](#) at all schools throughout HCPSS will provide a structured process for identifying students’ mental health, academic and/or behavioral needs and connect students/families with appropriate resources. At the elementary level, [Instructional Intervention Teams \(IITs\)](#) will continue to work with teachers to improve student outcomes using a structured problem-solving model. During distance learning, the IIT will focus on supporting teachers to meet the needs of their students through engaging first instruction that builds on student strengths, while creating opportunities for additional instruction and/or practice as needed.

School Teams

| | Academic Support Process | Behavior Support Process |
|------------|--|--|
| Elementary | <p>All students: <u>Interventionists:</u> Resources/ideas to support differentiated instruction. IIT may support.</p> <p>For additional support: <u>IIT Process:</u> Collaborate with the teacher to identify root cause and develop strategies for use by the general educator.</p> <p><u>Intervention with specialist*:</u> Address skill need.</p> <p>*IIT may support students in interventions with classroom-based strategies that <i>match</i> the intervention.</p> | <p>All students: <u>Student Services Staff:</u> Resources/ideas to support classroom strategies.</p> <p>For additional support: <u>IIT Process:</u> Collaborate with the teacher to identify root cause and develop strategies for use by the general educator.</p> <p><u>SST Process:</u> Address student/family resource needs, including mental health. May refer student to intervention with specialist (School Counselor, Social Worker, Alt Ed Teacher, etc) or refer student and/or family to community agency.</p> <p><u>Attendance Team:</u> Provide supports to facilitate attendance. (In some schools this is part of SST.)</p> |

| | | |
|----------------------|--|--|
| <p>Middle</p> | <p>All students: <u>Interventionists:</u> Resources/ideas to support differentiated instruction. IIT may support.</p> <p>For additional support: <u>IIT Process:</u> Collaborate with the teacher to identify root cause and develop classroom-based strategies. <i>(only some schools)</i></p> <p><u>Intervention with specialist:</u> Address skill need (e.g., Reading Specialist).</p> <p><u>SST Process:</u> Adjust class placement and supports to facilitate instructional match</p> | <p>All students: <u>Student Services Staff:</u> Resources/ideas to support classroom strategies.</p> <p>For additional support: <u>IIT Process:</u> Collaborate with the teacher to identify root cause and develop classroom-based strategies. <i>(only some schools)</i>.</p> <p><u>SST Process:</u> Address student/family resource needs, including mental health. May refer student to intervention with specialist (School Counselor, Social Worker, Alt Ed Teacher, etc) or refer student and/or family to community agency.</p> <p><u>Attendance Team:</u> Provide supports to facilitate attendance. (In some schools this is subsumed by SST.)</p> |
| <p>High</p> | <p>All students: <u>Interventionists:</u> Resources/ideas to support differentiated instruction.</p> <p>For additional support: <u>Intervention with specialist:</u> Address skill need (Reading Specialist, Tutorial, etc.)</p> <p><u>SST Process:</u> Adjust class placement and supports to facilitate instructional match problem solving to meet students' changing needs.</p> | <p>All students: <u>Student Services Staff:</u> Resources/ideas to support classroom strategies.</p> <p>For additional support: <u>SST Process:</u> Address student/family resource needs, including mental health. May refer student to intervention with specialist (School Counselor, Social Worker, Alt Ed Teacher, etc) or refer student and/or family to community agency. <i>Note: Some high schools have an additional process for students who have been supported by SST for a period of time and require more intense intervention for dropout prevention.</i></p> <p><u>Attendance Team:</u> Provide supports to facilitate attendance.</p> |

Diversity, Equity and Inclusion Supports

HCPSS' Strategic Call to Action, Learning and Leading with Equity provides the framework for guiding the school system's equity strategy throughout the reopening of school. A crucial part of the reopening centers on the work of the Office of Diversity, Equity and Inclusion (ODEI). The current health crisis has not only exposed distinct gaps in equity, but has also placed a spotlight on many structural racism concerns that must also be examined going forward.

In concert with the Strategic Call to Action, ODEI is guided by the frame: "Building a climate of belonging and a culture of dignity with a racial equity lens throughout the Howard County Public School System."

This frame allows the office to coordinate systemic diversity, equity and inclusion work without elimination of the racial implications of the work. It also applies a racial equity lens that will enhance choices, decision making and allocation of resources; examine any unintended harm; and allow an added layer of anti-racist education to the anti-bias work already underway in the district. This work will be crucial in ensuring that every student within HCPSS is provided the best quality education HCPSS can offer under these unique circumstances. The office will work with system leaders and staff in four areas: professional development, district leadership collaboration, support to schools, and community engagement and partnerships. The following diversity, equity and inclusion activities will coincide with district reopening:

Professional Development

ODEI is working in close connection with the Office of Leadership Development, Office of Teacher and Paraprofessional Development, the Division of Academics, and Division of School Management and Instructional Leadership to provide professional development that focuses on equity, dignity, structural racism, belonging and restorative justice practices, with emphasis on how these show up in virtual spaces and best practices during these unprecedented times. In addition, ODEI is offering professional development on belonging, cultural responsiveness, institutional racism and anti-racist education, and implicit bias.

District Leadership Collaboration

The Director of Diversity, Equity and Inclusion is a sitting member of the Superintendent's cabinet and will continue to be involved in the decision-making process around reopening. ODEI will collaborate with the Office of Program Innovation and Student Well-Being to provide not only social-emotional supports to students during reopening, but also assist in monitoring the engagement of families and outreach as it pertains to digital devices, translation of documents, outreach to families, and other key components to the reopening of school and throughout the year. Additionally, ODEI will work closely with the Office of Curriculum, Instruction and Assessment to ensure curriculum aligns with the district commitment to being diverse and inclusive during this time, and will work with the Offices of Special Education and Program Innovation and Student Well-Being to address the needs of students with disabilities.

Support to Schools

ODEI facilitators are assigned to work with each of the individual schools and school leaders to assist in promoting, developing and addressing diversity, equity, and inclusion issues. This work will continue during reopening. Additionally, each school has a diversity, equity and inclusion liaison within the school to assist school leaders in this work. These liaisons are in close contact with ODEI, and proper supports are given to meet the unique needs of each school. Additionally, extensive work will be done with schools around creating positive school climates and culture that promote a sense of belonging, value

relationships, and honor diversity, particularly among students of color or those who have been traditionally marginalized. This will be extremely crucial at this time.

Community Engagement and Partnership

The Superintendent’s Diversity, Equity and Inclusion Advisory Committee is a vital partner in advising the Superintendent on how issues related to diversity, equity and inclusion are showing up during reopening and beyond. The committee consists of representatives from over 30 community, family and civic organizations, and meets on a monthly basis. The group receives updates on current work, and makes recommendations and/or raises concerns that need to be addressed throughout the process. Additionally, ODEI works closely with the Executive Director of Family and Community Engagement, the Community Superintendents and Performance Directors on proactive engagement opportunities, addressing concerns, and troubleshooting diversity, equity and inclusion issues raised by the community and families.

Supporting Student and Staff Well-Being

Mental Health Screening and Services

HCPSS will continue to strive to identify students who may be experiencing emotional and/or mental health concerns. The Mental Health Screening subgroup is developing protocols to assist teachers in recognizing students who may need additional supports beyond the established school-wide approaches to creating safe and nurturing environments and infusing content instruction with social and emotional learning (SEL). Understanding the added challenges of evaluating student behavior and mental health in a distance learning context, protocols will be designed to be flexible to allow use both during synchronous online instruction and within physical classroom environments.



<https://www.hcpss.org/supports/mental-health-wellness/>

Teachers will then refer students about whom they have concerns to the Student Support Team, who will connect students to in-school and community resources, as appropriate, to address their emotional and/or mental health needs. These supports may include counseling services provided through HCPSS student services staff or one of HCPSS’ community mental health providers. HCPSS will continue to work with the Horizon Foundation to cover treatment costs for students whose families neither qualify for Medicaid nor have private insurance that can cover these mental health services, to ensure equitable supports for all students.

Classroom Supports

A workgroup consisting of diverse stakeholders, including school counselors, school social workers, classroom teachers and Central Office staff from various divisions/departments, is developing classroom supports. This group is developing a yearlong plan to address student well-being; specifically social-emotional learning (SEL) supports that will be put in place to ease transitions, increase positive relationships and a feeling of belonging in classroom communities, and help to alleviate and/or provide

tools for dealing with stress, anxiety and/or trauma. The work of this group is strategically aligned to many other groups working on related initiatives within the frame of “building a climate of belonging and a culture of dignity with a racial equity lens.”

The plan includes opportunities for direct instruction and relationship building that are being built into the elementary, middle and high school schedules. During these blocks of time, teachers will utilize provided resources that will assist them with delivering lessons and facilitating daily (elementary) or weekly (secondary) class meetings. These lessons and class meetings will focus on a cohesive scope and sequence of skills/topics that are developmentally appropriate and based on the [five core competencies](#) of SEL as defined by CASEL.

Additionally, resources will be provided to all teachers to support them with building a classroom community and integrating SEL skills into their specific content area curriculum. Instructional resources will also be created for school counselors to use in classroom settings. Professional learning opportunities will be provided for all staff before students return to school and will continue throughout the year.

Student Services Supports

The Student Services Support workgroup is identifying resources for student services staff members to fortify their skills in response to student and staff mental health amidst the ongoing pandemic. The resources and (possible) professional learning will include secondary trauma, collective trauma and racial trauma to better inform student services on supporting their schools.

The Student Services Well-Being workgroup is focusing on secondary trauma and self-care resources to support Student Services staff as we begin the school year. Student Services staff members will learn more about secondary trauma and will have an opportunity to participate in “healing spaces.” An optional self-care activity will be offered for Student Services staff who would prefer to not participate in the healing spaces. A second presentation will take place with all Student Services staff members to review self-care during the school year as well as self-care resources. Note that the Student Services Well-Being workgroup will continue to meet throughout the school year. It is the group's goal that professional learning will take place throughout the year for Student Services staff members.

Family Supports

The Family Engagement and Support workgroup will develop resources to assist families with encouraging positive mental health and well-being of their children and within their family during the pandemic and social unrest. This workgroup is creating professional learning opportunities for school staff to engage and support families as needed. Membership of the workgroup includes school-based and Central Office-based staff representing student services, special education and instruction. The team will develop front-loaded supports in the first weeks and transition to providing regular, gradual supports throughout the coming weeks, months and next two years as needed for families.

Staff Supports

A workgroup—consisting of student services staff (both school-based and Central Office), school-based well-being representatives, and members of the benefits office—is cultivating resources for mental health and well-being for staff to utilize during the return to school, whether virtual or in-person, in the midst of the COVID-19 pandemic and racial/social unrest.

Planned initiatives include:

- A re-introduction and further exploration of Counseling and Support Services (formerly EAP)
- Robust support for school and department well-being representatives
- The formation of facilitated small-group “safe space” discussions for staff to share concerns, worries, triumphs, etc.

This subgroup will continue to meet and work together throughout the year to adapt and adjust to needs of staff to best support their mental, emotional and social well-being. Members will determine those changing needs through feedback from staff, needs assessment surveys and discussions with administrators.

To address COVID-19 related medical and personal circumstances, employees are afforded a number of options for using leave and requesting extended leaves of absence. New COVID-19 related leave categories were introduced to address the Family First Coronavirus Response Act. The Emergency Paid Sick Leave Act (EPSLA) produced the COVID-19 Employee and COVID-19 Sick Plan Care of Others, made available in March. Additionally, the Americans with Disabilities Act (ADA) may be utilized for disabilities that are related/exacerbated by COVID-19, and the Family Medical Leave Act (FMLA) may be utilized for the care of family members who have been identified in high risk groups as outlined by the CDC. Lastly, employees will be afforded use of accrued leave.

Administrator Supports

A workgroup composed of school-based administrators and Central Office leaders is developing supports for administrators. The purpose of this group is two-fold: to share resources and strategies to help support the mental health and well-being of school-based administrators and Central Office leaders; and to provide resources and opportunities to strengthen their leadership skills to better support the mental health of their school and office communities as HCPSS begins the 2020-2021 school year amidst the pandemic and social unrest.

The group will meet throughout the summer and fall, as long as necessary, to lift up the voices and needs of our school-based administrators and Central Office leaders and ensure supports are available for students, staff and families.

Technology Supports for Virtual Instruction

HCPSS is working towards a 1:1 student-to-device ratio in grades pre-k to 12. Within the first academic quarter, HCPSS will provide a Chromebook to every student in Pre-K through 8th grade. High school students may request a HCPSS Chromebook and the request will be prioritized based on students' access to personal devices meeting the minimum requirements. While we now have the funding to purchase a device for every student and achieve a 1:1 ratio, order fulfillment due to vendor delays will necessitate distribution to all students as devices are received by HCPSS during the school year. As additional Chromebooks are received from the vendor, they will be allocated to high school students until our system achieves a 1:1 student-to-device ratio. This approach provides the foundation for a robust, collaborative and safe virtual instruction environment that is consistent and reliable, and financially viable.

Chromebook distributions will be scheduled at students' home schools, working in conjunction with school leadership, and will ensure students who do not have access to personal devices have a Chromebook before the start of the academic school year. School administrators will be in contact with families as the school year approaches with more information.

Technology Support:

HCPSS staff and students will continue to have access to technology support during the virtual fall reopening. Staff will have phone and email based support through the Technology Support Help Desk. Students will utilize support contacts at each school location to troubleshoot technical issues and elevate complex issues to IT support services. Furthermore, support pages and guides are available for both student and staff devices, and instructional applications. Students will also have access to an online student orientation course and video resources for using Chromebooks and essential digital tools. Automated functionality has been added to allow families to retrieve forgotten passwords and usernames.



Internet Connectivity:

Internet connectivity will continue to be available for students based on needs as identified by families, support staff and school administrators. HCPSS has partnered with Bright Minds education foundation to provide internet service to qualifying families that live in areas where there is Internet Service Provider service(ISP). For qualifying families who have requested internet connectivity and live outside of the ISP area, hotspots will be provided.

Technology Communications:

HCPSS will communicate with families regarding the 1:1 deployment, including information on the device and internet distribution models. Further communication will be sent regarding how to pick up devices and assessing the ability for families to access the internet. All families will receive information regarding technology support protocols and how to access technology support guides.

Food and Nutrition Program

HCPSS Food and Nutrition Services ensures the seamless and continuous feeding of students during all phases of school reopening. School meals are critical to student health and well-being, especially for low-income students, and it is essential that they have access to the nutrition they need to learn, whether physically in school or virtually. The main goal for the 2020-2021 school year will be to reimagine what meal services should look like in both the first semester when schools are virtual, as well as the second semester when schools could operate under a hybrid model.

The food services program during the Virtual Instructional Model in the first semester of the 2020-2021 school year will include Grab-and-Go meals to at all school locations, with the exception of Burleigh Manor Middle School and Hammond High School, where construction is ongoing. Meals will be provided at no cost to any HCPSS student, and all children 18 and under, through December 31, 2020, subject to U.S. Department of Agriculture funding availability. After December 31, 2020 or unless the USDA extends the waiver for free meals, meals will be provided based on the eligibility status (free, reduced-price, or paid).



Grab-and-Go meals will be served Monday through Friday from 8:00 a.m. – 9:00 a.m. and 10:45 a.m. - 12:45 p.m. and breakfast and lunch can be picked up at either meal time. Meals may be picked up at any location where meals are being served. Children do not need to be present; parents/guardians may pick up meals for their child(ren). Those with children attending multiple schools may do a single-stop meal pickup. Parents must indicate their child(ren)'s name(s) when picking up meals. The entire HCPSS student community will receive an email blast from the HCPSS Communications Department on or

around August 18, 2020, encouraging eligible families to apply for FARMS for school year 2020-2021. Translated versions of the application are available within the online application. Paper applications will also be available at all meal sites for those who wish to use this medium.

Food and Nutrition Services will comply with all food safety, employee safety and social distancing guidelines, including using disposable food service items, and cleaning and sanitizing tables/surfaces between each meal service, pursuant to the recommended protocols. Food and Nutrition Services will also fully accommodate specific food service requirements, including food allergies and the privacy associated with students who receive free or reduced-price meals. Menu options will be streamlined to facilitate the delivery and serving of meals during different stages of the reopening plan. Appendix J includes additional detail on the 2020-2021 Food and Nutrition Program.

Professional Learning

HCPSS is committed to continuing to enhance the ability of staff to skillfully instruct students in these ever-changing conditions and environments. As a result, a full complement of models and opportunities will be implemented during the 2020-2021 school year:

| Stakeholder Group | Enhanced Professional Learning | Led By |
|-------------------------|--|---|
| All Instructional Staff | <p>Curriculum/Content Professional Learning</p> <ul style="list-style-type: none"> -Teaching and Learning in a Digital Environment (expectations, best practices to maximize learning, formative and summative assessment in the digital environment) -Content-specific scope and sequence for SY20-21 (all subjects, Pre-K-12) -Content-specific professional learning on assessing instructional needs and addressing learning gaps -Essential digital tools and ways to correctly integrate them into instructional materials (MackinVIA, direct links to outside content, Canvas integrations, interactive slides tool) -Differentiation resources (how, what and why) -Cultural competency -Racial equity in instructional materials and resources -Required assessment training (KRA) -New curriculum training (C4L, Being a Reader, Actively Learn) -Content-based/grade-level specific collaborative planning -Social-emotional learning: transitioning into new school year, creating community/building relationships/establishing trust and rapport (all levels); developing SEL core competencies, facilitating class meetings (elementary, middle) | <p>Department of Curriculum, Instruction, and Assessment Office of Diversity Equity and Inclusion Department of Program Innovation and Student Well-Being</p> |
| All Instructional Staff | <p>Grow Strong Professional Learning</p> <ul style="list-style-type: none"> -Individual and structural racism -Racial equity -School-to-prison pipeline and implications -Restorative justice -Dignity and belonging -Cultural responsiveness -Voice -Microaggressions -Anti bias, implicit bias, and anti racism -Equity themed CPD Courses(opt-in) -University Cohort programs and certifications (Opt-In) | <p>Diversity, Equity, and Inclusion; Teacher and Paraprofessional Development</p> |

| | | |
|-------------------------------------|--|---|
| <p>New and Non Tenured Teachers</p> | <ul style="list-style-type: none"> -Framework in Action I (synchronous/asynchronous options) -Framework in Action II (synchronous/asynchronous options) -Grow Strong Yearlong Professional Learning Sessions -Focus on the Framework -Teacher Toolbox -Teacher Development Liaisons facilitating site-based learning and forums -Instructional Mentors -TPD Area/Level Based Case Management and - Facilitated Forums -Racism Module Required -Equity Module Required -Equity themed CPD courses (opt-in) | <p>Teacher and Paraprofessional Development; Diversity, Equity, and Inclusion; and Curricular Programs</p> |
| <p>Special Education</p> | <ul style="list-style-type: none"> -Specially designed instruction (data, design, delivery) -Procedural safeguards for special educator and providers -Teletherapy and coaching/consultation practices -Additional sessions for students receiving special education services- what does it look like (on PL days) -Roles and responsibilities for paraeducators supporting special education -Digital tools for specially designed instruction -Progress monitoring in the IFSP/IEP -Special education team leaders' meetings (training, collaboration, scheduling, instruction, data-based decision-making) -Safety Care -SLD/Dyslexia identification procedures (MSDE required) | <p>Department of Special Education</p> |
| <p>Leaders</p> | <ul style="list-style-type: none"> - Monthly principal and assistant principal meetings -Central Office Leadership virtual seminars-topical and content based -Leadership Intern virtual sessions -Monthly first and second year AP virtual sessions -Virtual Leadership Fellows sessions -New Principal monthly virtual forums with added book study component -Grow Strong modules | <p>Leadership Development; School Management and Instructional Leadership; Diversity Equity and Inclusion; Teacher and Paraprofessional Development</p> |

| | | |
|---|---|---|
| <p>Families</p> | <ul style="list-style-type: none"> -Providing professional learning for parents regarding how to navigate our digital ecosystem for virtual instruction: Canvas, G Suite and other essential digital tools. -Videos sharing visual options with parents and interpreter voiceovers -Flyers with pertinent information including QR codes posted at supermarkets, Walmart, Target, etc -Flyers with pertinent information, including QR codes distributed at food distribution sites -Coffee and Conversation with school-based administrators and staff to discuss options -Scripts for support staff contacting families -Parent peer meet-ups to share thoughts with each other -Webinars: <ul style="list-style-type: none"> ● Canvas, Google Suite ● Lexia Core5, DreamBox ● Social-emotional strategies during distance learning ● Academic strategies and support for students during distance learning -Parent resources regarding developmental milestones for common concerns: feeding, potty training, behavior, sleep for birth-5 -Reflective coaching sessions with families to discuss and support concerns which may or may not be included on an IFSP or IEP -Links to Family Support Network of MD, Office of Children and Families, Maryland Learning Links - all with documents, videos, etc. | <p>Student Well Being Family Engagement and Support Work Group</p> |
| <p>School-Based Professional Learning</p> <ul style="list-style-type: none"> -data -SIP -curriculum & planning | <ul style="list-style-type: none"> -Lightspeed Classroom Tool (classroom computer management software) will be a new tool. Teachers teaching students in the grades that have students using HCPSS- issued Chromebooks -Vision for Technology Integration (All students and staff members leverage technology to enhance authentic learning experiences and expand their ability to be empowered learners and collaborative global citizens.) -Grow Strong Facilitated Dialogues with DEILs and TDLs -SEL | <p>SMIL;Teacher and Paraprofessional Development; Diversity, Equity, and Inclusion; Curricular Programs</p> |

| | | |
|--|---|----------------------------------|
| <p>Safe Schools Modules (Much of this is COMAR Required)</p> | <p><u>All Staff:</u></p> <ul style="list-style-type: none"> -Child Abuse (Full Maryland) (21 minutes) <ul style="list-style-type: none"> ● All staff by 9/8 -HCPSS Sexual Discrimination; Staff to Staff (23 minutes) <ul style="list-style-type: none"> ● All staff by 10/30 -HCPSS Bullying Prevention (33 minutes) <ul style="list-style-type: none"> ● New staff by 9/8 ● Returning staff by 10/30 -HCPSS Indoor Environmental Quality (IEQ) Training (22 minutes) <ul style="list-style-type: none"> ● All staff by 10/30 -Active Shooter: Staff (44 minutes) <ul style="list-style-type: none"> ● All staff by 9/8 -Homelessness (25 minutes) <ul style="list-style-type: none"> ● New staff by 9/8 ● Returning staff by 10/30 -Bloodborne Pathogens (22 minutes) <ul style="list-style-type: none"> ● New staff by 9/8 ● Returning staff by 10/30 <p><u>Staff at school Buildings:</u></p> <ul style="list-style-type: none"> -Health Emergencies: Life Threatening Allergies (15 minutes) <ul style="list-style-type: none"> ● New staff by 9/8 ● Returning staff by 10/30 <p><u>Certificated Staff:</u></p> <ul style="list-style-type: none"> -Section 504 Overview for Certificated Staff (31 minutes) <ul style="list-style-type: none"> ● New staff by 9/8 ● Returning staff by 10/30 <p><u>Science teachers</u> and all staff members who work in science laboratories.</p> <ul style="list-style-type: none"> -Safety Data Sheets (SDS) (19 min) -Science Lab Safety (25 min) -Science Lab Chemical Spills (25 min) <ul style="list-style-type: none"> ● New staff by 9/8 ● Returning staff by 10/30 | <p>Van Greunen/Yetter/Walker</p> |
|--|---|----------------------------------|

Expectations/Responsibilities

Teachers of Record

Teachers are responsible for planning and providing synchronous lessons and asynchronous learning experiences and assignments each week. Teachers will utilize district-developed templates within the Canvas learning management system for asynchronous work. Teachers will use Google Meet to deliver synchronous lessons during the assigned class times. (See Appendix D for teacher schedules.) Approved digital tools will be used to ensure that all materials shared are accessible and ADA-compliant. Participation in ongoing professional learning, at both the district and school levels, will enhance their repertoire for teaching in a virtual instruction environment.

Other Instructional Staff (including Reading Specialists, ESOL Teachers, Special Educators)

Teachers and providers will be responsible for fulfilling the duties of their job role, including but not limited to managing their caseload responsibilities, co-teaching in assigned classes, scheduling and/or leading small group and/or individualized supports or services for students based on identified needs, and providing in-class supports or services during synchronous lessons. Teachers and providers will be collaboratively planning with teachers of record to ensure that student needs are met in the virtual classroom.

Paraeducators

Under the direction of the teacher, paraeducators will be responsible for fulfilling the duties of their role, including providing supports and services within the synchronous lessons and/or small group support or service sessions. In addition to instructional supports and services, paraeducators will support clerical requirements, including but not limited to collecting and organizing student data, communicating with families, scheduling parent meetings, creating/revising supplementary aids and services, supporting technology, etc.

Other School Staff

Other school staff will be responsible for fulfilling the duties of their role.

School Administrators

School administrators will be responsible for leading, supervising, observing and evaluating staff during the virtual instruction. A primary focus of their work is communicating clear, explicit and supportive information to students, staff, and families as well as being responsive to stakeholder needs. Administrators work closely with staff to implement professional development and ensure it is responsive to staff needs during virtual instruction.

Central Office Staff

Central office staff will be responsible for ensuring continuity of operations, appropriately allocating human and physical resources, and providing ongoing supports for schools. Staff will design and lead appropriate systemwide professional learning to support the virtual instruction model and to train staff on best practices for synchronous teaching. Central office staff will be responsible for clearly communicating with a variety of stakeholders.

Substitutes

The Office of Human Resources is currently developing two surveys to address the use of substitutes (guest teachers) in the virtual instruction environment. The first survey is for administrators, regarding the use of the long-term substitute during the spring semester. The questions will focus on the performance of those substitutes and whether they would recommend them to continue additional opportunities. The second survey will be for the substitutes, to determine if they are available and interested in continuing as a virtual substitute. Results from these surveys will identify and build our pool of trained virtual guest teachers, to be utilized for staff leave and extended leaves of absence. To further support the virtual instruction environment, the Recruitment & Talent Acquisition Team will continue to attract and recruit new substitutes for training to increase the pool. We will also build a cadre of trained paraeducators, through an agreement to substitute, in an effort to utilize them for staff to staff coverage to handle synchronous lessons. The process to request/access the virtual substitute pool in Frontline is under development and will be communicated to teachers/campus users.

Transition to Hybrid

Preparing for the uncertainty of fall reopening required that the HCPSS commit to virtual instruction for the first semester. We acknowledge the challenges that virtual instruction presents for students, staff and families. Ongoing planning will take place to prepare for a hybrid format during the second semester. Hybrid formats will allow for dividing students into smaller groups for re-entry into the building. Based on stakeholder feedback, planning will also take place to determine options for students who prefer to remain virtual during the second semester. Safety is at the forefront of this planning process. The stage of state reopening and updates from the CDC/Health Department will determine the feasibility of a hybrid model.

As the first semester progresses virtually, the HCPSS will develop:

- Criteria for a hybrid reopening, including but not limited to:
 - Guidelines from the CDC and Health Department
 - Virus transmission rates for Howard County
 - Training for staff and students on social distancing
 - Facilities preparation: HVAC upgrades, classroom capacity planning and cleaning protocols
 - Availability of masks, PPE and other facilities health enhancements
 - Substitute availability
 - Transportation logistics
 - Contact tracing protocols
 - Quarantine protocols
- Fully developed hybrid model, including:
 - Schedules by level
 - Logistics for transportation, facilities and food services
 - Assignment of students to groups
 - Virtual option for students who prefer to remain virtual

Timeline for Hybrid Decision Making

- 10/22: Present full criteria for reopening to HCPSS Board of Education
- 11/5: Present hybrid model to HCPSS Board of Education
- 11/19: Apply criteria and determine feasibility of hybrid return to schools
 - 11/19-1/15 : Student scheduling for hybrid or virtual options

Ongoing Evaluation

Throughout 2020-2021, HCPSS Central Office staff will engage in ongoing data reviews to monitor practices and make any necessary adjustments to support teaching and learning.

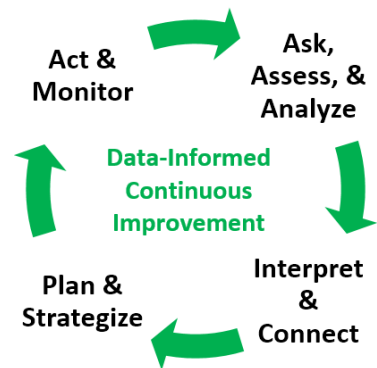
The initial work from the [Spring 2020 Continuity of Learning Plan](#) has informed the design of 2020-2021 learning models. Also taking into account stakeholder feedback and the HCPSS Recovery Team recommendations, programming for the 2020-2021 school year is grounded in three primary priorities:

1. Safety and well-being for students and staff
2. Equitable access to high-quality instruction for all students
3. Resource availability, including funding

These priorities guided the development of this evaluation plan, which will take the form of ongoing data reviews across all HCPSS offices and divisions. HCPSS will use the following model to engage in continuous monitoring and evaluation.

Data Review Steps

1. Ask, assess and analyze: Determine guiding questions, identify relevant qualitative and quantitative data, identify patterns in the data
2. Interpret and connect: Engage in root-cause analysis to make connections between data patterns and the local context that led to those patterns
3. Plan and strategize: Identify strategies and plan next steps based on analysis
4. Act and monitor: Act on the data and monitor progress through continued relevant data collection, and re-engage in the data review cycle



Outcomes and Corresponding Measures

| Priority 1: Safety and Well-being of Students and Staff Overarching goal: HCPSS follows CDC guidelines and implements relevant measures to ensure the safety and well-being of students and staff. | | |
|--|---|--|
| Outcome(s) | Measured as | Review timeframe |
| Safety of students and staff: HCPSS staff implement safety and healthy practices when schools are open. | a. Adherence to CDC guidelines (e.g., health screening, quarantine and isolation, face coverings, 6 ft distancing, local health department contact tracing) b. Updated protocols (ex: nurses, custodial, HVAC and maintenance, social distancing) c. Ratio of PPE to students and staff d. Number of positive COVID-19 cases of HCPSS students and staff e. Number of days that students and staff are quarantined f. Number of days a classroom/grade/facility is closed | Ongoing as staff and/or small groups access buildings |
| Safety of students and staff: HCPSS Central Office leaders prioritize staff and student safety in re-evaluating the fully virtual decision for the second semester. | Safety considerations in decision points for the second semester. <ul style="list-style-type: none"> ● Current CDC guidelines (ex: health screening, quarantine and isolation, face coverings, 6 foot distancing, local health department contact tracing) ● Positivity rate in Howard County and in Maryland ● Vaccine availability ● Building prep (ex: HVAC filters, Plexiglas for public facing areas) ● Availability of funding to implement safety practices | December 2020 through January 2021 |
| Student well-being: HCPSS Central Office staff will meet students' needs in any learning model. | a. Number of meals served b. Percent of students eligible for free and reduced-price meals as a proxy for families' awareness of this resource c. Student-to-Chromebook ratio d. Number of families that received internet access | a. Monthly, beginning end of September b. Monthly, beginning end of September c. Beginning of school year, then quarterly d. Beginning of school year, then quarterly |

| | | |
|---|--|--|
| Student well-being: HCPSS will meet students' academic and social-emotional well-being needs in any learning model. | a. School Student Support Teams (SSTs) match referred students to appropriate resources. b. Student reported school workload is manageable c. Student reported connection with peers in virtual instruction is adequate d. Relevant data points on student engagement | a. Quarterly b. End of Q1 c. End of Q1 d. End of Q1 |
| Staff well-being: HCPSS Central Office staff provides resources and supports to staff to support professional and personal well-being in any learning model. | a. Time built into staff schedules for planning and professional learning b. Well-being offerings provided to all staff c. Staff attendance | a. Beginning of school year b. Quarterly c. Quarterly |

| Priority 2: Equitable Access to High-quality Instruction for All Students | | |
|---|--|---|
| Overarching goal: Students demonstrate growth and meet/exceed learning standards. | | |
| Outcome(s) | Measured as | Review timeframe |
| Students demonstrate growth: Students will meet expected growth on assessments at equitable rates across academic/instructional levels. | a. Current Grades 1 through 7: winter to fall MAP growth in reading and math for students who took both assessments b. Current Grades 9 through 10: SY2020 to SY2021 PSAT scale score growth c. Current Grades 4 through 7 students: Student Growth Percentile (SGP) on MCAP PARCC | a. Anticipated MAP data will be available in late fall/early winter of 2021 b. Depends on availability of PSAT data c. Depends on availability of data from MSDE Will disaggregate by academic/instructional level |
| Students meet/exceed learning standards: Students will meet learning standards in each subject area at equitable rates across academic/instructional levels. | a. Percent of students who score on or above grade level or who pass course requirements (letter grade D or better) b. Change in percent of students meeting end-of-year MCAP PARCC targets in SY2021 compared to SY2019 by student group. | a. Quarterly b. August 2021 Will disaggregate by academic/instructional level and student group. |
| Student attendance: At least 95% of students will attend based on requirements | a. Recorded attendance | a. Quarterly Will disaggregate by academic/instructional level and student group. |

| Priority 3: Resource Availability, Including Funding | | |
|--|--|--|
| Overarching goal: HCPSS provides resources to staff and families; as well as collaborates with community partners and the local government to ensure adequate funding to support high-quality teaching and learning. | | |
| Outcome(s) | Measured as | Review timeframe |
| Funding is available: HCPSS Central Office staff secures funding to support high-quality teaching and learning. | <ul style="list-style-type: none"> a. Funding for implementation of safety and health guidelines (PPE, signage, supplies) b. Funding for the meals program c. Funding for Chromebooks to achieve 1:1 student to Chromebook ratio d. Funding for internet services (ex: internet essentials, mobile hotspots) e. Funding for digital/printed instructional materials | <ul style="list-style-type: none"> a. December 2020 b. Monthly, beginning end of September c. July 2020 and annually d. July 2020 and annually e. July 2020 and annually |
| Resources are available: HCPSS Central Office staff provides professional learning and relevant data to staff to support high-quality teaching and learning. | <ul style="list-style-type: none"> a. Staff are trained to implement the learning model selected b. Staff are trained to deliver high-quality instruction to all students in any learning model selected c. Staff have access to data dashboards that inform student and school progress | <ul style="list-style-type: none"> a. Beginning of school year, end of Q2 b. Beginning of school year, quarterly c. Beginning of school year, quarterly |
| Resources are available: HCPSS Central Office and school-based staff provide resources to families to support high-quality teaching and learning. | <ul style="list-style-type: none"> a. Translated materials are provided to families b. Liaisons and interpreters are leveraged to connect with families c. Families have access to communication channels (ex: Canvas, email) that enable them to understand their child's academic progress d. Varied communication channels are implemented to provide updates to HCPSS families and communities (ex: website, email, texts) | <ul style="list-style-type: none"> a. Beginning of school year, quarterly b. Beginning of school year, quarterly c. Beginning of school year, quarterly d. Beginning of school year, quarterly |

Appendices

- Appendix A: Checklist for MSDE planning
- Appendix B: Stakeholder Group Participants
- Appendix C: Stakeholder Input Summary
- Appendix D: Schedules by Grade Level (Teacher and Student)
- Appendix E: Facilities Preparation
- Appendix F: Central Office Reopening Plan
- Appendix G: Guidance for Use of Cloth Face Coverings in Schools
- Appendix H: Decision Aid: Exclusion and Return for Laboratory Confirmed COVID-19 Cases and Persons with COVID-19-like Illness in Schools, Child Care Programs, and Youth Camps
- Appendix I: Transportation Planning/Protocols
- Appendix J: Food and Nutrition Planning/Protocols
- Additional Resources:
 - Appendix K: Communication Plan
 - Appendix L: HCPSS Recovery Team Participants
 - Appendix M: HCPSS Athletics Framework for 2020-21
 - Appendix N: Return to Workplace Plan
 - Appendix O: Small Group Descriptions

COVID-19 Checklist

The following checklist is designed to be a simple, yet useful tool in prioritizing system and school needs as school systems plan for the reopening of schools. A checklist can assist in organizing personnel, resources, and stake holders and determining student, faculty, and community needs.

- Establish a crisis team and outline steps that should occur to implement reopening plans. Decisions may include means of communicating with faculty and staff, communication with community members, communication with board members, updating social media, and social distancing considerations.
- Make a list of responsibilities and assign individuals to those tasks
- Determine what the most essential needs are and resolve those issues first.
- Determine resources on hand and resources that will be needed to successfully transition back to school.
- Determine professional development, as well as, processes and procedures that will be needed to address concerns created by the pandemic.
- Develop predetermined responses to questions and concerns that may be asked by community members.
- Communicate with your constituents and brainstorm effective means of reopening school with them.
- Explore and determine digital and social media platforms that can utilize to share information.
- Be prepared to communicate with the press realizing that everything that you share will be of the utmost importance.
- Maintain regular contact with leaders and policy-makers at the State and local levels.
- Remain open and receptive to ideas and suggestions.
- Take action when necessary and utilize the crisis team for reflection and determination of next steps.

Appendix B: Stakeholder Group Participants

HCPSS 2020 Recovery Plan Stakeholder Group

| NAME (Last, First) | ORGANIZATION | STAKEHOLDER TYPE |
|------------------------------------|--|--------------------|
| Awan, Zunaira | Howard County Muslim Council | Parent |
| Condrón, Neysa | UniServe Director | Teacher |
| Dohner, Natalie (alternate) | ARC of Howard County | Parent |
| Drasin, Joshua | Long Reach HS Student | Student |
| Fortier Ardila, Yeidy | Wilde Lake HS Student | ESOL Student |
| Goldman, Dina | SECAC | Parent |
| Hilliard, Danielle | Council of Elders | Parent |
| Hmung, Zo Tum | Chin Integration and Advocacy Network USA | Community Member |
| Hobson, Sharon (alternate) | HC Health Department | Community Member |
| Johnson, Joan | Early Childhood Specialist, HC Office of Children & Families | Community Member |
| Johnson, Laura | NAACP | Parent |
| Jones, Carmen | Lime Kiln MS Student | Student |
| Kitchen, Maleeta | Murray Hill MS Teacher | Teacher |
| Kromm, Dr. Elizabeth | HC General Hospital, VP of Population Health and Advancement | Community Member |
| Lee, Seon Ok | Howard County Korean American Parent Association | Parent |
| LeMon, James | HCPSS Div. of School Management & Instructional Leadership | Staff |
| Lidgard, Mikaela | Burleigh Manor MS Principal | Administrator |
| Liggett-Creel, Stephen | HC Dept. of Social Services/DHS | Community Member |
| Lins Silva, Patricia | Conexiones | Parent |
| Moe, Colin | Centennial HS Teacher | Teacher |
| Morales, Marcia | SECAC | Parent |
| Morris, Colleen | HCEA President (ES Teacher) | Teacher |
| Novak, Nick | Howard HS Principal (HCAA President) | Administrator |
| Otradovec, Susan | FIRN Deputy Director | Community Member |
| Parr, Cindy (July 1 only) | ARC of Howard County | Parent |
| Ponnuri, Praven | Indian Origins Network | Parent |
| Pringle, Monica | HCPSS Division of Operations - Transportation Office | Staff |
| Ralph, Brian | HCPSS Division of Operations - Food Services Office | Staff |
| Randall, Dawn | Owner of Good Beginnings, Laurel | Childcare Provider |
| Ricks, Meg (alternate) | PTACHC | Parent |
| Robinson, Nan (alternate) | Howard County Korean American Parent Association | Parent |
| Rossman, Dr. Maura | HC Health Department | Community Member |
| Scott, Jackie | HC Dept. of Community Resources and Services | Community Member |
| Seldon, Anais | Oakland Mills HS Student | Student |
| Shiplet-Katemkamp, Angela | PTACHC | Parent |
| Sonnier, Yolanda | African American Comm. Roundtable; HC Office of Human Rights | Parent |
| Stenzler, Yale | Jewish Federation of Howard County | Parent |
| Troy Todd | Hanover Hills ES Principal | Administrator |
| Walker, Caroline | HCPSS Program Innovation & Student Wellbeing (CO) | Staff |
| Wise, Darria | SECAC | Parent |
| Xu, Jean | Chinese American Parent Association of Howard County | Parent |
| Zaidi, Nooreen | Howard County Muslim Council | Parent |
| MEETING DATES/TIME | | |
| | 6/23/2020, 4-6 p.m. | |
| | 6/25/2020, 4-6 p.m. | |
| | 6/29/2020 4-6 p.m. | |
| | 7/1/2020, 4-6 p.m. | |

Appendix C: Stakeholder Input Summary

STAKEHOLDER INPUT SUMMARY

To obtain feedback from stakeholders on the 2020-21 reopening plan, Central Office staff at the Howard County Public School System (HCPSS) organized four primary channels: (a) a dedicated email address (fall-input@hcpss.org), (b) Superintendent’s Advisory groups, (c) the HCPSS Recovery Plan Stakeholder Group, and (d) the Distance Learning and Fall Planning survey. In sum, all feedback point to three major themes:

1. Ensure safety of staff and students
2. Provide high-quality instruction for all students
3. Support the well-being of staff and students

Dedicated Email Responses and Superintendent Advisory Groups

As of July 21, 2020, the HCPSS dedicated email address has received 780 emails from the community offering fall programming input. The Superintendent’s Advisory Groups provided additional feedback on the reopening of schools for the 2020-21 school year. Similar ideas and themes surfaced during the meetings of these groups that matched those from the emails received. The community provided the following ideas and suggestions:

| Input from the Dedicated Email Responses and Superintendent Advisory Groups | |
|---|---|
| Idea Summarized | Specific Suggestions |
| The safety of the students and staff should be the most important thing when making decisions. | <ul style="list-style-type: none"> ● Offer families an option for virtual learning if their child has underlying medical conditions/is uncomfortable returning to a building in the fall. ● Ensure social distancing recommendations are followed by students and staff. ● Give consideration to younger students not wearing masks, if possible. |
| The instructional program needs to be more rigorous and consistently implemented. | <ul style="list-style-type: none"> ● Be sure students have more time with their teachers for lessons, and work is graded. ● Teachers should assess the learning students had from the spring, identify gaps and assist students in missed content. ● Teachers should be teaching new content throughout the year. ● Ensure all teachers are consistently using Canvas to deliver instruction. |
| Considerations need to be made on how HCPSS will support students and families in virtual or hybrid models. | <ul style="list-style-type: none"> ● Provide opportunities for the neediest students to receive extra support. ● Consider childcare needs for parents and staff. ● Be prepared to address the social emotional well-being of students and staff as they return in any format. |

| | |
|--|--|
| <p>Bringing students back into the building is very important and should be a priority.</p> | <ul style="list-style-type: none"> ● Students need interaction with each other and want to socialize with each other in person. ● Students need to learn face-to-face with teachers. ● Students need access to clubs, sports and extracurricular activities. |
| <p>Provide resources to staff and students/families to support and ensure consistency in this environment.</p> | <ul style="list-style-type: none"> ● Build in opportunities for staff to address the social-emotional and well-being of students through lessons and counseling supports. ● Provide additional resources and training for parents and students to succeed in the virtual environment related to using technology, as well as basic teaching strategies to support student learning. ● Ensure consistency across teachers implementing HCPSS expectations and presentation to parents (e.g., standardized Canvas pages). ● Provide equitable opportunities for students and families to access technology and services. |

HCPSS Recovery Plan Stakeholder Group Recommendations

From June 23 through July 1, Central Office leaders conducted four two-hour sessions with members of the HCPSS Recovery Plan Stakeholder Group. This group comprised individuals representing HCPSS parents, students, staff, administrators and community members, as well as representatives from the health community. In all, 42 members representing 38 stakeholder groups/individuals participated in the Recovery Plan Stakeholder Group¹. The purpose for convening this group was to provide recommendations and to review public input, survey results, emailed feedback, and other data from stakeholders in order to inform and assist the HCPSS Recovery Team as they refined plans for fall programming.

The primary recommendations for fall programming from this group were:

Guiding Principles

The four principles that the HCPSS Recovery Plan Stakeholder Group applied in making their recommendations for fall reopening were:

- Principle 1: Safety. The design and structure for this model will be determined by current CDC guidelines ensuring the safety of all faculty/staff and students/families.
- Principle 2: Choice. Since many parents and staff do not feel safe returning to buildings at this time, those who do not feel it is safe to return may have the option to learn or work from home to the extent this is possible when buildings re-open.
- Principle 3: Access. An effort should be made to allow our most vulnerable students and families to be able to participate in hybrid instruction. If it is not possible for all students to receive in-person instruction, groups and grade levels that depend on in-person instruction the most should be prioritized.

¹ See Appendix B for the roster of the HCPSS Recovery Plan Stakeholder Group participants.

- Principle 4: Flexibility. The program designed and developed should be flexible and fluid to allow HCPSS to be responsive to changing conditions and needs.

Recommendations

Based on considerations for safety, operations and instruction, the primary recommendations from this HCPSS Recovery Plan Stakeholder Group are:

1. Provide students and educators the choice of a fully digital model and a model that could fluidly shift between virtual, hybrid and in-person.
2. Start with a virtual model in the fall and have a hybrid model prepared to phase in as an option for all students or groups of students based on need when feasible.

The Recovery Plan Stakeholder Group also recommended consideration of the following:

- I. Safety and health of students/families and staff shape all decisions.
 - A. Determine the design and structure for any model by current CDC guidelines for the safety of all students/families, staff and stakeholders,
 - B. Require that everyone in the building has PPE that adheres to CDC guidelines,
 - C. Have safety protocols and practices in place for monitoring movement of building occupants to facilitate proper tracing,
 - D. Recognize individual student, staff and parent physical and emotional health and needs, and have support and training in place to address the wellbeing of all,
 - E. And consider student and staff workload when planning fall models.
- II. Operations support the safety and instructional needs of students and staff.
 - A. Adhere to CDC guidelines as a determining factor for readiness and a return to buildings or in-person services,
 - B. Provide and plan for adjustments that can be easily implemented based upon changes in the health/safety conditions in a school, cluster of schools, or the community,
 - C. Utilize different methods of communicating information in a timely and consistent manner to provide transparency around fall models for all stakeholders,
 - D. Translate communication to promote the engagement of non-native English speaking families,
 - E. Communicate with intentionality using creative outreach efforts to reach all families and overcome any potential barriers,
 - F. Ensure all students have continued access to meals,
 - G. And utilize the Recovery Plan Stakeholder Group as needed.
- III. Instruction is robust and provided with a balance of consistency and flexibility to meet the various needs and overcome barriers facing both students/families and staff.
 - A. Start virtually in the Fall, with options for hybrid instruction for our most vulnerable populations if possible and a phased-in approach or delayed start of classes if needed to ensure safety and quality of instruction,
 - B. Develop a plan for additional support (virtual or face-to-face) for IEP/504/EL students,
 - C. Address technology needs in a manner that addresses digital disparities and ensures equitable access to quality instruction,

- D. Meet the educational needs of each student and educational support professionals at each grade level to ensure successful achievement,
- E. Have a plan in place to address student-staff relationship-building in the virtual/hybrid environment,
- F. Provide staff training and supports aligned with any model developed and implemented,
- G. Ensure equity by providing the greatest access, opportunity and support needed for all students,
- H. Provide fall programming that allows students to meet MSDE College and Career Readiness Standards and graduation requirements as well as opportunities to take electives,
- I. Provide students with opportunities for socialization and extra-curricular activities while following CDC guidelines,
- J. And work with Howard County government and HCPSS partners to identify and attempt to support childcare and other family needs.

Distance Learning and Fall Planning Survey

In June, HCPSS administered the Distance Learning and Fall Planning survey to students in Grades 3 through 12, parents/guardians with children in all grade levels, and school-based staff. Parent/guardian surveys were provided in Chinese, English, Korean and Spanish. The primary method of survey administration was online using Google Forms. Following social distancing practices, HCPSS staff members were at meal sites to facilitate parent/guardian survey completion. Administration of student surveys began June 15 and staff and parent/guardian surveys began June 16. All surveys closed July 1.

Survey Response Rates

Almost 40% or more of each stakeholder group responded to the survey (see Figure 1).

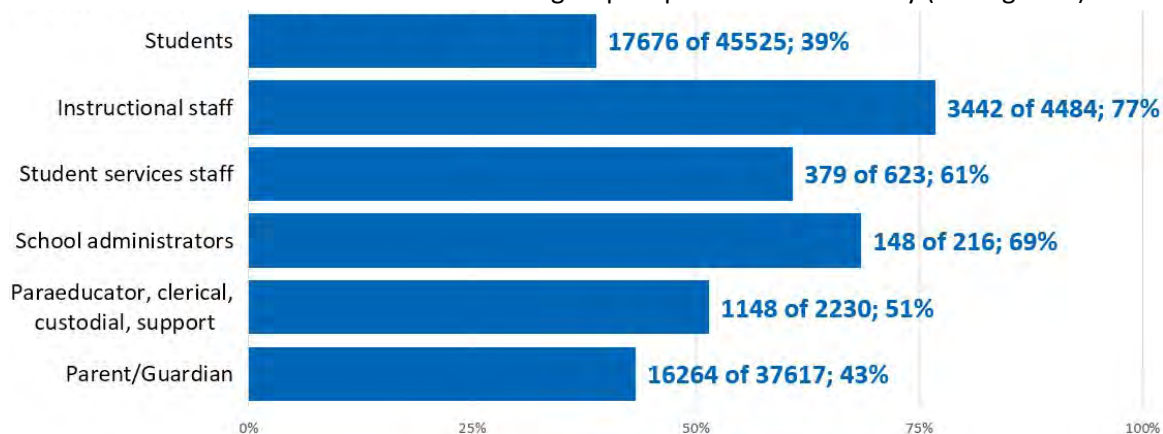


Figure 1. Survey response rates by stakeholder group. Parent/guardian response rate calculated as unique respondents out of unique households.

Summary of Survey Results

Survey items were developed to help answer three primary guiding questions. A high-level summary of the survey findings in response to these guiding questions follows.

Guiding question 1: What considerations are critical for our fall planning?

The major themes from stakeholders emphasize a need for HCPSS to plan with critical considerations in the three main areas of (a) ensure safety, (b) ensure instructional excellence and (c) support well-being.

Guiding question 2: What fall distance learning options would each of the stakeholder groups (students, staff, parents/guardians) prefer?

- At least a third of all respondents across stakeholder groups preferred a hybrid model.
- About a third of staff and about a fourth of parents/guardians preferred fully virtual.
- About a fourth of students and parents/guardians preferred an in-person model.

Guiding question 3: What would each stakeholder group need to support distance learning?

- Ensure safety, such as providing personal protective equipment to staff and students if in a face-to-face environment.
- Support student social-emotional well-being by planning for student peer interactions, collaboration and appropriate workload.
- Provide excellent instruction with ways to assess student learning progress, both academically and social-emotionally.
- Provide staff with professional learning by offering built-in time in the work day for professional learning and planning.

Survey Results Highlights Organized by Guiding Question²

Q1 highlights: What considerations are critical for our fall planning?

From respondents' open-ended comments for HCPSS to consider in planning for school year 2020-21, the following themes emerged:

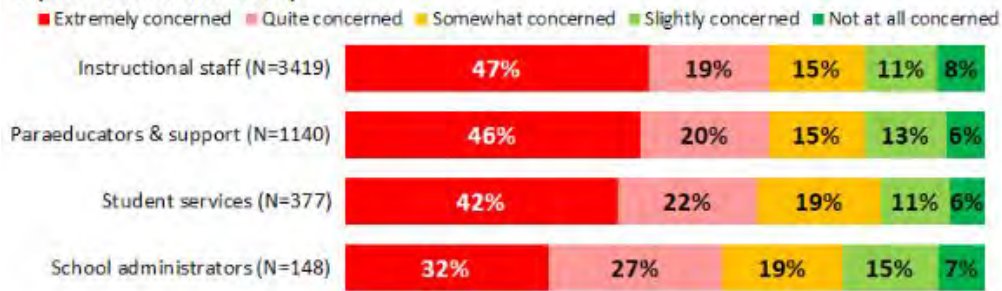
- Ensuring safety ("safety first") and a need to provide high-quality instruction ("we must find a way to maintain high expectations for the kids") were two common themes among instructional staff and parents/guardians who wrote in considerations.
- Being mindful of workload/stress level ("remember, we're kids"), supporting student well-being, missing their friends, and liking the later school start time were common themes among secondary students who wrote in considerations.
- A desire to connect with friends, increasing teacher interactions ("more time with my teacher"), and ensuring safety were common themes among elementary students who wrote in considerations.

Sense of safety. Exploring further respondents' sense of safety for returning to school: About 6 to 7 in 10 staff respondents were quite to extremely concerned about their own health and safety if they were to return to school buildings in the fall. Similarly, across grade bands, 6 to 7 in 10 parent/guardian respondents were quite to extremely concerned about their children's health and safety if they were to return to school buildings in the fall. See Figure 2.

² For more findings, see HCPSS Distance Learning and Fall Planning Stakeholder Survey presentation linked [here](#).

Staff Responses

My own health and safety



Parent/Guardian Responses

My child's health and safety



Figure 2. Staff and parent/guardian reported level of concern in response to the question, how concerned are you for your [child's] health and safety if we returned to school buildings in the fall?

- Over 5 in 10 staff respondents felt it was not at all safe to a little safe to return to school in the fall; under 2 in 10 staff felt it was quite safe or extremely safe (Figure 3).

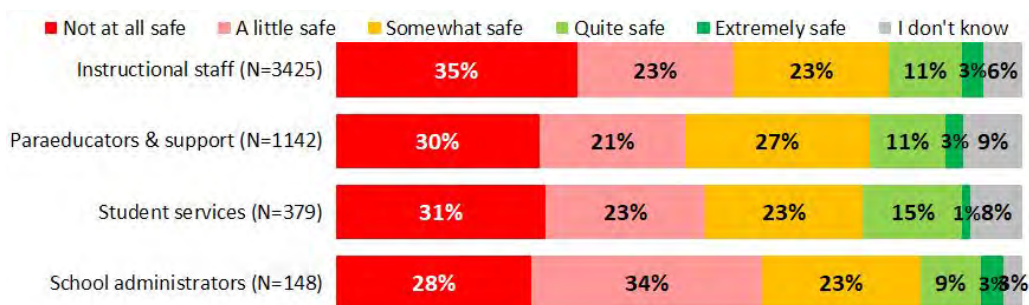


Figure 3. Staff responses to, how safe do you feel it is for staff and students to return to school in the fall?

- At least 4 in 10 of the parent/guardian respondents at each grade band felt it was not at all safe to a little safe to return to school in the fall; with under 3 in 10 feeling it is quite safe or extremely safe. See Figure 4.

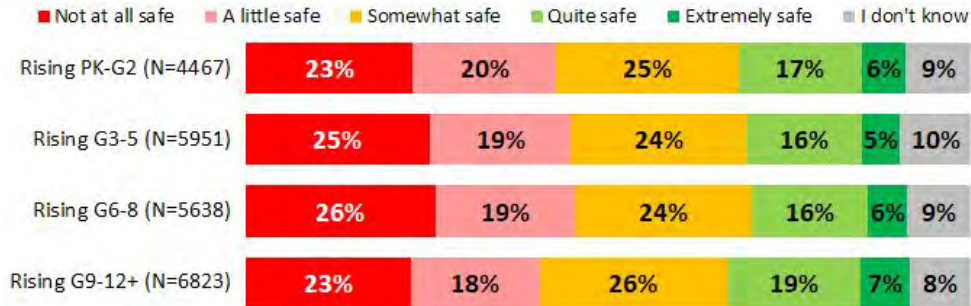


Figure 4. Parent/guardian reported sense of safety in response to the question, how safe do you feel it is for your child to return to school in the fall?

- An initial analysis of the open-ended responses corroborates these findings. Comments from instructional staff expressed concerns regarding safety, including their own safety, how they can ensure students follow health guidelines (e.g., wearing face coverings, social distancing), and possible liability staff may face if students got sick.

Q2 highlights: What fall distance learning options would each of the stakeholder groups prefer?

Distance learning model preferences. Across students, staff and parents/guardians, a hybrid model was the option receiving the highest support of the three models presented—at least a third of respondents selected this option. About a third of staff and about a fourth of parents/guardians preferred a fully virtual model and, finally, about a fourth of students and parents/guardians preferred an in-person model. See Figures 5-6.

Across respondents, about a third preferred a hybrid model. The next preference for students was a fully in-person model, supported by about a fourth. For instructional, student services, and paraeducators and other support staff, another third preferred a fully virtual. Almost 2 in 10 were not sure which model they preferred.

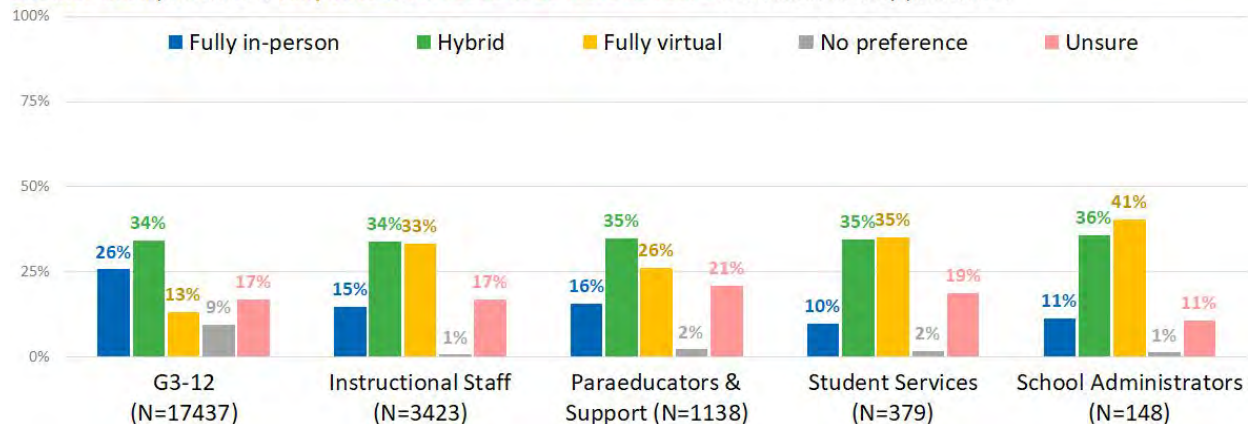


Figure 5. Student and staff distance learning model preferences for the 2020-21 school year.

Parent/Guardian: Across grade bands, a **hybrid model** received the most support (35-51%), followed by about equal proportions supporting a **fully in-person** (22-31%) and **fully virtual** (23-28%) models.

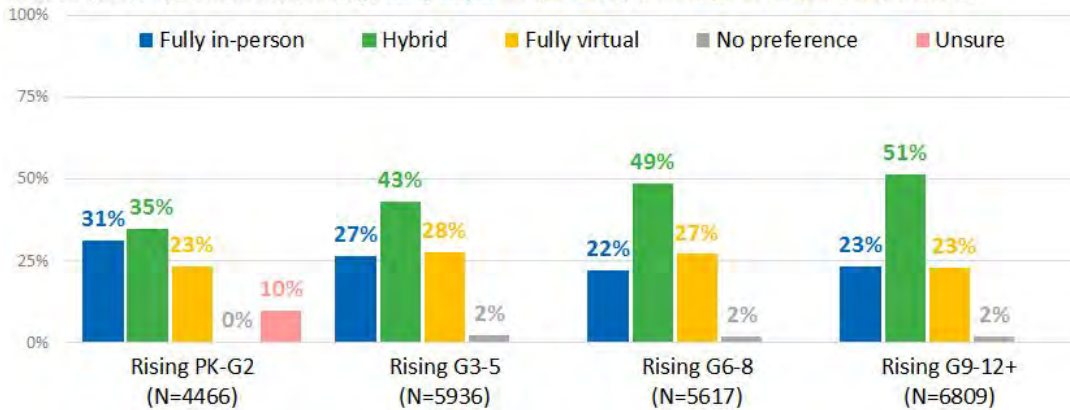


Figure 6. Parent/guardian distance learning model preferences for the 2020-21 school year by grade band.

Distance learning work option preferences. At the time of survey administration, no clear preference emerged among staff for which work option they preferred. See Figure 7.

Among the work options presented, staff are fairly distributed among all options.

Over 2 to 3 in 10 of the staff who responded are **unsure which option they would prefer**.

About 2 to 3 in 10 of the staff respondents would **return to face-to-face as soon as any in-person day begins**.

About 2 to 3 in 10 of the respondents would prefer to **work digitally for the entire school year**.

About 1 to just over 2 in 10 would return to the school only when all schools begin having in-person days.

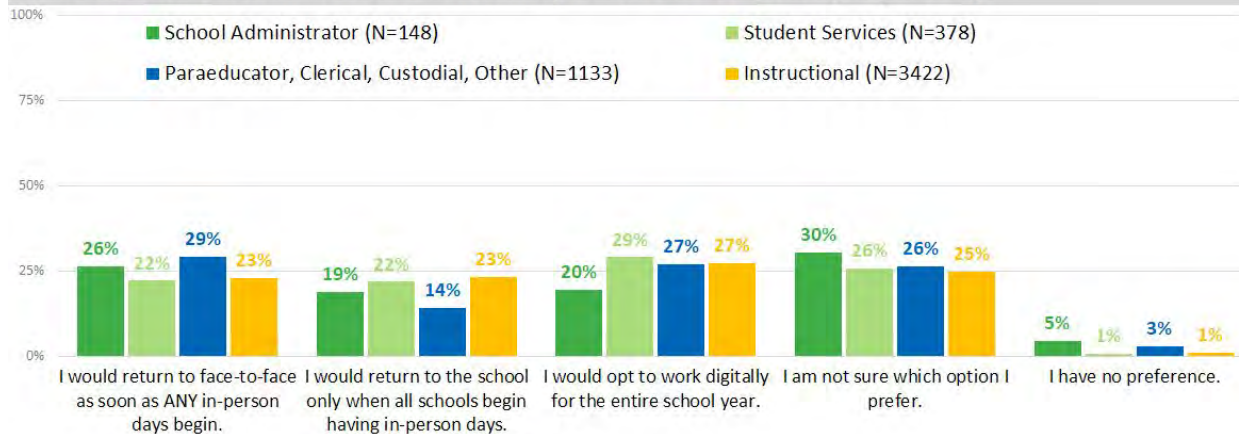


Figure 7. Staff preferences for 2020-21 work options.

Hybrid model schedule considerations. Respondents were asked which hybrid model HCPSS should consider if one were to be implemented. The options included an A/B day schedule, an A/B week schedule and/or to prioritize certain students. About 24% of all staff respondents and over 10% of parent/guardian respondents selected for consideration only the option that certain grades and/or student groups should be prioritized to return to school buildings. Preferences for A/B day versus A/B week schedules were less distinct.

For staff respondents who volunteered suggestions for how students might be prioritized to return to the building in a hybrid model, these themes were identified in order of frequency:

- Students with special needs should be prioritized to receive face-to-face instruction. Specifically mentioned were students with Individualized Education Plans, students who struggle academically and English Learners;
- Younger grades;
- And students at risk for greater learning loss without face-to-face instruction.

Secondary school schedule preferences. Across students, staff and parents/guardians who responded, a sizable portion (at least 1 in 3) of respondents expressed a need for more information before making a preference for the secondary schedule. For the remaining respondents, in general, more students preferred the current 7-class schedule; whereas more staff and parents preferred the semester (4x4) block schedule. See Figure 8.

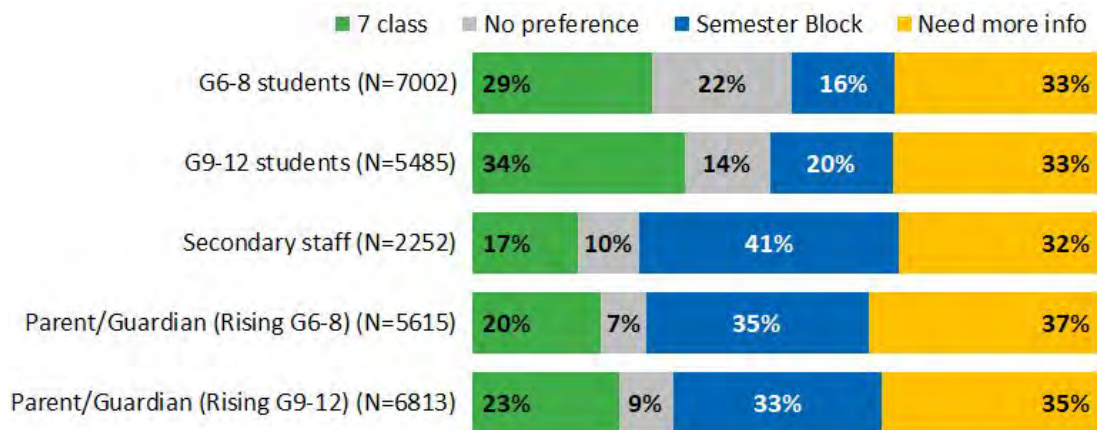


Figure 8. Secondary schedule preferences for the 2020-21 school year by stakeholder group.

Q3 highlights: What would each stakeholder group need to support distance learning?

- Staff respondents selected these from the list of anticipated supports for 2020-21:
 - Having built-in time in the schedule for planning and professional learning came up as a top need among instructional staff (about 2 in 3) and school administrators (just under half).
 - At least a third to over half of the staff groups indicated a need for personal protective equipment in a face-to-face model.
 - Childcare needs came in third, with less than a third of staff indicating this as a concern in a distance learning model. Childcare concerns were also noted in the open-ended considerations from staff.
- Parent/guardian respondents indicated these anticipated supports for 2020-21:
 - Over half of those who responded did not anticipate needing additional supports from HCPSS or community organizations.
 - In a distance learning model, over 1 in 10 indicated a need for childcare support, additional devices and/or well-being supports for their children.
 - In a face-to-face model, over 1 in 5 indicated a need for face masks to be provided for their children. Just over 1 in 10 would need before and/or after-school childcare, transportation and/or well-being supports for their children.

- Transportation needs in a hybrid or face-to-face model:
 - Across grade bands, 19-23% of the parent/guardian respondents were not yet sure how they would transport their children in a hybrid or face-to-face model.
 - 28-42% would opt for the school bus.
 - Another 25-38% would drive personally.
 - 11-12% indicated their children would walk.

Survey Data Analysis Method

Staff surveys. Staff respondents were first categorized to one of four staff groups according to their role: (a) instructional staff, (b) paraeducator/clerical/custodial/other support staff, (c) school administrator, or (d) student services staff. For the most part, respondents were categorized based on which version of the survey they completed. For respondents who selected the “other” option for their role, their manually-entered role was used to place them into the corresponding staff group. If a respondent did not respond to an item or selected *not applicable*, they were excluded from the analysis for that item.

Student surveys. Students were required to log in using their HCPSS account to complete the survey. Email addresses were used to identify student demographic information, including school, grade, race/ethnicity, and service statuses. For students who used an account that may have belonged to a sibling younger than Grade 3, or who was still logged into their parents’ HCPSS work account, their self-reported grade was used. If a respondent did not respond to an item or selected *not applicable*, they were excluded from the analysis for that item.

Parent/guardian surveys. Respondents were required to enter an email address before completing the survey. Duplicate responses based on email addresses were removed and the most recent response was retained for analysis. Each unique email address was interpreted as a unique household.

Thematic coding of open-ended comments. Each survey included a question asking respondents to provide open-ended comments that HCPSS should consider in planning for school year 2020-21. Of the 17,676 student respondents, 72.5% (12,815 respondents) entered any text into this item. Of 5,117 staff respondents, 51.4% (2,632 respondents) entered any text into this item. Of the 16,273 parent/guardian respondents, 50.3% (8,177 respondents) entered any text into this item. To support stakeholder group conversations and the HCPSS recovery team planning process, initial samples of these open-ended responses were analyzed prior to the survey being closed for thematic coding.

HCPSS Virtual Instructional Model Schedules

Schools will share specific schedules with staff and families once finalized. The schedules provided in this document are for review and general planning.

Student Schedules by Grade Level

- Sample PreK Student Schedule
- Kindergarten Student Schedule
- Grade 1 Student Schedule
- Grade 2 Student Schedule
- Grade 3 Student Schedule
- Grade 4 Student Schedule
- Grade 5 Student Schedule
- Grades 6-12 Sample Student Schedule

Teacher Schedules by Level and Position

Consolidated Elementary Teacher Virtual Model

- Sample Full day PreK Teacher schedule
- Sample Half-Day Pre-K Teacher Schedule (AM/PM Split, Full Time)
- Grade K Teacher Schedule
- Grade 1 Teacher Schedule
- Grade 2 Teacher Schedule
- Grade 3 Teacher Schedule
- Grade 4 Teacher Schedule
- Grade 5 Teacher Schedule
- Sample Elementary Related Arts Teacher Schedule
- Sample Elementary Special Education Teacher Schedule
- Elementary Reading Specialist Schedule
- Elementary ESOL Teacher Schedule
- Sample ES GT Resource Schedule (Full time at one school)
- Sample ES GT Resource Teacher Schedule (Split .5/.5 between two schools)
- Elementary Instrumental Music Teacher Schedule

Consolidated Secondary Teacher Virtual Model

- Sample Secondary Teacher Schedule (Period 2-no class)
- Sample Secondary Special Education Teacher Schedule (Period 2-no class)
- Sample Middle School GT Teacher Schedule (Assigned GT Research P1 & P3)
- Sample Secondary Instrumental Music Teacher Schedule: 1 ensemble period, 2 periods of sectionals
- Sample Secondary Instrumental Music Teacher Schedule: 2 ensemble periods, 1 period of sectionals

Student Schedules by Grade Level

Sample PreK Student Schedule

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Whole Group Read Aloud and Connect 9:00-9:30 | Whole Group Read Aloud and Connect 9:00-9:30 | Asynchronous Assignments (45-60 mins): <ul style="list-style-type: none"> ● eLearning (15 min) ● Offline Learning Activity (30 min) ● Family Connection (15 min), biweekly ● Additional teacher assignments, as needed | Whole Group Read Aloud and Connect 9:00-9:30 | Whole Group Read Aloud and Connect 9:00-9:30 |
| Break & Free Play 9:30-10:10 | Break & Free Play 9:30-10:10 | | Break & Free Play 9:30-10:10 | Break & Free Play 9:30-10:10 |
| Small Group Learning 10:10-10:30, 10:35-10:55, or 11:00-11:20 | Small Group Learning 10:10-10:30, 10:35-10:55, or 11:00-11:20 | | Small Group Learning 10:10-10:30, 10:35-10:55, or 11:00-11:20 | Small Group Learning 10:10-10:30, 10:35-10:55, or 11:00-11:20 |
| Lunch, Free Play, Rest 11:20-12:45 | Lunch, Free Play, Rest 11:20-12:45 | | Lunch, Free Play, Rest 11:20-12:45 | Lunch, Free Play, Rest 11:20-12:45 |
| Synchronous Supports may include Related Arts w/ classroom teacher Whole group Small group w/ teacher(s) 12:45-1:45 | Synchronous Supports may include Related Arts w/ classroom teacher Whole group Small group w/ teacher(s) 12:45-1:45 | | Synchronous Supports may include Related Arts w/ classroom teacher Whole group Small group w/ teacher(s) 12:45-1:45 | Synchronous Supports may include Related Arts w/ classroom teacher Whole group Small group w/ teacher(s) 12:45-1:45 |
| Whole Group Fast Focus and Closure 1:45-2:00 | Whole Group Fast Focus and Closure 1:45-2:00 | | Whole Group Fast Focus and Closure 1:45-2:00 | Whole Group Fast Focus and Closure 1:45-2:00 |
| Break & Free Play 2:00-3:00 | Break & Free Play 2:00-3:00 | | Break & Free Play 2:00-3:00 | Break & Free Play 2:00-3:00 |
| Asynchronous Work <ul style="list-style-type: none"> ● eLearning (15 min) ● Learning activity (30 min) ● Family connection (15 min, biweekly) 3:00-3:50 | Asynchronous Work <ul style="list-style-type: none"> ● eLearning (15 min) ● Learning activity (30 min) ● Family connection (15 min, biweekly) 3:00-3:50 | | Asynchronous Work <ul style="list-style-type: none"> ● eLearning (15 min) ● Learning activity (30 min) ● Family connection (15 min, biweekly) 3:00-3:50 | Asynchronous Work <ul style="list-style-type: none"> ● eLearning (15 min) ● Learning activity (30 min) ● Family connection (15 min, biweekly) 3:00-3:50 |

Kindergarten Student Schedule

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|--|--|
| Morning Meeting/SEL 9:00-9:15 | Morning Meeting/SEL 9:00-9:15 | Asynchronous Assignments (3 hrs): LexiaCore (15-20 min) Math Task (30 min) Health (30-45 min) Rel Arts #1 (30 min) Rel Arts #2 (30 min) Rel Arts #3 (30 min) Small group supports could include: Reading Intervention Math Intervention ESOL Special Education | Morning Meeting/SEL 9:00-9:15 | Morning Meeting/SEL 9:00-9:15 |
| Synchronous Mathematics Instruction 9:15-10:15 | Synchronous Mathematics Instruction 9:15-10:15 | | Synchronous Mathematics Instruction 9:15-10:15 | Synchronous Mathematics Instruction 9:15-10:15 |
| Synchronous Supports 10:25-11:15 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support | Synchronous Supports 10:25-11:15 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support | | Synchronous Supports 10:25-11:15 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support | Synchronous Supports 10:25-11:15 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support |
| Lunch & 15 min Independent Reading 11:15-12:45 | Lunch & 15 min Independent Reading 11:15-12:45 | | Lunch & 15 min Independent Reading 11:15-12:45 | Lunch & 15 min Independent Reading 11:15-12:45 |
| Synchronous ELA Instruction 12:45-1:45 | Synchronous ELA Instruction 12:45-1:45 | | Synchronous ELA Instruction 12:45-1:45 | Synchronous ELA Instruction 12:45-1:45 |
| Grade K Content (Science, Social Studies, Health) 1:50-2:40 | Grade K Related Arts 1:50-2:40 | | Grade K Content (Science, Social Studies, Health) 1:50-2:40 | Grade K Related Arts 1:50-2:40 |
| Asynchronous work: 2:50-3:50 Math task (15 min) LexiaCore (15 min) Writing task (30 min) | Asynchronous work: 2:50-3:50 Math task (15 min) LexiaCore (15 min) Content follow up (30 min) | | Asynchronous work: 2:50-3:50 Math task (15 min) LexiaCore (15 min) Writing task (30 min) | Asynchronous work: 2:50-3:50 Math task (15 min) LexiaCore (15 min) Content follow up (30 min) |

Grade 1 Student Schedule

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|---|--|--|
| Morning Meeting/SEL 9:00-9:15 | Morning Meeting/SEL 9:00-9:15 | Asynchronous Assignments (3 hrs): LexiaCore (15-20 min) Math Task (30 min) Health (30-45 min) Rel Arts #1 (30 min) Rel Arts #2 (30 min) Rel Arts #3 (30 min) Small group supports could include : Reading Intervention Math Intervention ESOL Special Education | Morning Meeting/SEL 9:00-9:15 | Morning Meeting/SEL 9:00-9:15 |
| Synchronous ELA Instruction 9:15-10:15 | Synchronous ELA Instruction 9:15-10:15 | | Synchronous ELA Instruction 9:15-10:15 | Synchronous ELA Instruction 9:15-10:15 |
| Asynchronous work: 10:15-11:15 Math task (15 min) LexiaCore (15 min) Content follow up (30 min) | Asynchronous work: 10:15-11:15 Math task (15 min) LexiaCore (15 min) Writing task (30 min) | | Asynchronous work: 10:15-11:15 Math task (15 min) LexiaCore (15 min) Content follow up (30 min) | Asynchronous work: 10:15-11:15 Math task (15 min) LexiaCore (15 min) Writing task (30 min) |
| Lunch & 15 min Independent Reading 11:15-12:45 | Lunch & 15 min Independent Reading 11:15-12:45 | | Lunch & 15 min Independent Reading 11:15-12:45 | Lunch & 15 min Independent Reading 11:15-12:45 |
| Synchronous Mathematics Instruction 12:45-1:45 | Synchronous Mathematics Instruction 12:45-1:45 | | Synchronous Mathematics Instruction 12:45-1:45 | Synchronous Mathematics Instruction 12:45-1:45 |
| Synchronous Supports 1:50-2:40 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support | Synchronous Supports 1:50-2:40 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support | | Synchronous Supports 1:50-2:40 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support | Synchronous Supports 1:50-2:40 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support |
| Grade 1 Related Arts 2:50-3:50 | Grade 1 Content (Science, Social Studies, Health) 2:50-3:50 | | Grade 1 Related Arts 2:50-3:50 | Grade 1 Content (Science, Social Studies, Health) 2:50-3:50 |

Grade 2 Student Schedule

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|---|--|--|
| Morning Meeting/SEL 9:00-9:15 | Morning Meeting/SEL 9:00-9:15 | Asynchronous Assignments (3 hrs): LexiaCore (15-20 min) Math Task (30 min) Health (30-45 min) Rel Arts #1 (30 min) Rel Arts #2 (30 min) Rel Arts #3 (30 min) Possible Activities: GT Seminar (30 min) Small group supports could include: Reading Intervention Math Intervention ESOL Special Education | Morning Meeting/SEL 9:00-9:15 | Morning Meeting/SEL 9:00-9:15 |
| Synchronous Mathematics Instruction 9:15-10:15 | Synchronous Mathematics Instruction 9:15-10:15 | | Synchronous Mathematics Instruction 9:15-10:15 | Synchronous Mathematics Instruction 9:15-10:15 |
| Grade 2 Content (Science, Social Studies, Health) 10:25-11:15 | Grade 2 Related Arts 10:25-11:15 | | Grade 2 Content (Science, Social Studies, Health) 10:25-11:15 | Grade 2 Related Arts 10:25-11:15 |
| Lunch & 15 min Independent Reading 11:15-12:45 | Lunch & 15 min Independent Reading 11:15-12:45 | | Lunch & 15 min Independent Reading 11:15-12:45 | Lunch & 15 min Independent Reading 11:15-12:45 |
| Synchronous ELA Instruction 12:45-1:45 | Synchronous ELA Instruction 12:45-1:45 | | Synchronous ELA Instruction 12:45-1:45 | Synchronous ELA Instruction 12:45-1:45 |
| Asynchronous work: 1:50-2:50 Math task (15 min) LexiaCore (15 min) Writing task (30 min) | Asynchronous work: 1:50-2:50 Math task (15 min) LexiaCore (15 min) Content follow up (30 min) | | Asynchronous work: 1:50-2:50 Math task (15 min) LexiaCore (15 min) Writing task (30 min) | Asynchronous work: 1:50-2:50 Math task (15 min) LexiaCore (15 min) Content follow up (30 min) |
| Synchronous Supports 2:50-3:50 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support | Synchronous Supports 2:50-3:50 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support | | Synchronous Supports 2:50-3:50 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support | Synchronous Supports 2:50-3:50 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support |

Grade 3 Student Schedule

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|---|--|--|
| Morning Meeting/SEL 9:00-9:15 | Morning Meeting/SEL 9:00-9:15 | Asynchronous Assignments (3 hrs): LexiaCore (15-20 min) Math Task (30 min) Health (30-45 min) Rel Arts #1 (30 min) Rel Arts #2 (30 min) Rel Arts #3 (30 min) Possible Activities: Strings (30 min) GT Seminar (30 min) Small group supports could include: Reading Intervention Math Intervention ESOL Special Education | Morning Meeting/SEL 9:00-9:15 | Morning Meeting/SEL 9:00-9:15 |
| Synchronous ELA Instruction 9:15-10:15 | Synchronous ELA Instruction 9:15-10:15 | | Synchronous ELA Instruction 9:15-10:15 | Synchronous ELA Instruction 9:15-10:15 |
| Synchronous Supports 10:25-11:15 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support | Synchronous Supports 10:25-11:15 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support | | Synchronous Supports 10:25-11:15 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support | Synchronous Supports 10:25-11:15 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support |
| Lunch & 15 min Independent Reading 11:15-12:45 | Lunch & 15 min Independent Reading 11:15-12:45 | | Lunch & 15 min Independent Reading 11:15-12:45 | Lunch & 15 min Independent Reading 11:15-12:45 |
| Synchronous Mathematics Instruction 12:45-1:45 | Synchronous Mathematics Instruction 12:45-1:45 | | Synchronous Mathematics Instruction 12:45-1:45 | Synchronous Mathematics Instruction 12:45-1:45 |
| Related Arts 1:50-2:45 | Grade 3 Content (Science, Social Studies, Health) 1:50-2:40 | | Related Arts 1:50-2:45 | Grade 3 Content (Science, Social Studies, Health) 1:50-2:40 |
| Asynchronous work: 2:50-3:50 Math task (15 min) LexiaCore (15 min) Content follow up (30 min) Or Strings Sectionals (30 min) | Asynchronous work: 2:50-3:50 Math task (15 min) LexiaCore (15 min) Writing task (30 min) Or Strings Sectionals (30 min) | | Asynchronous work: 2:50-3:50 Math task (15 min) LexiaCore (15 min) Content follow up (30 min) Or Strings Sectionals (30 min) | Asynchronous work: 2:50-3:50 Math task (15 min) LexiaCore (15 min) Writing task (30 min) Or Strings Sectionals (30 min) |

Grade 4 Student Schedule

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|--|--|---|
| Morning Meeting/SEL 9:00-9:15 | Morning Meeting/SEL 9:00-9:15 | Asynchronous Assignments (3 hrs): LexiaCore (15-20 min) Math Task (30 min) Health (30-45 min) Rel Arts #1 (30 min) Rel Arts #2 (30 min) Rel Arts #3 (30 min) Possible Activities: Strings (30 min) Band (30 min) Chorus (30 min) GT Seminar (30 min) Small group supports could include: Reading Intervention Math Intervention ESOL Special Education | Morning Meeting/SEL 9:00-9:15 | Morning Meeting/SEL 9:00-9:15 |
| Synchronous Mathematics Instruction 9:15-10:15 | Synchronous Mathematics Instruction 9:15-10:15 | | Synchronous Mathematics Instruction 9:15-10:15 | Synchronous Mathematics Instruction 9:15-10:15 |
| Asynchronous work: 10:15-11:15 Math task (15 min) LexiaCore (15 min) Writing task (30 min) Or Strings/Band Sectionals (30 min) | Asynchronous work: 10:15-11:15 Math task (15 min) LexiaCore (15 min) Content follow up (30 min) Or Strings/Band Sectionals (30 min) | | Asynchronous work: 10:15-11:15 Math task (15 min) LexiaCore (15 min) Writing task (30 min) Or Strings/Band Sectionals (30 min) | Asynchronous work: 10:15-11:15 Math task (15 min) LexiaCore (15 min) Content follow up (30 min) Or Strings/Band Sectionals (30 min) |
| Lunch & 15 min Independent Reading 11:15-12:45 | Lunch & 15 min Independent Reading 11:15-12:45 | | Lunch & 15 min Independent Reading 11:15-12:45 | Lunch & 15 min Independent Reading 11:15-12:45 |
| Synchronous ELA Instruction 12:45-1:45 | Synchronous ELA Instruction 12:45-1:45 | | Synchronous ELA Instruction 12:45-1:45 | Synchronous ELA Instruction 12:45-1:45 |
| Synchronous Supports 1:50-2:45 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support | Synchronous Supports 1:50-2:45 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support | | Synchronous Supports 1:50-2:45 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support | Synchronous Supports 1:50-2:45 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support |
| Grade 4 Content (Science, Social Studies, Health) 2:50-3:50 | Grade 4 Related Arts 2:50-3:50 | | Grade 4 Content (Science, Social Studies, Health) 2:50-3:50 | Grade 4 Related Arts 2:50-3:50 |

Grade 5 Student Schedule

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|---|--|
| Morning Meeting/SEL 9:00-9:15 | Morning Meeting/SEL 9:00-9:15 | Asynchronous Assignments (3 hrs): LexiaCore (15-20 min) Math Task (30 min) Health (30-45 min) Rel Arts #1 (30 min) Rel Arts #2 (30 min) Rel Arts #3 (30 min) Possible Activities: Strings (30 min) Band (30 min) Chorus (30 min) GT Seminar (30 min) Small group supports could include: Reading Intervention Math Intervention ESOL Special Education | Morning Meeting/SEL 9:00-9:15 | Morning Meeting/SEL 9:00-9:15 |
| Synchronous ELA Instruction 9:15-10:15 | Synchronous ELA Instruction 9:15-10:15 | | Synchronous ELA Instruction 9:15-10:15 | Synchronous ELA Instruction 9:15-10:15 |
| Grade 5 Related Arts 10:25-11:15 | Grade 5 Content (Science, Social Studies, Health) 10:25-11:10 | | Grade 5 Related Arts 10:25-11:15 | Grade 5 Content (Science, Social Studies, Health) 10:25-11:15 |
| Lunch & 15 min Independent Reading 11:15-12:45 | Lunch & 15 min Independent Reading 11:15-12:45 | | Lunch & 15 min Independent Reading 11:15-12:45 | Lunch & 15 min Independent Reading 11:15-12:45 |
| Synchronous Mathematics Instruction 12:45-1:45 | Synchronous Mathematics Instruction 12:45-1:45 | | Synchronous Mathematics Instruction 12:45-1:45 | Synchronous Mathematics Instruction 12:45-1:45 |
| Asynchronous work: 1:50-2:50 Math task (15 min) LexiaCore (15 min) Content follow up (30 min) Or Strings/Band Sectionals (30 min) | Asynchronous work: 1:50-2:50 Math task (15 min) LexiaCore (15 min) Writing task (30 min) Or Strings/Band Sectionals (30 min) | | Asynchronous work: 1:50-2:50 Math task (15 min) LexiaCore (15 min) Content follow up (30 min) Or Strings/Band Sectionals (30 min) | Asynchronous work: 1:50-2:50 Math task (15 min) LexiaCore (15 min) Writing task (30 min) Or Strings/Band Sectionals (30 min) |
| Synchronous Supports 2:50-3:50 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support | Synchronous Supports 2:50-3:50 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support | | Synchronous Supports 2:50-3:50 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support | Synchronous Supports 2:50-3:50 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support |

Grades 6-12 Sample Student Schedule

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|--|---|---|
| Period 1 Additional Synchronous Support 8:30 - 8:50 | Period 2 Additional Synchronous Support 8:30 - 8:50 | Asynchronous Work Time/ Student Supports 8:30-3:15 | Period 1 Additional Synchronous Support 8:30 - 8:50 | Period 2 Additional Synchronous Support 8:30 - 8:50 |
| Period 1 - Synchronous Class 9:00 - 9:45 | Period 1 - Synchronous Class 9:00 - 9:45 | | Period 1 - Synchronous Class 9:00 - 9:45 | Period 1 - Synchronous Class 9:00 - 9:45 |
| Period 2 - Synchronous Class 10:00 - 10:45 | Period 2 - Synchronous Class 10:00 - 10:45 | | Period 2 - Synchronous Class 10:00 - 10:45 | Period 2 - Synchronous Class 10:00 - 10:45 |
| Synchronous Flex Time/SEL 10:50 - 11:20 | Lunch/ Asynchronous Work Time/Student Supports 10:45-1:10 | | Lunch/ Asynchronous Work Time/Student Supports 10:45-1:10 | Lunch/ Asynchronous Work Time/Student Supports 10:45-1:10 |
| Lunch/ Asynchronous Work Time/Student Supports 11:20-1:10 | | | | |
| Period 3 - Synchronous Class 1:10 - 1:55 | Period 3 - Synchronous Class 1:10 - 1:55 | | Period 3 - Synchronous Class 1:10 - 1:55 | Period 3 - Synchronous Class 1:10 - 1:55 |
| Period 4 - Synchronous Class 2:10 - 2:55 | Period 4 - Synchronous Class 2:10 - 2:55 | | Period 4 - Synchronous Class 2:10 - 2:55 | Period 4 - Synchronous Class 2:10 - 2:55 |
| Period 3 Additional Synchronous Support 2:55 - 3:15 | Period 4 Additional Synchronous Support 2:55 - 3:15 | | Period 3 Additional Synchronous Support 2:55 - 3:15 | Period 4 Additional Synchronous Support 2:55 - 3:15 |

Teacher Schedules by Level and Position

Consolidated Elementary Teacher Virtual Model

Student Virtual School Day 9:00-3:50

Teacher Virtual Workday 8:15-3:50

Five week rotation for Related Arts:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|----------------|----------------|---|----------------|----------------|
| Week 1 | Grades 1, 3, 5 | Grades K, 2, 4 | Student supports Teacher professional learning, planning, and review of student work | Grades 1, 3, 5 | Grades K, 2, 4 |
| Week 2 | Grades 1, 3, 5 | Grades K, 2, 4 | | Grades 1, 3, 5 | Grades K, 2, 4 |
| Week 3 | Grades 1, 3, 5 | Grades K, 2, 4 | | Grades 1, 3, 5 | Grades K, 2, 4 |
| Week 4 | Grades 1, 3, 5 | Grades K, 2, 4 | | Grades 1, 3, 5 | Grades K, 2, 4 |
| Week 5 | Grades 1, 3, 5 | Grades K, 2, 4 | | Grades 1, 3, 5 | Grades K, 2, 4 |

Consolidated K - 5 Schedule

| Week 1 | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|--|--|--|--|--|
| 8:15 - 8:55 | Teacher Preparation Time | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time 8:15-9:30 | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time |
| 9:00-9:15 | Morning Meeting/SEL | Morning Meeting/SEL | Teacher PIP 9:30-10:30 | Morning Meeting/SEL | Morning Meeting/SEL |
| 9:15 - 10:15 | Grade 1, 3, 5 Synchronous ELA Instruction | Grade 1, 3, 5 Synchronous ELA Instruction | School-based staff meetings/ Professional learning 10:30 - 11:30 | Grade 1, 3, 5 Synchronous ELA Instruction | Grade 1, 3, 5 Synchronous ELA Instruction |
| | Grade K, 2, 4 Synchronous Mathematics Instruction | Grade K, 2, 4 Synchronous Mathematics Instruction | | Grade K, 2, 4 Synchronous Mathematics Instruction | Grade K, 2, 4 Synchronous Mathematics Instruction |
| | RA PIP Group A RA Teacher Preparation Time Group B | RA PIP Group A RA Teacher Preparation Time Group B | | RA PIP Group A RA Teacher Preparation Time Group B | RA PIP Group A RA Teacher Preparation Time Group B |

| | | | | | |
|---|--|--|---|--|--|
| 10:25-11:15 OR 10:25-10:50 & 10:55-11:20 | Synchronous Grade 5 Related Arts Instruction | Synchronous Grade 2 Related Arts Instruction | | Synchronous Grade 5 Related Arts Instruction | Synchronous Grade 2 Related Arts Instruction |
| | Grade 2 Content (Science, Social Studies, Health) | Grade 5 Content (Science, Social Studies, Health) | | Grade 2 Content (Science, Social Studies, Health) | Grade 5 Content (Science, Social Studies, Health) |
| | Grade 5 PIP | Grade 2 PIP | | Grade 5 PIP | Grade 2 PIP |
| | Grade K, 3 Additional Supports | Grade K, 3 Additional Supports | | Grade K, 3 Additional Supports | Grade K, 3 Additional Supports |
| | Grade 1, 4 Teacher Preparation Time | Grade 1, 4 Teacher Preparation Time | | Grade 1, 4 Teacher Preparation Time | Grade 1, 4 Teacher Preparation Time |
| 11:20-11:50 | Duty Free Lunch | | | | |
| 11:50-12:45 | Teacher Preparation Time | Teacher Preparation Time | ES Countywide Content-Based PL & Planning/ Districtwide PL 12:00-1:15 ES Countywide Content-Based PL & Planning/ Districtwide PL 1:30-2:45 Teacher Preparation Time 2:45-3:50 | Teacher Preparation Time | Teacher Preparation Time |
| 12:45-1:45 | Grade K, 2, 4 Synchronous ELA Instruction | Grade K, 2, 4 Synchronous ELA Instruction | | Grade K, 2, 4 Synchronous ELA Instruction | Grade K, 2, 4 Synchronous ELA Instruction |
| | Grade 1, 3, 5 Synchronous Mathematics Instruction | Grade 1, 3, 5 Synchronous Mathematics Instruction | | Grade 1, 3, 5 Synchronous Mathematics Instruction | Grade 1, 3, 5 Synchronous Mathematics Instruction |
| | RA PIP Group B RA Teacher Preparation Time Group A | RA PIP Group B RA Teacher Preparation Time Group A | RA PIP Group B RA Teacher Preparation Time Group A | RA PIP Group B RA Teacher Preparation Time Group A | |
| 1:50-2:40 OR 1:50-2:15 & 2:20- 2:45 | Synchronous Grade 3 Related Arts Instruction | Synchronous Grade K Related Arts Instruction | | Synchronous Grade 3 Related Arts Instruction | Synchronous Grade K Related Arts Instruction |
| | Grade K Content (Science, Social Studies, Health) | Grade 3 Content (Science, Social Studies, Health) | | Grade K Content (Science, Social Studies, Health) | Grade 3 Content (Science, Social Studies, Health) |
| | Grade 3 PIP | Grade K PIP | | Grade 3 PIP | Grade K PIP |
| | Grade 1, 4 Additional Supports | Grade 1, 4 Additional Supports | | Grade 1, 4 Additional Supports | Grade 1, 4 Additional Supports |
| | Grade 2, 5 Teacher Preparation Time | Grade 2, 5 Teacher Preparation Time | | Grade 2, 5 Teacher Preparation Time | Grade 2, 5 Teacher Preparation Time |

| | | | | | |
|--|--|--|---|--|--|
| 2:50-3:40 OR 2:50-3:15 & 3:20-3:45 | Synchronous Grade 1 Related Arts Instruction | Synchronous Grade 4 Related Arts Instruction | | Synchronous Grade 1 Related Arts Instruction | Synchronous Grade 4 Related Arts Instruction |
| | Grade 4 Content (Science, Social Studies, Health) | Grade 1 Content (Science, Social Studies, Health) | | Grade 4 Content (Science, Social Studies, Health) | Grade 1 Content (Science, Social Studies, Health) |
| | Grade 1 PIP | Grade 4 PIP | | Grade 1 PIP | Grade 4 PIP |
| | Grade 2, 5 Additional Supports | Grade 2, 5 Additional Supports | | Grade 2, 5 Additional Supports | Grade 2, 5 Additional Supports |
| | Grade K, 3 Teacher Preparation Time | Grade K, 3 Teacher Preparation Time | | Grade K, 3 Teacher Preparation Time | Grade K, 3 Teacher Preparation Time |
| | GL Teacher Preparation Time: 2 hr 40 min | GL Teacher Preparation Time: 2 hr | Teacher Preparation Time: 2 hrs 20 min | GL Teacher Preparation Time: 2 hr | GL Teacher Preparation Time: 2 hr 40 min |
| | RA Teacher Preparation Time: 2 hr 55 min + plannings during RA rotation | RA Teacher Preparation Time: 2 hr 15 min + plannings during RA rotation | Teacher PIP: 60 min PL Time: 3 hr 30 min | RA Teacher Preparation Time: 2 hr 15 min + plannings during RA rotation | RA Teacher Preparation Time: 2 hr 55 min + plannings during RA rotation |
| | PIP Time 60 min | PIP Time 60 min Collaborative Planning time 40 min | | PIP Time 60 min Collaborative Planning time 40 min | PIP Time 60 min |

Note: Half of Related Arts team would be assigned PIP from 9:15-10:15. The other half of the Related Arts team would be assigned PIP from 12:45-1:45.

Note: 60 minute Related Arts classes will run as 50 minute blocks in the rotation. 30 minute Related Arts classes will run as 25 minute blocks in the rotation.

Note: ELA instruction may include 20 minutes of whole group, 20 minutes of small group instruction, and 20 minutes of independent reading/eLearning. To accommodate three rotations of small group instruction, the first 20 minutes of additional synchronous support may be used for a small group ELA rotation.

Sample Full day PreK Teacher schedule

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--|--|---|--|--|
| 8:15-8:55 | Teacher Preparation Time | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time 8:15-9:30 Individual Family Check-Ins 9:30-10:30 School-based staff meetings/ Professional learning 10:30 - 11:30 | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time |
| 9:00-9:30 | Whole Group Read Aloud and Connect | Whole Group Read Aloud and Connect | | Whole Group Read Aloud and Connect | Whole Group Read Aloud and Connect |
| 9:30-10:10 | Teacher Preparation Time | Teacher Preparation Time | | Teacher Preparation Time | Teacher Preparation Time |
| 10:10-10:30 | Small Group 1 | Small Group 1 | | Small Group 1 | Small Group 1 |
| 10:35-10:55 | Small Group 2 | Small Group 2 | | Small Group 2 | Small Group 2 |
| 11:00-11:20 | Small Group 3 | Small Group 3 | | Small Group 3 | Small Group 3 |
| 11:20-11:50 | Duty Free Lunch | | | | |
| 11:50-12:45 | Teacher Preparation Time | Teacher Preparation Time | ES Countywide Content-Based PL & planning/ Districtwide PL 12:00-1:15 ES Countywide Content-Based PL & planning/ Districtwide PL 1:30-2:45 Teacher Preparation Time 2:45-4:00 | Teacher Preparation Time | Teacher Preparation Time |
| 12:45-1:45 | Additional Synchronous Support Session | Additional Synchronous Support Session | | Additional Synchronous Support Session | Additional Synchronous Support Session |
| 1:45-2:00 | Whole Group Fast Focus and Closure <i>(Live or Pre-Recorded)</i> | Whole Group Fast Focus and Closure <i>(Live or Pre-Recorded)</i> | | Whole Group Fast Focus and Closure <i>(Live or Pre-Recorded)</i> | Whole Group Fast Focus and Closure <i>(Live or Pre-Recorded)</i> |
| 2:00-3:00 | PIP | PIP | | PIP | PIP |
| 3:00-3:50 | Individual Family Check-Ins | Individual Family Check-Ins | | Individual Family Check-Ins | Individual Family Check-Ins |
| | Teacher Preparation Time: 2 hr 15 min Family Check-in time/Planning: 20 PIP Time: 60 min | Teacher Preparation Time: 2 hr 15 min Family Check-in time/Planning: 20 PIP Time: 60 min | Teacher Preparation Time: 2 hr 30 min Family Check-in Time: 60 min PIP Time: N/A | Teacher Preparation Time: 2 hr 15 min Family Check-in time/Planning: 20 PIP Time: 60 min | Teacher Preparation Time: 2 hr 15 min Family Check-in time/Planning: 20 PIP Time: 60 min |

Notes:

- Half Day (AM/PM) Programs will depend on total number of program enrollment (exp: 20 total students would be broken into 3 small groups) rather than being assigned to a morning or afternoon. Total amount of instructional time will remain the same
- Full Day Programs will offer one additional live instructional block per day (1 small group and 3 whole group sessions). For example, “Small Group 3” will be replaced by a whole group activity to address Related Arts standards and additional early learning concepts.
 - *Related Arts will not be offered to Full Day Programs*
- Choice for Whole Group Fast Focus and Closure to be pre-recorded, taught live by the teacher, or taught by paraeducator with teacher in “Google Meet monitor” role.

Sample Half-Day Pre-K Teacher Schedule (AM/PM Split, Full Time)

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--|--|---|--|--|
| 8:15-8:55 | Teacher Preparation Time | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time 8:15-9:30 Individual Family Check-Ins 9:30-10:30 School-based staff meetings/ Professional learning 10:30 - 11:30 | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time |
| 9:00-9:20 | Read Aloud and Connect | Read Aloud and Connect | | Read Aloud and Connect | Read Aloud and Connect |
| 9:20-9:50 | Teacher Preparation Time | Teacher Preparation Time | | Teacher Preparation Time | Teacher Preparation Time |
| 9:50-10:10 | Small Group 1 | Small Group 1 | | Small Group 1 | Small Group 1 |
| 10:15-10:35 | Small Group 2 | Small Group 2 | | Small Group 2 | Small Group 2 |
| 10:40-11:00 | Small Group 3 | Small Group 3 | | Small Group 3 | Small Group 3 |
| 11:05-11:20 | Fast Focus and Closure | Fast Focus and Closure | | Fast Focus and Closure | Fast Focus and Closure |
| 11:20-11:50 | Duty Free Lunch | | | | |
| 11:50-12:45 | Teacher Preparation Time | Teacher Preparation Time | ES Countywide Content-Based PL & planning/ Districtwide PL 12:00-1:15 ES Countywide Content-Based PL & planning/ Districtwide PL 1:30-2:45 Teacher Preparation Time 2:45-4:00 | Teacher Preparation Time | Teacher Preparation Time |
| 12:45-1:05 | Read Aloud and Connect | Read Aloud and Connect | | Read Aloud and Connect | Read Aloud and Connect |
| 1:05-2:05 | PIP | PIP | | PIP | PIP |
| 2:05-2:25 | Small Group 1 | Small Group 1 | | Small Group 1 | Small Group 1 |
| 2:30-2:50 | Small Group 2 | Small Group 2 | | Small Group 2 | Small Group 2 |
| 2:55-3:15 | Small Group 3 | Small Group 3 | | Small Group 3 | Small Group 3 |
| 3:15-3:35 | Individual Family Check-Ins | Individual Family Check-Ins | | Individual Family Check-Ins | Individual Family Check-Ins |
| 3:35-3:50 | Fast Focus and Closure | Fast Focus and Closure | Fast Focus and Closure | Fast Focus and Closure | |
| | Teacher Preparation Time: 2 hrs 5 min Family Check-in time/Planning: 20 PIP Time: 60 min | Teacher Preparation Time: 2 hrs 5 min Family Check-in time/Planning: 20 PIP Time: 60 min | Teacher Preparation Time: 2 hr 30 min Family Check-in Time: 60 min PIP Time: N/A | Teacher Preparation Time: 2 hrs 5 min Family Check-in time/Planning: 20 PIP Time: 60 min | Teacher Preparation Time: 2 hrs 5 min Family Check-in time/Planning: 20 PIP Time: 60 min |

Grade K Teacher Schedule

| Week 1 | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|---|---|---|---|---|
| 8:15 - 8:55 | Teacher Preparation Time | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time 8:15-9:30 | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time |
| 9:00-9:15 | Morning Meeting/SEL | Morning Meeting/SEL | Teacher PIP 9:30-10:30 | Morning Meeting/SEL | Morning Meeting/SEL |
| 9:15 - 10:15 | Synchronous Mathematics Instruction | Synchronous Mathematics Instruction | | Synchronous Mathematics Instruction | Synchronous Mathematics Instruction |
| 10:25-11:15 | Additional Synchronous Supports | Additional Synchronous Supports | School-based staff meetings/ Professional learning 10:30 - 11:30 | Additional Synchronous Supports | Additional Synchronous Supports |
| 11:20-11:50 | Duty Free Lunch | | | | |
| 11:50-12:45 | Teacher Preparation Time | Teacher Preparation Time | ES Countywide Content-Based PL & planning/ Districtwide PL 12:00-1:15 | Teacher Preparation Time | Teacher Preparation Time |
| 12:45-1:45 | Synchronous ELA Instruction | Synchronous ELA Instruction | | Synchronous ELA Instruction | Synchronous ELA Instruction |
| 1:50-2:40 | Grade K Content (Science, Social Studies, Health) | Grade K PIP | ES Countywide Content-Based PL & planning/ Districtwide PL 1:30-2:45 | Grade K Content (Science, Social Studies, Health) | Grade K PIP |
| 2:50-3:50 | Teacher Preparation Time | Teacher Preparation Time | | Teacher Preparation Time 2:45-4:00 | Teacher Preparation Time |
| | GL Teacher Preparation Time: 2 hr 40 min PIP Time 60 min | GL Teacher Preparation Time: 2 hr Collaborative Planning time 40 min | Teacher Preparation Time: 3 hrs PL Time: 3 hr 30 min | GL Teacher Preparation Time: 2 hr PIP Time 60 min Collaborative Planning time 40 min | GL Teacher Preparation Time: 2 hr 40 min PIP Time 60 min |

Note: ELA instruction may include 20 minutes of whole group, 20 minutes of small group instruction, and 20 minutes of independent reading/eLearning. To accommodate three rotations of small group instruction, the first 20 minutes of additional synchronous support may be used for a small group ELA rotation.

Grade 1 Teacher Schedule

| Week 1 | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|--|---|---|---|--|
| 8:15 - 8:55 | Teacher Preparation Time | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time 8:15-9:30 | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time |
| 9:00-9:15 | Morning Meeting/SEL | Morning Meeting/SEL | Teacher PIP 9:30-10:30 | Morning Meeting/SEL | Morning Meeting/SEL |
| 9:15 - 10:15 | Synchronous ELA Instruction | Synchronous ELA Instruction | | School-based staff meetings/ Professional learning 10:30 - 11:30 | Synchronous ELA Instruction |
| 10:25-11:20 | Teacher Preparation Time | Teacher Preparation Time | | Teacher Preparation Time | Teacher Preparation Time |
| 11:20-11:50 | Duty Free Lunch | | | | |
| 11:50-12:45 | Teacher Preparation Time | Teacher Preparation Time | ES Countywide Content-Based PL & Planning/ Districtwide PL 12:00-1:15 | Teacher Preparation Time | Teacher Preparation Time |
| 12:45-1:45 | Synchronous Mathematics Instruction | Synchronous Mathematics Instruction | | ES Countywide Content-Based PL & Planning/ Districtwide PL 1:30-2:45 | Synchronous Mathematics Instruction |
| 1:50-2:40 | Additional Supports | Additional Supports | Teacher Preparation Time 2:45-3:50 | Additional Supports | Additional Supports |
| 2:50-3:50 | Grade 1 PIP | Grade 1 Content (Science, Social Studies, Health) | | Grade 1 PIP | Grade 1 Content (Science, Social Studies, Health) |
| | GL Teacher Preparation Time: 2 hr 40 min RA Teacher Preparation Time: 2 hr 55 min + plannings during RA rotation PIP Time 60 min | GL Teacher Preparation Time: 2 hr RA Teacher Preparation Time: 2 hr 15 min + plannings during RA rotation PIP Time 60 min Collaborative Planning time 40 min | Teacher Preparation Time: 2 hrs 20 min Teacher PIP: 60 min PL Time: 3 hr 30 min | GL Teacher Preparation Time: 2 hr RA Teacher Preparation Time: 2 hr 15 min + plannings during RA rotation PIP Time 60 min Collaborative Planning time 40 min | GL Teacher Preparation Time: 2 hr 40 min RA Teacher Preparation Time: 2 hr 55 min + plannings during RA rotation PIP Time 60 min |

Note: ELA instruction may include 20 minutes of whole group, 20 minutes of small group instruction, and 20 minutes of independent reading/eLearning. To accommodate three rotations of small group instruction, the first 20 minutes of additional synchronous support may be used for a small group ELA rotation.

Grade 2 Teacher Schedule

| Week 1 | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|--|---|---|---|--|
| 8:15 - 8:55 | Teacher Preparation Time | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time 8:15-9:30 | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time |
| 9:00-9:15 | Morning Meeting/SEL | Morning Meeting/SEL | Teacher PIP 9:30-10:30 | Morning Meeting/SEL | Morning Meeting/SEL |
| 9:15 - 10:15 | Synchronous Mathematics Instruction | Synchronous Mathematics Instruction | | Synchronous Mathematics Instruction | Synchronous Mathematics Instruction |
| 10:25-11:15 | Grade 2 Content (Science, Social Studies, Health) | Grade 2 PIP | School-based staff meetings/ Professional learning 10:30 - 11:30 | Grade 2 Content (Science, Social Studies, Health) | Grade 2 PIP |
| 11:20-11:50 | Duty Free Lunch | | | | |
| 11:50-12:45 | Teacher Preparation Time | Teacher Preparation Time | ES Countywide Content-Based PL & planning/ Districtwide PL 12:00-1:15 | Teacher Preparation Time | Teacher Preparation Time |
| 12:45-1:45 | Synchronous ELA Instruction 12:45-1:05 Whole group 1:05-1:25 Group A 1:25-1:45 Group B | Synchronous ELA Instruction 12:45-1:05 Whole group 1:05-1:25 Group A 1:25-1:45 Group B | | ES Countywide Content-Based PL & planning/ Districtwide PL 1:30-2:45 | Synchronous ELA Instruction 12:45-1:05 Whole group 1:05-1:25 Group A 1:25-1:45 Group B |
| 1:50-2:50 | Teacher Preparation Time | Teacher Preparation Time | Teacher Preparation Time 2:45-4:00 | Teacher Preparation Time | Teacher Preparation Time |
| 2:50-3:40 | Additional Synchronous Supports 2:50-3:10 Group C (ELA small group) | Additional Synchronous Supports 2:50-3:10 Group C (ELA small group) | | Additional Synchronous Supports 2:50-3:10 Group C (ELA small group) | Additional Synchronous Supports 2:50-3:10 Group C (ELA small group) |
| | GL Teacher Preparation Time: 2 hr 40 min PIP Time 60 min | GL Teacher Preparation Time: 2 hr PIP Time 60 min Collaborative Planning time 40 min | Teacher Preparation Time: 3 hrs PL Time: 3 hr 30 min | GL Teacher Preparation Time: 2 hr PIP Time 60 min Collaborative Planning time 40 min | GL Teacher Preparation Time: 2 hr 40 min PIP Time 60 min |

Note: ELA instruction may include 20 minutes of whole group, 20 minutes of small group instruction, and 20 minutes of independent reading/eLearning. To accommodate three rotations of small group instruction, the first 20 minutes of additional synchronous support may be used for a small group ELA rotation.

Grade 3 Teacher Schedule

| Week 1 | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|---|---|---|---|---|
| 8:15 - 8:55 | Teacher Preparation Time | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time 8:15-9:30 | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time |
| 9:00-9:15 | Morning Meeting/SEL | Morning Meeting/SEL | Teacher PIP 9:30-10:30 | Morning Meeting/SEL | Morning Meeting/SEL |
| 9:15 - 10:15 | Synchronous ELA Instruction | Synchronous ELA Instruction | | Synchronous ELA Instruction | Synchronous ELA Instruction |
| 10:25-11:15 | Additional Synchronous Supports | Additional Synchronous Supports | School-based staff meetings/ Professional learning 10:30 - 11:30 | Additional Synchronous Supports | Additional Synchronous Supports |
| 11:20-11:50 | Duty Free Lunch | | | | |
| 11:50-12:45 | Teacher Preparation Time | Teacher Preparation Time | ES Countywide Content-Based PL & planning/ Districtwide PL 12:00-1:15 | Teacher Preparation Time | Teacher Preparation Time |
| 12:45-1:45 | Synchronous Mathematics Instruction | Synchronous Mathematics Instruction | | ES Countywide Content-Based PL & planning/ Districtwide PL 1:30-2:45 | Synchronous Mathematics Instruction |
| 1:50-2:40 | Grade 3 PIP | Grade 3 Content (Science, Social Studies, Health) | Teacher Preparation Time 2:45-4:00 | Grade 3 PIP | Grade 3 Content (Science, Social Studies, Health) |
| 2:50-3:50 | Teacher Preparation Time | Teacher Preparation Time | | Teacher Preparation Time | Teacher Preparation Time |
| | GL Teacher Preparation Time: 2 hr 40 min PIP Time 60 min | GL Teacher Preparation Time: 2 hr Collaborative Planning time 40 min | Teacher Preparation Time: 3 hrs PL Time: 3 hr 30 min | GL Teacher Preparation Time: 2 hr PIP Time 60 min Collaborative Planning time 40 min | GL Teacher Preparation Time: 2 hr 40 min PIP Time 60 min |

Grade 4 Teacher Schedule

| Week 1 | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|--|---|--|---|--|
| 8:15 - 8:55 | Teacher Preparation Time | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time 8:15-9:30 | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time |
| 9:00-9:15 | Morning Meeting/SEL | Morning Meeting/SEL | Teacher PIP 9:30-10:30 | Morning Meeting/SEL | Morning Meeting/SEL |
| 9:15 - 10:15 | Synchronous Mathematics Instruction | Synchronous Mathematics Instruction | School-based staff meetings/ Professional learning 10:30 - 11:30 | Synchronous Mathematics Instruction | Synchronous Mathematics Instruction |
| 10:25-11:20 | Teacher Preparation Time | Teacher Preparation Time | | Teacher Preparation Time | Teacher Preparation Time |
| 11:20-11:50 | Duty Free Lunch | | | | |
| 11:50-12:45 | Teacher Preparation Time | Teacher Preparation Time | ES Countywide Content-Based PL & Planning/ Districtwide PL 12:00-1:15 ES Countywide Content-Based PL & Planning/ Districtwide PL 1:30-2:45 Teacher Preparation Time 2:45-3:50 | Teacher Preparation Time | Teacher Preparation Time |
| 12:45-1:45 | Synchronous ELA Instruction | Synchronous ELA Instruction | | Synchronous ELA Instruction | Synchronous ELA Instruction |
| 1:50-2:40 | Additional Supports | Additional Supports | | Additional Supports | Additional Supports |
| 2:50-3:50 | Grade 4 Content (Science, Social Studies, Health) | Grade 4 PIP | Grade 4 Content (Science, Social Studies, Health) | Grade 4 Content (Science, Social Studies, Health) | Grade 4 PIP |
| | GL Teacher Preparation Time: 2 hr 40 min RA Teacher Preparation Time: 2 hr 55 min + plannings during RA rotation PIP Time 60 min | GL Teacher Preparation Time: 2 hr RA Teacher Preparation Time: 2 hr 15 min + plannings during RA rotation PIP Time 60 min Collaborative Planning time 40 min | Teacher Preparation Time: 2 hrs 20 min Teacher PIP: 60 min PL Time: 3 hr 30 min | GL Teacher Preparation Time: 2 hr RA Teacher Preparation Time: 2 hr 15 min + plannings during RA rotation PIP Time 60 min Collaborative Planning time 40 min | GL Teacher Preparation Time: 2 hr 40 min RA Teacher Preparation Time: 2 hr 55 min + plannings during RA rotation PIP Time 60 min |

Note: ELA instruction may include 20 minutes of whole group, 20 minutes of small group instruction, and 20 minutes of independent reading/eLearning. To accommodate three rotations of small group instruction, the first 20 minutes of additional synchronous support may be used for a small group ELA rotation.

Grade 5 Teacher Schedule

| Week 1 | Monday | Tuesday | Wednesday | Thursday | Friday | |
|--------------|--|---|---|---|--|--|
| 8:15 - 8:55 | Teacher Preparation Time | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time 8:15-9:30 | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time | |
| 9:00-9:15 | Morning Meeting/SEL | Morning Meeting/SEL | | Teacher PIP 9:30-10:30 | Morning Meeting/SEL | Morning Meeting/SEL |
| 9:15 - 10:15 | Synchronous ELA Instruction 9:15-9:35 Whole group 9:35-9:55 Group A 9:55-10:55 Group B | Synchronous ELA Instruction 9:15-9:35 Whole group 9:35-9:55 Group A 9:55-10:55 Group B | | School-based staff meetings/ Professional learning 10:30 - 11:30 | Synchronous ELA Instruction 9:15-9:35 Whole group 9:35-9:55 Group A 9:55-10:55 Group B | Synchronous ELA Instruction 9:15-9:35 Whole group 9:35-9:55 Group A 9:55-10:55 Group B |
| 10:25-11:15 | Grade 5 PIP | Grade 5 Content (Science, Social Studies, Health) | | Grade 5 PIP | Grade 5 Content (Science, Social Studies, Health) | |
| 11:20-11:50 | Duty Free Lunch | | | | | |
| 11:50-12:45 | Teacher Preparation Time | Teacher Preparation Time | ES Countywide Content-Based PL & planning/ Districtwide PL 12:00-1:15 | Teacher Preparation Time | Teacher Preparation Time | |
| 12:45-1:45 | Synchronous Mathematics Instruction | Synchronous Mathematics Instruction | | Synchronous Mathematics Instruction | Synchronous Mathematics Instruction | |
| 1:50-2:50 | Teacher Preparation Time | Teacher Preparation Time | ES Countywide Content-Based PL & planning/ Districtwide PL 1:30-2:45 | Teacher Preparation Time | Teacher Preparation Time | |
| 2:50-3:40 | Additional Synchronous Supports 2:50-3:10 Group C (ELA small group) | Additional Synchronous Supports 2:50-3:10 Group C (ELA small group) | | Teacher Preparation Time 2:45-4:00 | Additional Synchronous Supports 2:50-3:10 Group C (ELA small group) | Additional Synchronous Supports 2:50-3:10 Group C (ELA small group) |
| | GL Teacher Preparation Time: 2 hr 40 min PIP Time 60 min | GL Teacher Preparation Time: 2 hr PIP Time 60 min Collaborative Planning time 40 min | Teacher Preparation Time: 3 hrs PL Time: 3 hr 30 min | GL Teacher Preparation Time: 2 hr PIP Time 60 min Collaborative Planning time 40 min | GL Teacher Preparation Time: 2 hr 40 min PIP Time 60 min | |

Note: ELA instruction may include 20 minutes of whole group, 20 minutes of small group instruction, and 20 minutes of independent reading/eLearning. To accommodate three rotations of small group instruction, the first 20 minutes of additional synchronous support may be used for a small group ELA rotation.

Sample Elementary Related Arts Teacher Schedule

Five week rotation for Related Arts:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|----------------|----------------|---|----------------|----------------|
| Week 1 | Grades 1, 3, 5 | Grades K, 2, 4 | Student supports Teacher professional learning, planning, and review of student work | Grades 1, 3, 5 | Grades K, 2, 4 |
| Week 2 | Grades 1, 3, 5 | Grades K, 2, 4 | | Grades 1, 3, 5 | Grades K, 2, 4 |
| Week 3 | Grades 1, 3, 5 | Grades K, 2, 4 | | Grades 1, 3, 5 | Grades K, 2, 4 |
| Week 4 | Grades 1, 3, 5 | Grades K, 2, 4 | | Grades 1, 3, 5 | Grades K, 2, 4 |
| Week 5 | Grades 1, 3, 5 | Grades K, 2, 4 | | Grades 1, 3, 5 | Grades K, 2, 4 |

| Week 1 | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|---|--|--|
| 8:15 - 9:15 | Teacher Preparation Time | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time 8:15-9:30 | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time |
| 9:15 - 10:15 | Teacher Preparation/PIP | Teacher Preparation/PIP | Teacher PIP 9:30-10:30 | Teacher Preparation/PIP | Teacher Preparation/PIP |
| 10:25-11:15 OR 10:25-10:50 & 10:55-11:20 | Synchronous Grade 5 Related Arts Instruction | Synchronous Grade 2 Related Arts Instruction | School-based staff meetings/ Professional learning 10:30 - 11:30 | Synchronous Grade 5 Related Arts Instruction | Synchronous Grade 2 Related Arts Instruction |
| 11:20-11:50 | Duty Free Lunch | | | | |
| 11:50-12:45 | Teacher Preparation Time | Teacher Preparation Time | ES Countywide Content-Based PL & planning/ Districtwide PL 12:00-1:15 | Teacher Preparation Time | Teacher Preparation Time |
| 12:45-1:45 | Teacher Preparation/PIP | Teacher Preparation/PIP | | Teacher Preparation/PIP | Teacher Preparation/PIP |
| 1:50-2:40 OR 1:50-2:15 & 2:20-2:45 | Synchronous Grade 3 Related Arts Instruction | Synchronous Grade K Related Arts Instruction | ES Countywide Content-Based PL & planning/ Districtwide PL 1:30-2:45 | Synchronous Grade 3 Related Arts Instruction | Synchronous Grade K Related Arts Instruction |
| 2:50-3:40 OR 2:50-3:15 & 3:20-3:45 | Synchronous Grade 1 Related Arts Instruction | Synchronous Grade 4 Related Arts Instruction | Teacher Preparation Time 2:45-4:00 | Synchronous Grade 1 Related Arts Instruction | Synchronous Grade 4 Related Arts Instruction |
| | Prep Time: 2 hr 55 min + plannings during RA rotation PIP Time 60 min | Prep Time: 2 hr 15 min + plannings during RA rotation PIP Time 60 min Collab Plan 40 min | Prep Time: 3 hrs PL: 3 hr 30 min | Prep Time: 2 hr 15 min + plannings during RA rotation PIP Time 60 min Collab Plan 40 min | Prep Time: 2 hr 55 min + plannings during RA rotation PIP Time 60 min |

Note: Half of Related Arts team would be assigned PIP from 9:15-10:15. The other half of the Related Arts team would be assigned PIP from 12:45-1:45.

Note: 60 minute Related Arts classes will run as 50 minute blocks in the rotation (10:25-11:15, 1:50-2:40, and 2:50-3:40). 30 minute Related Arts classes will run as 25 minute blocks in the rotation (10:25-10:50 & 10:55-11:20, 1:50-2:15 & 2:20-2:45, and 2:50-3:15 & 3:20-3:45).

Sample Elementary Special Education Teacher Schedule

| Week 1 | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|---|---|---|---|---|
| 8:15 - 8:55 | Teacher Preparation Time | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time |
| 9:00-9:15 | PIP | PIP | 8:15-9:30 Teacher PIP 9:30-10:30 | PIP | PIP |
| 9:15 - 10:15 | Special Education & Related Support Services | Special Education & Related Support Services | School-based staff meetings/ Professional learning 10:30 - 11:30 | Special Education & Related Support Services | Special Education & Related Support Services |
| 10:25-11:15 | Grade K, 3 Special Education & Related Supports Services | Grade K, 3 Special Education & Related Supports Services | | Grade K, 3 Special Education & Related Supports Services | Grade K, 3 Special Education & Related Supports Services |
| 11:20-11:50 | Duty Free Lunch | | | | |
| 11:50-12:45 | Teacher Preparation Time | Teacher Preparation Time | ES Countywide Content-Based PL & planning/ Districtwide PL | Teacher Preparation Time | Teacher Preparation Time |
| 12:45-1:45 | Special Education & Related Support Services | Special Education & Related Support Services | 12:00-1:15 ES Countywide Content-Based PL & planning/ Districtwide PL | Special Education & Related Support Services | Special Education & Related Support Services |
| 1:50-2:50 | Grade 1, 4 Special Education & Related Supports Services | Grade 1, 4 Special Education & Related Supports Services | 1:30-2:45 Teacher Preparation Time | Grade 1, 4 Special Education & Related Supports Services | Grade 1, 4 Special Education & Related Supports Services |
| 2:50-3:40 | Grade 2, 5 Special Education & Related Supports Services | Grade 2, 5 Special Education & Related Supports Services | 2:45-4:00 | Grade 2, 5 Special Education & Related Supports Services | Grade 2, 5 Special Education & Related Supports Services |

Note: Specially designed instruction can be delivered by general educators, special educators and/or paraeducators. Related services can be supported by the special education staff and also be integrated into classroom instruction to support student access to general education curriculum and, for some students, access to alternative achievement standards aligned with general content standards. Services must be delivered in accordance with the IEP. Pull-out services may occur during any block indicated with priority given to content block(s) that may be incorporated more easily into the specially designed resource lessons or activities.

Note: Specially designed instruction and related and support services may be delivered during times allotted for additional instruction and support. Services must be delivered in accordance with the IEP.

Note: Prioritize special education case management responsibilities to occur during the school based staff meetings/professional learning block. Additional time for special education case management responsibilities may be accessed during any other block designated for special education and related and support services as long as all service hours are being addressed. Although services may be delivered by other staff, instruction delivered by the special educator should be the priority.

Note: Special educators will schedule at least one additional 60-minute block each day to serve as Teacher Preparation time and case management (either 9:15-10:15, 10:20-11:20, 12:45-1:45, 1:50-2:50, or 2:50-3:50). This block should be different each day of the week, to ensure that students in each grade level can be supported (e.g. 2:50-3:50 should not be Teacher Prep for each of the four days because this will result in no support for Grades 2 and 5.)

Elementary Reading Specialist Schedule

| Week 1 | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------|--|--|---|--|--|
| 8:15 - 8:55 | Teacher Preparation Time | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time 8:15-9:30 | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time |
| 9:00-9:30 | PIP | PIP | Individual Assessment Time 9:30-10:30 School-based staff meetings/ Professional learning 10:30 - 11:30 | PIP | PIP |
| 9:35 - 10:15 | Grade 1, 3, 5 Small Group Reading Support (9:35-10:15) | Grade 1, 3, 5 Small Group Reading Support (9:35-10:15) | | Grade 1, 3, 5 Small Group Reading Support (9:35-10:15) | Grade 1, 3, 5 Small Group Reading Support (9:35-10:15) |
| 10:25-10:50 & 10:55-11:20 | Grade K, 3 Small Group Reading Support | Grade K, 3 Small Group Reading Support | | Grade K, 3 Small Group Reading Support | Grade K, 3 Small Group Reading Support |
| 11:20-11:50 | Duty Free Lunch | | | | |
| 11:50-12:45 | Teacher Preparation Time | Teacher Preparation Time | ES Countywide Content-Based PL & Planning/ Districtwide PL 12:00-1:15 ES Countywide Content-Based PL & Planning/ Districtwide PL 1:30-2:45 | Teacher Preparation Time | Teacher Preparation Time |
| 12:45-1:45 | Grade K, 2, 4 Small Group Reading Support (1:05-1:45) | Grade K, 2, 4 Small Group Reading Support (1:05-1:45) | | Grade K, 2, 4 Small Group Reading Support (1:05-1:45) | Grade K, 2, 4 Small Group Reading Support (1:05-1:45) |
| 1:50-2:15 & 2:20-2:45 | Grade 1, 4 Small Group Reading Support | Grade 1, 4 Small Group Reading Support | | Grade 1, 4 Small Group Reading Support | Grade 1, 4 Small Group Reading Support |
| 2:50-3:15 & 3:20-3:50 | Grade 2, 5 Small Group Reading Support | Grade 2, 5 Small Group Reading Support | Teacher Preparation Time 2:45-3:50 | Grade 2, 5 Small Group Reading Support | Grade 2, 5 Small Group Reading Support |

Note: Reading Specialists will select one additional 60-minute block each day to serve as Teacher Preparation time (either 10:20-11:20, 1:50-2:50, or 2:50-3:50). This block should be different each day of the week, to ensure that students in each grade level can be supported (e.g. 2:50-3:50 should not be Teacher Prep for each of the four days because this will result in no support for Grades 2 and 5.)

Elementary ESOL Teacher Schedule

| Week 1 | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------------------|--|--|---|--|--|
| 8:15 - 8:55 | Teacher Preparation Time | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time 8:15-9:30 | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time |
| 9:00-9:15 | PIP | PIP | Individual Assessment Time 9:30-10:30 | PIP | PIP |
| 9:15 - 10:15 ESOL Co-teaching | ESOL Co-Teaching w/ Grade 1, 3, 5 ELA OR Grade K, 2, 4 Mathematics | ESOL Co-Teaching w/ Grade 1, 3, 5 ELA OR Grade K, 2, 4 Mathematics | | School-based staff meetings/ Professional learning | ESOL Co-Teaching w/ Grade 1, 3, 5 ELA OR Grade K, 2, 4 Mathematics |
| 10:25-10:50 & 10:55-11:20 | Grade K, 3 Small Group ESOL Instruction | Grade K, 3 Small Group ESOL Instruction | 10:30 - 11:30 | Grade K, 3 Small Group ESOL Instruction | Grade K, 3 Small Group ESOL Instruction |
| 11:20-11:50 | Duty Free Lunch | | | | |
| 11:50-12:45 | Teacher Preparation Time | Teacher Preparation Time | ES Countywide Content-Based PL & Planning/ Districtwide PL 12:00-1:15 | Teacher Preparation Time | Teacher Preparation Time |
| 12:45-1:45 ESOL Co-teaching | ESOL Co-teaching w/Grade K, 2, 4 ELA OR Grade 1, 3, 5 Mathematics | ESOL Co-teaching w/Grade K, 2, 4 ELA OR Grade 1, 3, 5 Mathematics | | ES Countywide Content-Based PL & Planning/ Districtwide PL 1:30-2:45 | ESOL Co-teaching w/Grade K, 2, 4 ELA OR Grade 1, 3, 5 Mathematics |
| 1:50-2:15 & 2:20-2:45 | Grade 1, 4 Small Group ESOL Instruction | Grade 1, 4 Small Group ESOL Instruction | Teacher Preparation Time 2:45-3:50 | Grade 1, 4 Small Group ESOL Instruction | Grade 1, 4 Small Group ESOL Instruction |
| 2:50-3:15 & 3:20-3:50 | Grade 2, 5 Small Group ESOL Instruction | Grade 2, 5 Small Group ESOL Instruction | | Grade 2, 5 Small Group ESOL Instruction | Grade 2, 5 Small Group ESOL Instruction |

Note: ESOL teachers will select one additional 60-minute block each day to serve as Teacher Preparation time (either 9:15-10:15, 10:20-11:20, 12:45-1:45, 1:50-2:50, or 2:50-3:50). This block should be different each day of the week, to ensure that students in each grade level can be supported (e.g. 2:50-3:50 should not be Teacher Prep for each of the four days because this will result in no support for Grades 2 and 5.)

Sample ES GT Resource Schedule (Full time at one school)

| Week 1 | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|---|---|---|---|---|
| 8:15 - 8:55 | Teacher Preparation Time | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time 8:15-9:30 | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time |
| 9:00-9:15 | Morning Meeting/SEL | Morning Meeting/SEL | PIP 9:30-10:30 | Morning Meeting/SEL | Morning Meeting/SEL |
| 9:15 - 10:15 | Grade 4 GT Synchronous Mathematics Instruction | Grade 4 GT Synchronous Mathematics Instruction | School-based staff meetings/ Professional learning 10:30 - 11:30 | Grade 4 GT Synchronous Mathematics Instruction | Grade 4 GT Synchronous Mathematics Instruction |
| 10:25-11:15 | Grade 2 CEU | PIP | | Grade 2 CEU | PIP |
| 11:20-11:50 | Duty Free Lunch | | | | |
| 11:50-12:45 | Teacher Preparation Time | Teacher Preparation Time | ES Countywide Content-Based PL & Planning/ Districtwide PL 12:00-1:15 | Teacher Preparation Time | Teacher Preparation Time |
| 12:45-1:45 | Grade 5 GT Synchronous Mathematics Instruction | Grade 5 GT Synchronous Mathematics Instruction | ES Countywide Content-Based PL & Planning/ Districtwide PL 1:30-2:45 | Grade 5 GT Synchronous Mathematics Instruction | Grade 5 GT Synchronous Mathematics Instruction |
| 1:50-2:40 | Teacher Preparation Time | Teacher Preparation Time | Teacher Preparation Time 2:45-3:50 | Teacher Preparation Time | Additional Synchronous Supports Grade 4 GT Math |
| 2:50-3:40 | Grade 4 CEU | Additional Synchronous Supports Grade 5 GT Math | | Grade 4 CEU | Teacher Preparation Time |

Sample ES GT Resource Teacher Schedule (Split .5/.5 between two schools)

| Week 1 | Monday School 1 | Tuesday School 2 | Wednesday | Thursday School 1 | Friday School 2 |
|--------------|--|--|---|--|---|
| 8:15 - 9:15 | Teacher Preparation Time | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time 8:15-9:30 | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time |
| 9:15 - 10:15 | Teacher Preparation Time | Teacher Preparation Time | GT Seminar 9:30-10:30 | Grade 1 PTD (Asynchronous for Quarter 1) | Grade 1 PTD (Asynchronous for Quarter 1) |
| 10:25-11:15 | Grade 2 CEU | Grade 5 CEU | School-based staff meetings/ Professional learning 10:30 - 11:30 | Grade 2 CEU | Grade 5 CEU |
| 11:20-11:50 | Duty Free Lunch | | | | |
| 11:50-12:45 | Synchronous GT Seminar | Synchronous GT Seminar | ES Countywide Content-Based PL & Planning/ Districtwide PL 12:00-1:15 | Synchronous GT Seminar | Synchronous GT Seminar |
| 12:45-1:45 | Kindergarten PTD (Asynchronous for Quarter 1) | Kindergarten PTD (Asynchronous for Quarter 1) | ES Countywide Content-Based PL & Planning/ Districtwide PL 1:30-2:45 | Teacher Preparation Time | Teacher Preparation Time |
| 1:50-2:40 | Teacher Preparation Time | Grade 3 CEU | Teacher Preparation Time 2:45-3:50 | Teacher Preparation Time | Grade 3 CEU |
| 2:50-3:40 | Grade 4 CEU | Teacher Preparation Time | | Grade 4 CEU | PIP |

Note: The split teacher will need to do half of the CEUs at one school and the other half of the CEUs at the other school.

Elementary Instrumental Music Teacher Schedule

| Week 1 | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------------|--|--|---|--|--|
| 8:15 - 9:10 | Teacher Preparation Time | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time 8:15-9:30 | Team Meeting/ Collaborative Planning Time | Teacher Preparation Time |
| 9:15 - 10:15 | RA PIP Group A RA Teacher Preparation Time Group B | RA PIP Group A RA Teacher Preparation Time Group B | Full Ensemble/Additional Sectional/Chorus 9:30-9:55 & 10:00-10:25 | RA PIP Group A RA Teacher Preparation Time Group B | RA PIP Group A RA Teacher Preparation Time Group B |
| 10:25-10:50 & 10:55-11:20 | Grade 4 Band/Strings | Grade 4 Band/Strings | School-based staff meetings/ Professional learning 10:30 - 11:30 | Grade 4 Band/Strings | Grade 4 Band/Strings |
| 11:20-11:50 | Duty Free Lunch | | | | |
| 11:50-12:45 | Teacher Preparation Time | Teacher Preparation Time | ES Countywide Content-Based PL & Planning/ Districtwide PL 12:00-1:15 | Teacher Preparation Time | Teacher Preparation Time |
| 12:45-1:45 | RA PIP Group B RA Teacher Preparation Time Group A | RA PIP Group B RA Teacher Preparation Time Group A | ES Countywide Content-Based PL & Planning/ Districtwide PL 1:30-2:45 | RA PIP Group B RA Teacher Preparation Time Group A | RA PIP Group B RA Teacher Preparation Time Group A |
| 1:50-2:15 & 2:20-2:45 | Grade 5 Band/Strings | Grade 5 Band/Strings | | Grade 5 Band/Strings | Grade 5 Band/Strings |
| 2:50-3:15 & 3:20-3:45 | Grade 3 Strings | Grade 3 Strings | Full Ensemble/Additional Sectional/Chorus 2:45-3:15 & 3:20-3:50 | Grade 3 Strings | Grade 3 Strings |

Consolidated Secondary Teacher Virtual Model

Student Virtual school day 8:30-3:15

Teacher Virtual Workday 7:40-3:15

- During the Synchronous Class period a teacher is not assigned a class, they would have their PIP time.
- During the the Additional Synchronous Support period a teacher is not assigned a class, they would have Teacher Preparation Time

Consolidated Secondary Schedule

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Teacher Preparation Time 7:40 - 8:25 | Team Meeting/ Collaborative Planning Time 7:40 - 8:25 | Teacher Preparation Time 7:40 - 8:45 | Team Meeting/ Collaborative Planning Time 7:40 - 8:25 | Teacher Preparation Time 7:40 - 8:25 |
| Period 1 Additional Synchronous Support 8:30 - 8:50 | Period 2 Additional Synchronous Support 8:30 - 8:50 | HS Countywide Content-Based PL & planning/ MS Districtwide PL 8:45-10:00 | Period 1 Additional Synchronous Support 8:30 - 8:50 | Period 2 Additional Synchronous Support 8:30 - 8:50 |
| Period 1 - Synchronous Class 9:00 - 9:45 | Period 1 - Synchronous Class 9:00 - 9:45 | MS Countywide Content-Based PL & planning/ HS Districtwide PL 10:15-11:30 | Period 1 - Synchronous Class 9:00 - 9:45 | Period 1 - Synchronous Class 9:00 - 9:45 |
| Period 2 - Synchronous Class 10:00 - 10:45 | Period 2 - Synchronous Class 10:00 - 10:45 | | Period 2 - Synchronous Class 10:00 - 10:45 | Period 2 - Synchronous Class 10:00 - 10:45 |
| Synchronous Flex Time/SEL 10:50 - 11:20 | Teacher Preparation Time 10:45-11:30 | | Teacher Preparation Time 10:45-11:30 | Teacher Preparation Time 10:45-11:30 |
| Duty free lunch 11:30 - 12:00 | | | | |

Schedule Continues on next page.

| | | | | |
|--|--|---|---|---|
| Teacher Preparation Time 12:00-1:10 | Teacher Preparation Time 12:00-1:10 | School-based staff meetings/ Professional learning 12:00 - 1:00 Teacher PIP Time 1:00-2:00 Teacher Preparation Time 2:00-3:15 | Teacher Preparation Time 12:00-1:10 | Teacher Preparation Time 12:00-1:10 |
| Period 3 - Synchronous Class 1:10 - 1:55 | Period 3 - Synchronous Class 1:10 - 1:55 | | Period 3 - Synchronous Class 1:10 - 1:55 | Period 3 - Synchronous Class 1:10 - 1:55 |
| Period 4 - Synchronous Class 2:10 - 2:55 | Period 4 - Synchronous Class 2:10 - 2:55 | | Period 4 - Synchronous Class 2:10 - 2:55 | Period 4 - Synchronous Class 2:10 - 2:55 |
| Period 3 Additional Synchronous Support 2:55 - 3:15 | Period 4 Additional Synchronous Support 2:55 - 3:15 | | Period 3 Additional Synchronous Support 2:55 - 3:15 | Period 4 Additional Synchronous Support 2:55 - 3:15 |
| Teacher Preparation Time: 1 hr 55 min Teacher PIP Time 60 min | Teacher Preparation Time: 2 hrs 30 min Team Meeting/Collaborative Planning 45 min Teacher PIP Time 60 min | Teacher Preparation Time: 2 hrs 20 min Teacher PIP Time: 60 min in PL Time: 3 hrs 30 min | Teacher Preparation Time: 1 hr 55 min Team Meeting/Collaborative Planning 45 min Teacher PIP Time 60 min | Teacher Preparation Time: 3 hrs 15 min Teacher PIP Time 60 min |

Sample Secondary Teacher Schedule (Period 2-no class)

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|---|--|---|
| Teacher Preparation Time 7:40 - 8:25 | Team Meeting/ Collaborative Planning Time 7:40 - 8:25 | Teacher Preparation Time 7:40 - 8:45 | Team Meeting/ Collaborative Planning Time 7:40 - 8:25 | Teacher Preparation Time 7:40 - 8:25 |
| Period 1 Additional Synchronous Support 8:30 - 8:50 | Period 2 Teacher Preparation Time 8:25 - 9:00 | HS Countywide Content-Based PL & planning/ MS Districtwide PL 8:45-10:00 MS Countywide Content-Based PL & planning/ HS Districtwide PL 10:15-11:30 | Period 1 Additional Synchronous Support 8:30 - 8:50 | Period 2 Teacher Preparation Time 8:25 - 9:00 |
| Period 1 - Synchronous Class 9:00 - 9:45 | Period 1 - Synchronous Class 9:00 - 9:45 | | Period 1 - Synchronous Class 9:00 - 9:45 | Period 1 - Synchronous Class 9:00 - 9:45 |
| Period 2 - PIP 9:45 - 10:45 | Period 2 - PIP 9:45 - 10:45 | | Period 2 - PIP 9:45 - 10:45 | Period 2 - PIP 9:45 - 10:45 |
| Synchronous Flex Time/SEL 10:50 - 11:20 | Teacher Preparation Time 10:45-11:30 | | Teacher Preparation Time 10:45-11:30 | Teacher Preparation Time 10:45-11:30 |
| Duty free lunch 11:30 - 12:00 | | | | |
| Teacher Preparation Time 12:00-1:10 | Teacher Preparation Time 12:00-1:10 | School-based staff meetings/ Professional learning 12:00 - 1:00 Teacher PIP Time 1:00-2:00 Teacher Preparation Time 2:00-3:15 | Teacher Preparation Time 12:00-1:10 | Teacher Preparation Time 12:00-1:10 |
| Period 3 - Synchronous Class 1:10 - 1:55 | Period 3 - Synchronous Class 1:10 - 1:55 | | Period 3 - Synchronous Class 1:10 - 1:55 | Period 3 - Synchronous Class 1:10 - 1:55 |
| Period 4 - Synchronous Class 2:10 - 2:55 | Period 4 - Synchronous Class 2:10 - 2:55 | | Period 4 - Synchronous Class 2:10 - 2:55 | Period 4 - Synchronous Class 2:10 - 2:55 |
| Period 3 Additional Synchronous Support 2:55 - 3:15 | Period 4 Additional Synchronous Support 2:55 - 3:15 | | Period 3 Additional Synchronous Support 2:55 - 3:15 | Period 4 Additional Synchronous Support 2:55 - 3:15 |
| Teacher Preparation Time: 1 hr 55 min Teacher PIP Time 60 min | Teacher Preparation Time: 2 hrs 30 min Team Meeting/Collabora tive Planning 45 min Teacher PIP Time 60 min | Teacher Preparation Time: 2 hrs 20 min Teacher PIP Time: 60 min in PL Time: 3 hrs 30 min | Teacher Preparation Time: 1 hr 55 min Team Meeting/Collabora tive Planning 45 min Teacher PIP Time 60 min | Teacher Preparation Time: 3 hrs 15 min Teacher PIP Time 60 min |

Sample Secondary Special Education Teacher Schedule (Period 2-no class)

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|---|--|--|
| Teacher Preparation Time 7:40 - 8:25 | Team Meeting/ Collaborative Planning Time 7:40 - 8:25 | Teacher Preparation Time 7:40 - 8:45 | Team Meeting/ Collaborative Planning Time 7:40 - 8:25 | Teacher Preparation Time 7:40 - 8:25 |
| Special Education & Related Support Services 8:30 - 8:50 | Teacher Prep 8:25 - 9:00 | HS Countywide Content-Based PL & planning/ MS Districtwide PL 8:45-10:00 MS Countywide Content-Based PL & planning/ HS Districtwide PL 10:15-11:30 | Special Education & Related Support Services 8:30 - 8:50 | Special Education & Related Support Services 8:30 - 8:50 |
| Period 1 Co-teaching OR Special Education & Related Support Services 9:00 - 9:45 | Period 1 Co-teaching OR Special Education & Related Support Services 9:00 - 9:45 | | Period 1 Co-teaching OR Special Education & Related Support Services 9:00 - 9:45 | Period 1 Co-teaching OR Special Education & Related Support Services 9:00 - 9:45 |
| PIP/Case Management 9:45 - 10:45 | PIP/Case Management 9:45 - 10:45 | | PIP/Case Management 9:45 - 10:45 | PIP/Case Management 9:45 - 10:45 |
| Synchronous Flex Time/SEL 10:50 - 11:20 | Teacher Preparation Time 10:45-11:30 | | Teacher Preparation Time 10:45-11:30 | Teacher Preparation Time 10:45-11:30 |
| Duty free lunch 11:30 - 12:00 | | | | |
| Teacher Preparation Time 12:00-1:10 | Teacher Preparation Time 12:00-1:10 | School-based staff meetings/ Professional learning 12:00 - 1:00 Teacher PIP Time 1:00-2:00 Teacher Preparation Time 2:00-3:15 | Teacher Preparation Time 12:00-1:10 | Teacher Preparation Time 12:00-1:10 |
| Period 3 Co-teaching OR Special Education & Related Support Services 1:10 - 1:55 | Period 3 Co-teaching OR Special Education & Related Support Services 1:10 - 1:55 | | Period 3 Co-teaching OR Special Education & Related Support Services 1:10 - 1:55 | Period 3 Co-teaching OR Special Education & Related Support Services 1:10 - 1:55 |
| Period 4 Co-teaching OR Special Education & Related Support Services 2:10 - 2:55 | Period 4 Co-teaching OR Special Education & Related Support Services 2:10 - 2:55 | | Period 4 Co-teaching OR Special Education & Related Support Services 2:10 - 2:55 | Period 4 Co-teaching OR Special Education & Related Support Services 2:10 - 2:55 |
| Special Education & Related Support Services 2:55 - 3:15 | Special Education & Related Support Services 2:55 - 3:15 | | Special Education & Related Support Services 2:55 - 3:15 | Special Education & Related Support Services 2:55 - 3:15 |
| | | | | |

Note: Specially designed instruction can be delivered by general educators, special educators and/or paraeducators. Related services can be supported by the special education staff and also be integrated into classroom instruction to support student access to general education curriculum and, for some students, access to alternative achievement standards aligned with general content standards. Services must be delivered in accordance with the IEP. Pull-out services may occur during any block indicated with priority given to content block(s) that may be incorporated more easily into the specially designed resource lessons or activities.

Note: Prioritize special education case management responsibilities to occur during the school based staff meetings/professional learning block. Additional case management responsibilities take place during the assigned PIP period. Administrators should not pull additional PIP duties more than once per week.

Sample Middle School GT Teacher Schedule (Assigned GT Research P1 & P3)

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Teacher Preparation Time 7:40 - 8:25 | Team Meeting/ Collaborative Planning Time 7:40 - 8:25 | Teacher Preparation Time 7:40 - 8:45 | Team Meeting/ Collaborative Planning Time 7:40 - 8:25 | Teacher Preparation Time 7:40 - 8:25 |
| Period 1 Additional Synchronous Support 8:30 - 8:50 | Period 2 Teacher Preparation Time 8:25 - 9:00 | HS Countywide Content-Based PL & planning/ MS Districtwide PL 8:45-10:00 MS Countywide Content-Based PL & planning/ HS Districtwide PL 10:15-11:30 | Period 1 Additional Synchronous Support 8:30 - 8:50 | Period 2 Teacher Preparation Time 8:25 - 9:00 |
| Period 1 - Synchronous Class (GT Research) 9:00 - 9:45 | Period 1 - Synchronous Class (GT Research) 9:00 - 9:45 | | Period 1 - Synchronous Class (GT Research) 9:00 - 9:45 | Period 1 - Synchronous Class (GT Research) 9:00 - 9:45 |
| Period 2 - PIP 9:45 - 10:45 | Period 2 - PIP 9:45 - 10:45 | | Period 2 - PIP 9:45 - 10:45 | Period 2 - PIP 9:45 - 10:45 |
| Synchronous Flex Time/SEL 10:50 - 11:20 | Teacher Preparation Time 10:45-11:30 | | Teacher Preparation Time 10:45-11:30 | Teacher Preparation Time 10:45-11:30 |
| Duty free lunch 11:30 - 12:00 | | | | |
| GT Seminars - Synchronous 12:30-1:00 | GT Seminars - Synchronous 12:00-1:00 | School-based staff meetings/ Professional learning 12:00 - 1:00 Teacher PIP Time/GT Seminars 1:00-2:00 Teacher Preparation Time/GT Seminars 2:00-3:15 | GT Seminars - Synchronous 12:00-1:00 | GT Seminars - Synchronous 12:00-1:00 |
| Period 3 - Synchronous Class (GT Research) 1:10 - 1:55 | Period 3 - Synchronous Class (GT Research) 1:10 - 1:55 | | Period 3 - Synchronous Class (GT Research) 1:10 - 1:55 | Period 3 - Synchronous Class (GT Research) 1:10 - 1:55 |
| Teacher Preparation Time 2:10 - 2:55 | Teacher Preparation Time 2:10 - 2:55 | | Teacher Preparation Time 2:10 - 2:55 | Teacher Preparation Time 2:10 - 2:55 |
| Period 3 Additional Synchronous Support 2:55 - 3:15 | GT Seminar Additional Synchronous Support/Small Group 2:55 - 3:15 | | Period 3 Additional Synchronous Support 2:55 - 3:15 | GT Seminar Additional Synchronous Support/Small Group 2:55 - 3:15 |

Sample Secondary Instrumental Music Teacher Schedule: 1 ensemble period, 2 periods of sectionals

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Teacher Preparation Time 7:40 - 8:25 | Team Meeting/ Collaborative Planning Time 7:40 - 8:25 | Teacher Preparation Time 7:40 - 8:45 | Team Meeting/ Collaborative Planning Time 7:40 - 8:25 | Teacher Preparation Time 7:40 - 8:25 |
| Period 1 Additional Synchronous Support 8:30 - 8:50 | Sectionals 8:30-8:50 | HS Countywide Content-Based PL & planning/ MS Districtwide PL 8:45-10:00 | Period 1 Additional Synchronous Support 8:30 - 8:50 | Sectionals 8:30-8:50 |
| Period 1 - Synchronous Class Ensemble 9:00 - 9:45 | Period 1 - Synchronous Class Ensemble 9:00 - 9:45 | MS Countywide Content-Based PL & planning/ HS Districtwide PL 10:15-11:30 | Period 1 - Synchronous Class Ensemble 9:00 - 9:45 | Period 1 - Synchronous Class Ensemble 9:00 - 9:45 |
| PIP 9:45 - 10:45 | PIP 9:45 - 10:45 | | PIP 9:45 - 10:45 | PIP 9:45 - 10:45 |
| Synchronous Flex Time/SEL 10:50 - 11:20 | Teacher Preparation Time 10:45-11:30 | | Teacher Preparation Time 10:45-11:30 | Teacher Preparation Time 10:45-11:30 |
| Duty free lunch 11:30 - 12:00 | | | | |
| Sectionals 12:30-1:10 | Sectionals 12:00-1:10 | School-based staff meetings/ Professional learning 12:00 - 1:00 | Sectionals 12:00-1:10 | Sectionals 12:00-1:10 |
| Teacher Preparation Time 1:10 - 1:55 | Teacher Preparation Time 1:10 - 1:55 | Sectionals 1:00-3:15 | Teacher Preparation Time 1:10 - 1:55 | Teacher Preparation Time 1:10 - 1:55 |
| Teacher Preparation Time 2:10 - 2:55 | Teacher Preparation Time 2:10 - 2:55 | | Teacher Preparation Time 2:10 - 2:55 | Teacher Preparation Time 2:10 - 2:55 |
| Sectionals 2:55 - 3:15 | Sectionals 2:55 - 3:15 | | Sectionals 2:55 - 3:15 | Sectional 2:55 - 3:15 |

Sample Secondary Instrumental Music Teacher Schedule: 2 ensemble periods, 1 period of sectionals

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Teacher Preparation Time 7:40 - 8:25 | Team Meeting/ Collaborative Planning Time 7:40 - 8:25 | Teacher Preparation Time 7:40 - 8:45 | Team Meeting/ Collaborative Planning Time 7:40 - 8:25 | Teacher Preparation Time 7:40 - 8:25 |
| Period 1 Additional Synchronous Support 8:30 - 8:50 | Sectionals 8:30 - 8:50 | HS Countywide Content-Based PL & planning/ MS Districtwide PL 8:45-10:00 | Period 1 Additional Synchronous Support 8:30 - 8:50 | Sectionals 8:30 - 8:50 |
| Period 1 - Synchronous Class Ensemble 9:00 - 9:45 | Period 1 - Synchronous Class Ensemble 9:00 - 9:45 | MS Countywide Content-Based PL & planning/ HS Districtwide PL 10:15-11:30 | Period 1 - Synchronous Class Ensemble 9:00 - 9:45 | Period 1 - Synchronous Class Ensemble 9:00 - 9:45 |
| Teacher Preparation Time 9:45 - 10:45 | Teacher Preparation Time 9:45 - 10:45 | | Teacher Preparation Time 9:45 - 10:45 | Teacher Preparation Time 9:45 - 10:45 |
| Synchronous Flex Time/SEL 10:50 - 11:20 | Teacher Preparation Time 10:45-11:30 | | Teacher Preparation Time 10:45-11:30 | Teacher Preparation Time 10:45-11:30 |
| Duty free lunch 11:30 - 12:00 | | | | |
| Sectionals 12:30-1:10 | Sectionals 12:00-1:10 | School-based staff meetings/ Professional learning 12:00 - 1:00 | Sectionals 12:00-1:10 | Sectionals 12:00-1:10 |
| PIP/Travel 1:10 - 1:55 | PIP/Travel 1:10 - 1:55 | Sectionals 1:00-2:00 | PIP/Travel 1:10 - 1:55 | PIP/Travel 1:10 - 1:55 |
| Period 4 - Synchronous Class Ensemble 2:10 - 2:55 | Period 4 - Synchronous Class Ensemble 2:10 - 2:55 | Teacher Preparation Time 2:00-3:15 | Period 4 - Synchronous Class Ensemble 2:10 - 2:55 | Period 4 - Synchronous Class Ensemble 2:10 - 2:55 |
| Sectionals 2:55 - 3:15 | Period 4 Additional Synchronous Support 2:55 - 3:15 | | Sectionals 2:55 - 3:15 | Period 4 Additional Synchronous Support 2:55 - 3:15 |



FACILITIES PREPARATION

Dated 9/15/2020

Planning Assumptions:

1. These recommendations are based on a start date for *VIRTUAL classes* of Tuesday September 8, 2020 and for *HYBRID classes* of Friday, January 29, 2021
2. This information may change based on updates/changes to Center for Disease Control (CDC) and Maryland State Department of Education (MSDE) guidance. Changes will require detailed review by the Division of Operations to adjust procedures, estimated costs and timelines for implementations accordingly
3. This information assumes both a Virtual and a hybrid model for portions of the 2020-2021 school year
4. Are based on internal need for the school system to follow federal, state, and local guidance on reopening; as well as the American Society of Heating Refrigerating and Air-Conditioning Engineers (ASHRAE) and the Occupational Safety and Health Administration (OSHA).

Facility Alterations and Modifications

Physical and operational changes to support safe and healthy learning environments for the education of the students of Howard County.

Physical Barriers

Entry to all HCPSS facilities will be restricted to outside visitors, including the front office of each school. To further promote separation of HCPSS staff and visitors, in the limited events visitors are permitted to enter the front office, each school will be provided freestanding desktop clear Plexiglas barriers or guards for office personnel desk and other public facing staff member areas.

There will be a table or drop box in the vestibule or front entry hallway to allow parents or others to drop off items for students and/or staff. School administrative staff will provide signage to instruct visitors on the procedures to be followed.

Signage

Signage is recommended to be highly-visible and posted/placed throughout school facilities to remind and reinforce social distancing, the wearing of face coverings, and hand sanitizing (washing with soap and water or the use of hand sanitizing stations). Signage will comply with the CDC's recommendations and standards pertaining to reopening of schools.

Personal Protective Equipment (PPE)

All students and staff will be required to wear face coverings (masks). Stock supplies will be provided at each school for those students who may not have their own face coverings. Special educators, security assistants, nurse assistants, and certain custodial staff will have more specialized PPE, such as face shields.

Building Flow of Staff and Students

Building flow will be determined on a school-by-school basis by the school's Principal and administrative staff. Signage will be provided to reinforce building flow patterns, (one way stairwells, hallways, etc).

Lockers

Lockers will not be issued to students at the middle or high schools due to the inability of the students to practice social distancing while in use. This will also reduce the touch points required to be cleaned by the custodial staff. Students will be required to bring all personal belongings home at the end of each school day.

Classrooms

Each classroom will be configured to maximize social distancing that can be maintained in support of the Maryland Recovery Plan for Education and the CDC's Considerations for Schools. Classroom configurations

will not be consistent with one another due to varying square footage and room layouts. School based custodial and administrative staff will identify areas to store the excess chairs, desks and tables.

Bathroom Usage

To promote social distancing in bathrooms, only two occupants will be allowed at a time. School staff will limit the number of students to no more than two at any one time and signage will be posted stating the same.

HVAC and Plumbing Systems

Building Maintenance will modify and monitor the HVAC equipment and schedules to ensure the ventilation systems operate properly and increase circulation of conditioned outdoor air as much as possible. However, staff is cautioned and reminded to not open windows or doors due to safety/health risks, introduces pests/allergens, and can elevate indoor relative humidity; Increasing the potential for mold growth. Following various recommendations from CDC and ASHRAE the Building Maintenance staff will perform the following adjustments/alterations to the HVAC equipment and schedules:

1. Ensure Outside Air (OA) dampers are operational (including portables)
2. Verify proper operation of airside economizers
3. Disabling Demand Control Ventilation (DCV)
4. Install MERV-13 filters in all HVAC systems, including portables.
5. Operate HVAC systems from 2 hours before occupancy to 2 hours after occupancy for Variable Air Volume (VAV) systems
6. Operate HVAC systems from 2 hours before occupancy to 2 hours after occupancy, from October 15th - April 15th, for Constant Volume (CAV) systems

To minimize the risk of Legionnaires disease and other diseases associated with water, Building Maintenance staff will take steps to ensure that all water systems and features (e.g., sink faucets, drinking fountains) are safe to use after a prolonged facility shutdown.

Additional steps to be taken:

1. Flush the domestic hot and cold water systems in all school buildings prior to the return of students.
2. Ensure cooling towers are clean and well-maintained.
3. Students should be encouraged to bring their own water bottles.
4. Signage will be placed at water fountains discouraging their use.
5. Signage will be placed at tandem water fountains to only use one at a time.

Office of Custodial Services

Custodial Cleaning

The safety of all students and staff are of the highest priority for the upcoming school year. For the Fall 2020 Virtual Learning (first semester), HCPSS Custodial Services is committed to adhering to all necessary cleaning protocols and precautionary guidelines outlined by the Maryland Department of Health and CDC. The physical absence of full-day instruction for students and limited access by staff will allow time for Custodial Team's to thoroughly clean and disinfect the buildings on a daily basis.

Custodial Services will provide each Custodial Team with written direction and training on safely storing cleaning materials, a cleaning schedule for implementation, and an outline of daily expectations for increased routine cleaning and disinfection. Instructions will include, but not limited to, high-touch areas in classrooms, offices, restrooms, public areas, and health suites. School buildings will be cleaned and disinfected every evening with a special emphasis on frequently touched surfaces throughout the day. Frequently touched surfaces include, but not limited to, desks, door handles, water fountains, sink fixtures, and toilets. The work shifts for Custodial staff may be adjusted to ensure routine cleaning and disinfecting are performed. Custodial Services will ensure adequate provision and distribution of Personal Protective Equipment for Custodial staff, and Environmental Protection Agency (EPA) approved and Green-Seal certified cleaning supplies.

Lastly, CDC's Considerations for Schools recommends cleaning and disinfecting of frequently touched surfaces within the school daily or between uses as much as possible. Cleaning provisions for instructional staff will be available to allow for access to approved cleaning products quickly, if needed. In addition, hand sanitizing stations will be strategically placed in high traffic areas, (front entrance, cafeteria, gymnasiums, etc.), of the school buildings for use by all students and staff. When instructional and community use schedules are finalized, the cleaning protocols and staffing will be evaluated and implemented.

Below is an example of the daily responsibilities of the custodial team cleaning protocols:

Day shift (6:00am-2:30pm or 6:30am-3:00pm)

- Open the building, perform security checks, maintenance of outside grounds, and prepare to receive staff and students
- Monitor, stock items, and clean/disinfect touch points in restrooms periodically (the frequency of cleaning restrooms will be school specific and depends on the daily activity for staff and students, capacity, and amount of restrooms used)
- Clean and disinfect the cafeteria, if used by students/community use
- Clean and disinfect classrooms after students and staff leave for the day (if less than a full-day)
- Disinfectant wipes and a bottle of disinfectant will be made available to staff for when needed

Night shift (2:30pm-11:00pm)

- Clean/disinfect the Kitchen after Food & Nutrition staff leave the building
- Clean/disinfect Cafeteria, if used by community use
- Clean/disinfect all desktops, touch points, and floors, in classrooms, offices, and restrooms occupied by staff and students
- Clean/disinfect high traffic areas such as front entrance and office entryways
- Remove trash from areas occupied by staff and students
- Perform security checks, maintenance of outside grounds, and prepare to receive staff and students the next day

Below are the cleaning protocols when someone is sick and additional cleaning is needed:

- The area(s) used by the person who was sick will be closed off for 24 hours, when feasible
- Staff will don the appropriate Personal Protective Equipment
- Staff will use the appropriate Environmental Protection Agency (EPA) approved and Green-Seal certified cleaning supplies
- The area(s) cleaned and disinfected include, but are not limited to, classrooms, offices, restrooms, public areas, and health suites
- The frequently touched surfaces will be cleaned and disinfected including, but not limited to, desks, door handles, water fountains, sink fixtures, and toilets
- Staff will return the cleaning supplies to the designated secured storage
- Staff will doff the Personal Protective Equipment.

BETTER TOGETHER



Central Office Reoccupation Plan

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1| Introduction

On March 12, 2020, State Superintendent of Schools, Dr. Karen Salmon, announced the temporary closing of all Maryland Public Schools, due to COVID-19, effective March 16, 2020. On May 6, 2020, Dr. Salmon announced the closing of all Maryland Public Schools for the remainder of the 2019/20 school year. Because of these closings, the majority of Howard County Public School (HCPSS) non-school employees shifted to telework for continuity of operations.

HCPSS developed this plan to begin a gradual approach for safely and efficiently returning employees to work in their physical office space.

- The plan follows, and will continue to follow, current Center for Disease Control (CDC) and Howard County Health Department (HCHD) guidance.
- In developing the plan, HCPSS consulted with, and worked in collaboration with:
 - Howard County Health Department (HCHD)
 - Maryland Association of Boards of Education (MABE)

The HCPSS Reoccupation plan considers guidance from:

- American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE)
- Centers for Disease Control and Prevention (CDC)
- Maryland Occupational Safety and Health (MOSH)
- Occupational Safety and Health Administration (OSHA)

The HCPSS Reoccupation plan is developed with the tenets of:

- Safety
- Operations
- Instruction

These protocols are in place for the HCPSS Central Office and Non-School Buildings, including:

- ARL
- Ascend One
- Berger Road
- Logistics Center
- Mendenhall (with some adjustments, as required by the Custodial Department)
- Old Cedar Lane
- Ridge Road

2| Cost and Operations Overview:

1. Central Office - Initial building capacity 25%, with ability to expand as needed.
 - a. Some non-instructional staff in satellite offices have been reporting to work due to the itinerant nature of their positions. Applicable guidelines are being followed.

2. A standardized departmental work rotation was determined to be the best approach, based on the concept of work “families” occupying the building together.
3. To implement this plan completely, the Recovery Team required approximately six weeks for all Central Office buildings to be set up to accept staff back into buildings. This work has been completed.
4. Additional hand sanitizer and related cleaning products were purchased at an approximate cost of \$57,000.
5. HVAC systems are utilizing higher efficiency MERV 13 air filters instead of the standard efficiency MERV 8 air filters. Air filters will be replaced on an annual basis or as needed, based on system performance. The estimated annual cost to provide MERV 13 air filters for the Central Office HVAC systems is \$1,100.
6. For all other business office buildings that the HCPSS owns, operates, and maintains, it will cost approximately \$1,100 per year for filter changes.
7. Plexiglass barriers for public-facing work areas were purchased at a cost of \$1,500.

3| Time Considerations and Durations to ensure buildings ready to open: 30 work days total

| Task Description | Time to Complete |
|--|-------------------------|
| Staff Survey | Completed |
| Create and implement SafeSchools training module | Completed |
| Evaluate Building needs | Completed |
| Order materials and supplies | Completed |
| Install physical barriers as needed | Completed |

4| Estimated Costs for business offices

| Building | Annual filter replacement costs |
|-----------------|--|
| Central Office | \$1,100 |
| Logistics | \$ 200 |
| Berger Road | Owned and maintained by Howard County Department of Public Works |
| Mendenhall | Owned and maintained by Howard County Department of Public Works |
| Ascend One | Owned and maintained by Howard County Department of Public Works |
| Old Cedar Lane | \$ 800 |
| Old Bushy Park | \$ 100 |
| Ridge Road | Owned and maintained by Howard County Department of Public Works |

5| Reoccupation Plan

Reoccupation Considerations

Prior to reoccupation, a supervisory survey was distributed to determine staff ability to return to work in an office setting and focused on:

- Which, if any, essential functions have not been able to occur while teleworking.
- Which departments require more routine access to buildings. Prioritization is given to departments that have the greatest need for building access.
- Which employees are building-dependent or public-facing.

Divisions held focus group sessions to provide input.

- Budget impact - having partial staff entering the building will mean that utilities costs will return to normal levels, while costs associated with teleworking (such as home printer supplies, hotspot services, etc.) will still be incurred. (recurring)

6| Building Use Considerations

HCPSS reoccupation approach is broken down into five steps:

Step 1

Buildings prepared for staff return:

- HCPSS Facilities reviewed and evaluated all non-school buildings
 - Installed MERV 13 air filters
 - Installed plexiglass shields or other barriers, where applicable
 - Established signage needs
 - Health guidance signs
 - “Entrance” and “Exit” signs on portable doors
 - “One way” signs for stairways (In CO, one stairway up; one stairway down)
 - Hallway directional signs, where necessary
 - Changed group seating in visitor areas to accommodate social distancing
 - Turned unavailable seats backwards or placed “Not for use” signs
- Budget impact - increased cost of supplies and labor to complete the installation (non-recurring)

Step 2

Staff with enclosed offices may return to the administrative buildings as necessary (30 people or fewer). In addition, those employees whose jobs cannot be performed by teleworking may also return.

Step 3

25% of HCPSS return to work in Central Office, as determined by an evaluation of work tasks by their supervisor. Each department will maintain an employee schedule.

Step 4

50% of HCPSS return to work in Central Office, as determined by an evaluation of work tasks by their supervisor. Each department will maintain an employee schedule.

Step 5

Following state and Howard County Health Department guidance, all employees return to work in Central Office and other non-school buildings.

Steps are subject to review based on current information, state and local orders, and Howard County Health Department guidance. HCPSS' priority is to maintain a safe working environment for our employees and visitors. At times, HCPSS may need to return to a previous step, as the situation requires.

7| Health Guidance

- Employees will perform an at-home health evaluation each day they report to an office building.
- Employees should begin by checking their temperature at home each day, before they report to an HCPSS building. Employees must also self-check the following information:
 - That they have been fever free (temperature less than 100.4) for 72 hours
 - That they do not have a cough
 - That they do not have a sore throat
 - That they do not have muscle or body aches
 - That they have not had vomiting or diarrhea
 - That they have no new loss of taste or smell
 - That they have not been in close contact with anyone who has tested positive or has been suspected of having COVID-19

- The [CDC website](#) has a Coronavirus Self Checker designed to help make decisions about seeking medical treatment.
 - (Click on the link and scroll to “Self Check”)
 - It is important that employees answer the questions honestly, contact their supervisor, and remain home if symptomatic.
- Employees are required to wear face coverings as they approach their office building.
- If an employee tests positive for COVID-19, the Howard County Health Department will provide guidance on how to proceed.
- Employees who are awaiting COVID-19 test results should remain at home.

8| General Guidance

- Central Office will be available for employee use Monday through Friday, with a consistent opening and closing time of 8:30 am to 4:30 pm, respectively.
- Offices - single occupancy with no visitor access. Face coverings may be removed while an employee is alone in an enclosed office.
- Central Office Cubicles - workspace seating has been mapped for:
 - Capacity
 - Social distancing
 - Discontinued use of shared seating areas
 - Employees are required to wear face coverings while working in cubicle seating, pursuant to Howard County Health Department guidance
 - Employees may remove their face covering to eat lunch at their desk, while maintaining social distance.
- Employees are encouraged to avoid using water fountains, and to instead bring a personal water bottle.
 - Signage is displayed, indicating that water fountains should only be used as water bottle filling stations.
- Usage of personal fans and/or air purifiers is **prohibited**.
- Conference rooms – until further notice, discontinue use of conference rooms for group meetings, and encourage video conferencing.
 - Conference rooms may be used by an employee in a high traffic location or by an employee wishing to do project work.
 - Conference room(s) use will be scheduled in advance through the calendar system.
 - Only one employee may occupy a conference room, after receiving confirmation through the calendar system.
 - Place a sign on the door to indicate that the room is in use.
- Board Room – Has been mapped to allow for social distancing.
- Restrooms – Maximum of two person occupancy. Employees must be able to maintain a six foot separation while in the restroom.
- Refrigerator/microwave areas - limit use to one person at a time.

- Cafe – when operational, food is available for carry out only, until further notice.
- Stairways – signage for an “up” stairway and a “down” stairway.
- Elevators - limit to one occupant. Hand sanitizer stations have been placed outside of elevators.
- Signage placed throughout common areas to remind of social distancing, face coverings, and washing hands, including entry to building (reminding not to enter if experiencing fever, cough, shortness of breath, fatigue, loss of taste, etc.).
- Employee work spaces have been evaluated in all other non-school buildings

9| HVAC Guidance

Central Office and Non-school Buildings

- Ensure that filters are installed correctly
- Access and correct filter breakthrough/bypass
- Disable demand-controlled ventilation (DCV), where applicable
- Ensure economizer mode is working properly
- Ensure that bathroom exhaust fans are operational
- Ensure that outside air dampers are open, if there is no impact to system performance
- Run HVAC two hours prior to occupancy, if it will not impact indoor relative humidity
- Run HVAC in the evening to aid in dilution while Custodial staff clean and disinfect, if it will not impact indoor relative humidity

Specific to Old Cedar Lane

- Ensure that filters are installed correctly
- Access and correct filter breakthrough/bypass
- Ensure economizer mode is working properly
- Ensure that bathroom exhaust fans are operational

10| Cleaning Guidance

- Cleaning process in compliance with current [CDC Guidelines](#)
 - High touch areas – frequent cleaning by Custodial staff.
 - Hand sanitizer stations placed near restrooms, printer/copier machines, elevators, and entrances/exits.
 - Personal work spaces – Employees may choose to disinfectant their own work spaces.
 - Disinfectant wipes and/or spray cleaner and paper towels are readily available upon employee request. Please check with your Custodial staff member when needed.
- Budget impact - increases in Custodial supplies, and staffing needs (recurring).

11| Signage

- Printed arrows to indicate foot traffic direction.

- “In Use” signs for Conference Rooms.
- “Entrance” and “Exit” signs for portable doors.
- Teleworking sign – Employee may print and place on seat, indicating that they are teleworking. Employee completes name, email and phone information on sign.

12| Training Guidance

- Staff training regarding COVID-19 symptoms, best practices for hygiene, social distancing, usage of face coverings, and cleaning practices is required through a combination of SafeSchools and [CDC](#) videos before employees return to their normal workspace.
- Face coverings – employees are required to approach the building wearing a face covering.
 - Employees have been issued two reusable face coverings.
 - Employees without face coverings will not be permitted to enter the building.
 - A limited supply of disposable face coverings will be available for employees who forgot a personal face covering, or do not have one available.
- With guidance from the local health department and CDC regulations, Health Services has developed procedures for employees to follow when they are not feeling well, have tested positive for COVID-19, or have been in close contact with someone who has tested positive for COVID-19.

13| Related Guidance

HCPSS Fleet Vehicle Usage

- Single occupancy of HCPSS fleet vehicle is strongly encouraged.
- If vehicle must be occupied by more than one employee, they are to follow current CDC guidelines for occupancy and cleaning.
- Maintain social distancing guidelines, where possible.
 - Wear face coverings inside the vehicle.
 - Avoid using the recirculated air option for the car’s ventilation during passenger transport; use the car’s vents to bring in fresh outside air and/or lower the vehicle windows.
 - Carry disinfectant wipes and disposal trash bags in the vehicle.
 - Employees are responsible for wiping the steering wheel, door handle, grab bar, and any other surfaces touched before exiting the vehicle.

14| Human Resources

- Modified or staggered work schedules for employees, where necessary, to meet work requirements.
- ADA, flexible sick, and leave policies to support:
 - Employees who will require reasonable accommodation to return to work.
 - Employees who test positive for COVID-19 due to workplace exposure or who have been instructed to quarantine based close contact at work.
 - High-Risk Employees or immune deficient employees.
 - Employees who require mental health support to return to an office setting.
- Counseling and support services for employees who have concerns about returning to the workplace:
 - Guidance Resources provides up to six free and confidential counseling and support sessions for employees.
 - Long-term counseling and support services available through existing health insurance coverage.

15| Employee Well-Being

- The employee counseling and support services program provides resources for emotional support and work-life solutions.

16| Visitor Access

Visitors are to access office buildings only when necessary.

- Identify departments that require visitor access.
- Limit number of visitors and areas of the building that are accessed.
- Facilities reviewed areas that receive visitors and evaluated the needs for barriers or shields between staff and visitors to maintain social distance.
- Visitors are required to wear face coverings before they are allowed to access the building.
- Bins are available at entrances for visitors who simply need to drop off items.

Appendix G: Guidance for Use of Cloth Face Coverings in Schools

Guidance for Use of Cloth Face Coverings in Schools July 21, 2020

This guidance is being provided by the Maryland Department of Health (MDH) and Maryland State Department of Education (MSDE) to assist schools to develop and implement policy regarding the use of cloth face coverings in the school setting. The use of cloth face coverings is not a substitute for other SARS-CoV-2 mitigation strategies such as physical distancing, frequent hand washing, and cleaning of frequently touched surfaces within the school setting.

Cloth face coverings protect others if the wearer is infected with SARS CoV-2, the virus that causes COVID-19, and is not aware. Cloth face coverings may offer some level of protection for the wearer. Evidence continues to mount on the importance of universal face coverings in interrupting the spread of SARS-CoV-2. To prevent the spread of the COVID-19 virus, the CDC recommends the use of cloth face coverings in schools when feasible.

Use of Cloth Face Coverings in Staff and Students

MDH/MSDE requires the following:

- School staff must wear cloth face coverings while in the school building, on school grounds when not contraindicated due to a medical condition, intellectual or developmental disabilities, or other conditions or safety concerns;
- All students, school staff, and bus drivers must wear a cloth face covering while on school bus when not contraindicated due to a medical condition or developmental or safety considerations;
- Other adults must wear cloth face coverings when they must enter the school building or grounds for essential functions;
- Students, especially students in middle and high school, must wear cloth face coverings in the school building and on school grounds as much as possible when not contraindicated due to a medical condition or developmental or safety considerations;
- The use of cloth face coverings is most important at times when physical distancing measures cannot be effectively implemented especially when indoors;
- Local education agencies should examine the structure and schedule of the education program to identify when physical distancing may be a challenge;

- **Cloth face coverings should not be worn by children under 2 years and anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove a face covering without assistance.**

Communication

- School systems should provide resources to families regarding the importance and expectation for the use of cloth face covering in school;
- Information should be provided to staff, students and students' families regarding the school system expectation of parents to provide cloth face covering or whether the school will provide them;
- School staff and families should teach and reinforce proper use and removal of cloth face coverings, including the use of behavioral strategies as necessary to assist students with becoming comfortable wearing cloth face coverings; and
- Information should be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings.



Response to a Laboratory Confirmed Case of COVID-19 and Persons with COVID-19-like Illness in Schools, Child Care Programs, and Youth Camps

Updated July 21, 2020

This guidance accompanies the *“Decision Aid: Exclusion and Return for Laboratory Confirmed COVID-19 Cases and Persons with COVID-19-like Illness in Schools, Child Care Programs, and Youth Camps.”*

This guidance applies to persons with a laboratory **confirmed case of COVID-19, regardless of whether they have symptoms**, and persons with COVID-19-like illness. Exclusion, quarantine and return to school for a person with laboratory confirmed COVID-19 or persons with symptoms of COVID-19-like illness is based on CDC and Maryland Department of Health/Maryland State Department of Education guidance and is to be implemented by local school systems in collaboration with the local health department.

For the purposes of this guidance, symptoms of COVID-19-like illness include those that meet:

1. New onset cough or shortness of breath; **OR**
2. **At least 2 of the following:** fever of 100.4° or higher, chills, shivering, muscle pain, sore throat, headache, loss of sense of taste or smell, or gastrointestinal symptoms (nausea, vomiting or diarrhea).

NOTE: This definition was adapted from the clinical criteria in the [CDC case definition of a probable case of COVID-19](#).

The guidance below is meant to supplement, where necessary, current communicable disease outbreak investigation processes, current school health services illness management processes, and current local health department COVID-19 response processes. The guidance below is designed to expedite notification, isolation, and quarantine of school staff and/or students, as indicated, when a person notifies the school they/their child has a laboratory confirmed case of COVID-19, regardless of whether the person has symptoms, or exhibits symptoms of COVID-19-like illness. The specific processes to implement this guidance within each school system are to be developed and carried out as a collaboration between the local school system and the local health department.

1. Communication

- a. School systems should develop processes to inform staff and parents that they are expected to notify the school as soon as they are made aware that they/their child has tested positive for the virus that causes COVID-19 or that they/their child has been exposed to a person who is confirmed to have COVID-19;
- b. School systems should communicate to parents the expectation that ill students **MUST** be picked up within a specified period of time;
- c. The school should have a plan for how parents are to notify the school of a positive test result or exposure to ensure confidentiality;
- d. Schools should have a plan to collaborate and coordinate with the local health department regarding school contact tracing procedures including determining the role of the school nurse, the school administrator, and the local health department; and
- e. The school system should develop communication templates for notification of contacts of persons who are confirmed to have COVID-19.

2. Notification of contacts who must quarantine

- a. The local health department should lead the process of contact tracing;
- b. The school should work with the local health department to identify persons who may have had close contact with the person testing positive for COVID-19;
- c. Schools should provide written notification to all identified contacts. The notification should include the following:
 - i. When to seek medical care
 - ii. How to monitor for symptoms
 - iii. Who to contact and how to contact them if they develop symptoms of COVID-19 while under quarantine
 - iv. The projected length of quarantine if remain asymptomatic
 - v. Plan for maintaining remote learning for those who remain well enough to engage in learning while under quarantine
 - vi. Information about local COVID-19 testing sites

3. Isolation, Exclusion, Quarantine, and Return to School

- a. If a student or school staff member develops symptoms of COVID-19-like illness **during the school day**, the school should:
 - i. Safely isolate the person in the designated isolation area and place a surgical mask on the person if they are not wearing a cloth face covering as appropriate;
 - ii. The SHS staff member should don the appropriate PPE and conduct the appropriate determination of the student's condition based on presenting symptoms;
 - iii. Begin the process for the person to vacate the school as soon as possible;

- b. When a school is informed of a laboratory confirmed case of COVID-19 in a student or school staff member, regardless of whether the person had symptoms, the school should begin the process for identifying close contacts and begin the notification process in collaboration with the local health department;
- c. The school should follow the “Decision Aid: Exclusion and Return for Laboratory Confirmed COVID-19 Cases and Persons with COVID-19-like Illness in Schools, Child Care Programs, and Youth Camps” (see attachment) for persons with a positive test for COVID-19 or have COVID-19 like illness, regardless if they have been tested, and those who had close contact with the person with COVID-19-like illness;
- d. The school should follow the instructions from the local health department for all matters regarding quarantine, exclusion and return to school for persons with a positive test for COVID-19 and those who had close contact with the with COVID-like illness; and
- e. If the number of laboratory confirmed cases of COVID-19 or persons with Covid-19-like illness meets the definition of an outbreak, the response decisions, including possible school closure, will be made by the local health department.

For the purposes of this decision aid, COVID-19-like illness is defined as: New onset cough or shortness of breath **OR** At least **2** of the following: fever of 100.4° or higher, chills, shivering, muscle pain, sore throat, headache, loss of sense of taste or smell, and gastrointestinal symptoms (nausea, vomiting or diarrhea). **NOTE:** This definition was adapted from the clinical criteria in the [CDC case definition of a probable case of COVID-19](#).

Person (child, care provider, educator, other staff) with **ONE NEW** symptom not meeting the definition of COVID-19-like illness.

Exclude person and allow return when symptoms have improved and criteria in the [Communicable Diseases Summary](#) have been met as applicable. If person develops symptoms of COVID-19-like illness, follow processes below for person with COVID-like illness.

An **asymptomatic person** (child, care provider, educator, other staff) tests positive for COVID-19.

The ill person should stay home at least 10 days since symptoms first appeared **AND** until no fever for at least **24 hours** without medication **AND** improvement of other symptoms.

Close contacts should stay home for 14 days from the date of last exposure **even if they have no symptoms or they have a negative COVID-19 test done during quarantine.**

Person (child, care provider, educator, other staff) with COVID-19-like illness.

- Exclude person and recommend that they talk to their health care provider about testing for COVID-19 or whether there is another specific diagnosis.
- **The person must isolate pending test results or evaluation by their health care provider.**
- **Close contacts of the ill person should quarantine per [CDC guidelines](#).**

Person has positive test for COVID-19.

Person does not receive a laboratory test or another specific alternative diagnosis by their health care provider.

Person has negative test for COVID-19.

Health care provider documents that the person has a specific alternative diagnosis (e.g. influenza, strep throat, otitis) or health care provider documents that symptoms are related to a pre-existing condition.

The asymptomatic person must stay home for 10 days from positive test.

The person should stay home until symptoms have improved and criteria in the [Communicable Diseases Summary](#) have been met as applicable.

Person should consider being tested/retested for COVID-19 if symptoms do not improve.

Close contacts DO NOT need to remain at home as long as they remain asymptomatic.

Appendix I: Transportation Planning/Protocols

Office of Transportation

Transportation of Students

The Maryland Recovery Plan for Education and the CDC recommend that buses should be limited to one student per seat, keeping the seat directly behind the driver open, for a total of 21 students per bus. All students will have assigned seats and if possible, the seat will be based on the route, so students are loading in the rear and working forward, and vice versa on the return trip. While waiting to exit the bus, students will remain seated and not congregate in the aisle. The adult in charge will dismiss the student's one row at a time.

The adults on the bus will wear a face covering the entire time they are on board with passengers. The mask may be removed when no passengers are on board. Proper hand cleaning should be performed when putting on and removing the mask. Medical documentation will be required if unable to wear a mask. Students must always wear a face covering when able (medically fragile, very young, or sensory-sensitive students may not be able to tolerate wearing a face covering).

Circulation of air through the bus is paramount, therefore all driver and passenger windows and the roof hatches will be fully open, weather permitting, on buses not equipped with air conditioning. On buses equipped with air conditioning, the driver's window and at least three passenger windows on both sides of the aisle and the roof hatches must be opened slightly. If weather is an issue, the driver's window and at least three windows on each side of the aisle must be opened slightly on all buses. The roof hatches may be opened to the extent possible on all buses. To reduce cross contamination, students shall not operate the windows. Only the driver or bus attendant shall operate the windows.

Loading and Unloading

Buses will use a "drop and go" approach to unload students at the school sites. This will alleviate any idle time in the bus loop and get the students off the bus quickly and safely. This will also assist in getting the buses to their next location sooner to account for the changes in schedule and unloading procedures.

Routing and Planning

The HCPSS will be administering a parent survey to identify which students are "opting in" for bus transportation. The information will be used in planning and routing to properly balance the bus loads to incorporate social distancing protocols. Although the ultimate goal is to stay within the 50% capacity guidelines on the bus, absolutely no students will be denied service and left at a bus stop if the capacity is reached or surpassed.

If we are permitted to allow an estimated one student per seat, we do not anticipate additional costs since the schools and buses will be operating at 50% capacity. If we are restricted to one student to every other seat, we essentially will be operating our buses at 25% capacity. Since schools will be operating at 50% capacity, we need to find another 25% capacity on our school buses. This can be accomplished two ways. The first solution is to double our fleet. Given the fact that orders for

school buses needed to be placed early this Spring, and the current shortage of bus drivers, this is not a viable solution. The second solution is to potentially double the amount of time for buses to service the schools. Since two buses would service each bus route to achieve 25% ridership, all high, middle and elementary schools start times need to be staggered. If 3-5 hours is added to the window, costs would increase significantly.

The Transportation Office will liaise with school-based personnel and the local police to develop plans and to address traffic congestion issues that are likely to occur at school locations due to increased parent drop off.

Bus Cleaning

The Maryland Recovery Plan for Education requires increased cleaning and disinfection for buses. For each route bus, the school system will provide one spray bottle of cleaning solution for use on high touch areas. Further description of the cleaning process outlined below:

After each morning, noon, and afternoon route:

- The driver will clean high touch areas of the bus, following the manufacturer's instructions for the cleaning product being used. These include.

- ü Bench seats occupied by student

- ü The backs and tops of seatbacks in front of each occupied seat

- ü Side walls next to occupied seats

- ü Handles on all emergency exits and emergency windows when a student was seated next to one.

- ü Windows, window frames and ledges of occupied seats (again, only driver or bus attendant will open or close)

- ü Handrails in stepwell

Specialized Transportation

As part of a student's Individualized Education Plan (IEP), transportation may be a service required to be provided under Free and Appropriate Public Education (FAPE). Given social distancing guidelines, modified bus scheduling will be required for students to be safely transported to school. Additional recommendations include:

- The Department of Special Education will provide a transportation request form to initiate service, and an articulation form to identify supports for each student.

- Students will be allowed one per seat on the bus. Siblings or students who reside in the same residence may be allowed to sit together.

- Masks/face shields are required for staff and students. However, the health needs of students may prevent some students from wearing them.
- Transportation staff must strictly adhere to cleaning and sanitizing protocols. Buses should be disinfected between routes.
- Drivers and Attendants will receive instruction about Personal Protective Equipment (PPE) requirements such as face masks, face shields and gloves.
- Face shields may be required for some bus staff (attendants) when supporting the transportation of students with highly vulnerable medical or behavioral needs.
- School-based personnel, in collaboration with the Transportation Office, will identify students that require training and will educate them on social distancing and safe health practices when riding the school bus.
- Some students benefit from a toy, a book, or another object to make the bus ride more pleasant. To reduce cross contamination, these objects cannot be kept on board the bus. These objects must go into the school each morning upon arrival and they must go home with the student each afternoon upon drop-off.
- Wheel chairs need to be clean and sanitary before being admitted on to the bus at stops or at schools.
- Wheelchairs are not to be left on the bus a.m. or p.m. to allow for proper disinfecting of the bus.
- On buses with a bus attendant, he or she will clean high touch areas of the bus, following the manufacturer's instructions for the cleaning product being used. These include
 - ü Occupied seats, seat backs and tops, integrated booster seats, safety vests, seatbelts and ends,
 - ü Wheelchair tie downs which were utilized,
 - ü any part of the lift gate which was touched, including the controller
 - ü any other equipment/item touched by students or the bus attendant
- On buses with a bus attendant, he or she will clean their own seat, seatback, and wall.

Response to COVID-19 Infections

Contractors, drivers, attendants, support staff and school system staff will ask themselves the following questions prior to working each day and respond accordingly. The fourth statement applies to everyone, once already at work.

· Have you or anyone you are in contact with been sick with dry cough, shortness of breath, chills, fever, muscle or body aches, sore throat, or loss of sense of taste or smell in the last 14 days? (If no, then report to work. If yes, then you should not report to work.)

· Have you or anyone you have been in contact with been exposed to COVID-19 and asked to isolate for 14 days? If yes who was directed to isolate and what date did the isolation to start? (Ensure isolation time is up and no symptoms were present during the 14-day isolation time.)

· Have you or anyone you have been in contact with tested positive for COVID-19? If yes, who and when? If you were in contact with the positive person that was asymptomatic within 2 days of the testing the guidance is to quarantine (If not having symptoms an adult can report to work and a student can report for testing or services if 10 days have passed since positive test.)

· If you become ill while working you must stop immediately, notify the contractor and promptly cease working. The contractor will then notify PTO immediately.

“Contact tracing” is required to identify persons who may have been near anyone with COVID-19 in case someone contracts or has transmitted COVID-19. Therefore,

· The contractor will ensure compliance by the driver for completing daily attendance on each run of the day. The daily attendance sheet will be provided by the school system for each route bus. The daily attendance sheet shall remain on each bus.

· If a route bus goes out of service, it is the contractor’s responsibility to move the list of riders on to the spare bus.

· All assistance on moving safety vests, booster seats and other specialized equipment from the route bus on to a spare bus is appreciated.

If a student or staff member who was on a bus has experienced symptoms, the bus should be immediately taken out of service for cleaning and disinfecting prior to being placed back into service.

Appendix J: Food and Nutrition Planning/Protocols

Office of Food and Nutrition Service

Reopening Plan for School Year 2020/2021

Overview

“Maryland Together: Maryland’s Recovery Plan for Education” established requirements for local school systems as they work to develop their plans for the 2020/2021 school year. These requirements include Requirement #8: Local school systems must follow safety protocols for collection of materials, cleaning of schools and other facilities, daily cleaning, and nutrition as established by MSDE in collaboration with the Maryland Department of Health and the CDC guidance. The Food and Nutrition Service plan for the 2020/2021 school year will follow Requirement #8 concerning nutrition, in addition to consideration of the following factors contained in Appendix B: School System Food and Nutrition Services:

- Evaluation of school food service preparation facilities and structures available to continue operations of student meals programs, including factors for safe food handling, federal guidelines for student meals, food supply chain availability, staff safety, etc.
- Operations and logistics models to use for delivery and transportation of food for student meal service (e.g., meals in the classroom, spacing for student seating if meals served in school cafeteria).
- Which student food service model to employ to accommodate students on campus, in addition to students continuing with distance learning off campus.
- Which USDA Child Nutrition Program regulations and waivers apply to student meal service at the local level during the phased reopening process for schools.
- What new procedures are needed for enhanced sanitation measures, health and safety of School Nutrition Staff, and operations of School Nutrition Programs during the phased reopening of schools.

Summary

It is HCPSS’s Food and Nutrition Service moral imperative to ensure the seamless and continuous feeding of students during all phases of school reopening. School meals are critical to student health and well-being, especially for low-income students and it is essential that they have access to the nutrition they need to learn, whether physically in school or virtually. Food and Nutrition Service will adapt to viable options to provide meals either at schools and/or for students to take home during virtual learning. The main goal for the 2020/2021 school year will be to reimagine what meal services should look like in both the first semester when schools are virtual, as well as the second semester when schools may operate under a hybrid model.

The food services program during the Virtual Instructional Model in the first semester of the 2020/2021 school year will include Grab-and-Go meals to be offered at all school locations, with the exception of Burleigh Manor Middle School and Hammond High School, where construction is ongoing. Meals will be provided at no cost to any HCPSS student, and all children 18 and under, through December 31, 2020, subject to U.S. Department of Agriculture funding availability. After December 31, 2020 or unless the USDA extends the waiver for free meals, meals will be provided based on the eligibility status (free, reduced-price, or paid).

Grab-and-Go meals will be served Monday through Friday from 8:00 a.m. – 9:00 a.m. and 10:45 a.m. - 12:45 p.m. and breakfast and lunch can be picked up at either meal time. Meals may be picked up at any location where meals are being served. Children do not need to be present; parents/guardians may pick up meals for their child(ren). Those with children attending multiple schools may do a single-stop meal pickup. Parents must indicate their child(ren)'s name(s) when picking up meals.

Food and Nutrition service will issue new income eligibility guidelines and FARMS application forms for the 2020/2021 school year, and households will be strongly encouraged to complete and submit applications online. Paper applications will also be available at all meal sites for those who wish to use this medium.

As the transition is made to the Hybrid Instructional Model, Food and Nutrition Service will adhere to the Maryland Recovery Plan for Education, which recommends that children bring their own meals as feasible, or that HCPSS serves individually plated meals to be consumed in classrooms instead of in a communal dining hall or cafeteria. During the Hybrid Instructional Model, all students who participate in the school meals program will have the opportunity to obtain Grab-and-Go meals for the days that they are not physically in the school building.

In both the Virtual Instructional Model and the Hybrid Instruction Model, Food and Nutrition Service will comply with all food safety, employee safety, and social distancing guidelines, including using disposable food service items and cleaning and sanitizing tables/surfaces between each meal service, pursuant to the recommended protocols. Food and Nutrition Service will also fully accommodate specific food service requirements, including food allergies and the privacy associated with students who receive free or reduced meals. Menu options/choices will be streamlined to facilitate delivery and serving of meals during different stages of the recovery plan. In addition, share tables will not be permitted until completion of stage three of the Maryland Recovery Plan for Education

Introduction

Food and Nutrition Service provided in excess of 1.1 million Grab-and-Go meals to children between March 17, 2020 and June 30, 2020, when schools were closed because of COVID-19. Regardless of the instructional model(s) adopted for the 2020/2021 school year, Food and Nutrition Service will continue to provide access to school meal programs for all students, particularly those eligible for free and/or reduced-price meals.

A number of federal waivers were granted to states to facilitate the provision of school meals during the COVID-19 pandemic. For the 2020/2021 school year, the following USDA national waivers have been extended:

- **Meal Service Times:** Under this waiver, Program operators may establish meal service times that support streamlined access to nutritious meals. The waiver removes duration and elapsed time requirements, but meal times must still be established.
- **Non-congregate Feeding:** Under this waiver, Program operators may provide non-congregate meals during COVID–19-related operations throughout the school year. Meals do not need to be served in a congregate setting and participants do not need to remain on site.
- **Parent and Guardian Pick-Up of Meals:** Meals may be distributed to a parent or guardian to take home to their children. To maintain accountability and program integrity, each agency must document and implement plans and processes to ensure that meals are distributed only to parents or guardians of Program participants, and that duplicate meals are not distributed.

- Offer Versus Serve Flexibility for Senior High Schools: Under this waiver, safe access to nutritious meals will be supported and schools will be able to offer complete meals for delivery or pickup for students doing distance learning.
- Meal Pattern Flexibility: Under this waiver, Program operators may serve meals that do not meet the meal pattern requirements during the school year although they are strongly encouraged to do so.
- Waiver to Allow Summer Food Service Program and Seamless Summer Option Operations through December 2020: Under this waiver, Program operators may provide free meals to all children regardless of area eligibility or their eligibility status (free, reduced-price or paid).

Virtual Instructional Model (First Semester)

Meals will be provided at no cost to any HCPSS student, and all children 18 and under, through December 31, 2020, subject to U.S. Department of Agriculture funding availability. After December 31, 2020, or unless the USDA extends the waiver to provide free meals to all children, all school systems will then be required to operate under the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). Therefore, from January 1, 2021 through the end of the first semester of the 2020/2021 school year, all meals must be provided and claimed as either free, reduced-price, or paid. Even when HCPSS implements a possible blended learning model in the second semester, where some students are on-site and others participate in virtual/distance learning, meals will still be required to be claimed by student eligibility under the NSLP and the SBP.

The food services program during the Virtual Instructional Model in the first semester of the 2020/2021 school year will include:

- Providing Grab-and-Go meal distribution services at Grab-and-Go meals at all school locations, with the exception of Burleigh Manor Middle School and Hammond High School, where construction is ongoing. Meal sites will be assessed monthly and may be adjusted based on participation rates. Meal delivery models may also be reviewed for effectiveness and efficiency.
- Providing Grab-and-Go meals for five (5) days per week (Monday through Friday) from 8:00 a.m. - 9:00 a.m. and 10:45 a.m. - 12:45 p.m. Students/parents/guardians will have the option to receive both breakfast and lunch before the start of the virtual school day.
- Providing the option for students/parents/guardians to pick up meals at any location where meals are being served. Children do not need to be present and parents/guardians may pick up meals for their children. Those with children attending multiple schools may do a single-stop meal pickup. Parents must indicate their child(ren)'s name(s) when picking up meals.
- Providing the option for meals to be pre-ordered for multiple days by completing a pre-order form at least school two days in advance. A new online process will be implemented to facilitate this process. Paper pre-order forms will also be available at each meal site.
- Allowing parents/guardians to pick up meals for their children and up to one other family without completing a request form. Families also may authorize a designee, who may pick up meals for up to three families, by submitting an online or paper form.
- Maintaining accountability and program integrity, as required by the USDA, by documenting and implementing plans and processes to ensure that meals are distributed only to parents or guardians and that duplicate meals are not distributed.
- Streamlining menu options/choices to facilitate delivery and serving of meals during different stages of the reopening plan.

- Setting up Point of Sale (POS) and other meal accountability systems at all meal sites and requiring students/parents/guardians to input student ID/PIN numbers before receiving meals after December 31, 2020.
- Requiring households who are not eligible for free meals to pay for meals after December 31, 2020. The online meal payment option (My School Bucks) will continue to be available and is encouraged, although cash will be accepted at meal sites.
- Accommodating numerous food service requirements, including food allergies, and the privacy associated with students who receive free or reduced meals.
- Issuing new income eligibility guidelines and FARMS application forms for FY21 in August 2020, and communicating with and strongly encouraging parents/guardians to complete and submit applications online for the 2020/2021 school year. Paper applications will also be available at all meal sites for families who may wish to use this medium, and application forms may be returned to any meal site.
- Reviewing the food supply chain to ensure continuity, reliability, adequacy, and safety.
- Complying with all food safety, employee safety, and social distancing guidelines. (Refer to Attachment 1).

Hybrid Instructional Model (Second Semester or Later)

The preliminary food services plan for the second semester or later will assume a transition from the Virtual Instructional Model to a Hybrid Instructional Model, with both in person and online learning. Most of the areas under the Virtual Instructional Model will be applicable in the Hybrid Instructional Model, except for the following:

- All schools will operate as meal sites once all schools adopt the Hybrid Instructional Model.
- For breakfast, prepackaged Grab-and-Go meals will be provided in classrooms for all Maryland Meals For Achievement (MMFA) schools.
- For all other schools, Grab-and-Go breakfast meals will be picked up from tables in cafeterias and consumed in classrooms.
- All lunches will be Grab-and-Go; prepared and boxed in advance.
- Students participating in the lunch program will be dismissed from the classroom to visit the cafeteria and receive Grab-and-Go boxed lunches. Once students have received their lunches and any additional items, they will return to the classroom to eat their lunches. Social distancing will be enforced as students enter cafeterias to receive all meals
- Self-service items will not be offered in this model, which means no salad and food bars.
- For PK-2 students, Grab-and-Go lunch may be delivered to classrooms instead of these students coming to the cafeteria to receive lunch.
- All students in the hybrid model who participate in the school meals program will have the opportunity to obtain Grab-and-Go meals for the days they are not in school. Six meals (two per day of remote learning) will be provided to students at their home schools when they leave the building on the last day of their in-person schedule. These meals will need to be ordered in advance.
- Purchase of essential food service equipment (e.g. food carts) and non-food supplies (e.g., Grab-and Go lunch boxes) will be required.

Brian Ralph,
Director of Food and Nutrition Service

9/15/2020

Attachment 1

Food Services Safety and Social Distancing Guidelines

- Adhering to hand washing standard operating procedures.
- Minimizing/avoiding one-on-one contact with individuals.
- Wearing single-use gloves when handling or delivering foods.
- Avoiding touching eyes, nose, or mouth.
- Using spacing strategies to create a six-foot distance between staff.
- Adhering to employee health, safety, and hygiene standard operating procedures.
- Maintaining social distancing during meal service or meal delivery.
- Limiting social interactions to speed up service and minimize contact time.
- Placing meals for quick on-site pick-up on a table or counter.
- Routinely cleaning and disinfecting high-touch nonfood-contact surfaces (door handles, light switches, phones, keyboards, tray slides, etc.).
- Following standard operating procedures for cleaning and sanitizing food contact surfaces before and after each use.
- Handling food waste properly.
- Allowing only food service, custodial staff, and authorized persons to enter kitchen and food serving areas.
- Limiting the number of employees allowed in break rooms or storage areas at the same time.
- If physical distancing is impossible in small spaces, minimizing the amount of time space is shared with others. Ensuring all staff in tight spaces are wearing face masks/coverings and that they are being worn properly, covering both the mouth and the nose.
- Using appropriate signage, tape and/or cones, to ensure students stay separate while waiting to be served.
- Ensuring meals served comply with relevant requirements, including documented accommodation requests for children with special dietary needs (e.g. food allergies).
- Implementing all other food safety and Health Department HACCP requirements.
- Purchasing and keeping on hand sufficient quantities of PPE, chemicals, disinfectants, single-use food gloves, disposable service ware, shelf-stable foods, face coverings/masks.
- Complying with all policies for reporting notifiable illnesses to administrative personnel and/or public health departments.
- At a minimum, following CDC guidelines, the Health Department guidelines, and district policies/procedures.

Appendix K: Communication Plan

2020-2021 Virtual Instruction



Communication Planning Document

PURPOSE

This detailed communication and engagement strategy sets clear expectations for cultivating awareness, understanding, support, and confidence in the planning and implementation efforts of the school system to develop an instructional plan for the 2020-2021 school year in a transparent and comprehensive manner.

OUTCOMES

- HCPSS will develop a comprehensive instructional plan for the 2020-2021 school year that considers the academic and social-emotional needs of all students and staff
- HCPSS will engage all stakeholders to inform and participate in the development of the 2020-2021 instructional plan
- HCPSS stakeholders will understand and trust the process and have the information and resources to support HCPSS students in their return to instruction

OVERVIEW

The HCPSS Office of Communications and Engagement will lead efforts for providing accessible information and regular updates to share information with students, staff, parents and guardians, and community members. The Communications Office collaborates with staff in the six HCPSS divisions and with school administrators to develop messaging. Because of the virtual environment in which we continue to operate, the HCPSS Communications Office is leveraging all available platforms, staff from all divisions and school administrators to amplify messaging and engagement. Additionally, greater consideration is being given to translating material developed for families.

It was critical that all stakeholders were able to provide feedback on the Continuity of Learning Plan that was developed and implemented following the closing of school and office buildings due to COVID-19 on March 16, 2020 and on input on the solutions being considered for the 2020-2021 school year. Stakeholders received updates throughout the summer as new information was learned and plans were finalized. The Howard County Public School System (HCPSS) will make great efforts to use established channels of communication to ensure students, staff, families and the community are informed through the duration of the plan.

The Communications Office created a [COVID-19 Positive Case Communication Plan](#) to outline how HCPSS will respond in anticipation for schools responding to a positive case involving an HCPSS student, staff member or visitor while maintaining the privacy of all individuals affected. If and when this occurs, all positive test results of persons suspected of having COVID-19 are sent to the Howard County Health Department (HCHD). Each case is then investigated through a thorough [contact tracing process](#). The Health Department will contact individuals that may have been exposed according to the tracing criteria. HCHD determines whether the school system should be notified due to public health and safety. When school system officials are notified, HCPSS will follow the guidance of the health department with regards to safety protocols. This includes an approved disinfection and cleaning process and the notification of staff and families.

KEY AUDIENCES

Families: Parents and families want to be informed, have genuine opportunities for input, and trust the process. Family members are a valued partner in this process and will be provided with information as it becomes available and clear parameters around input opportunities.

Students: No other stakeholder is impacted as much by this process as students. They will be actively informed of opportunities to provide insights and feedback and educated on the purpose and outcomes of the process.

Teachers and Staff: Teachers and staff will be informed of opportunities to lend their voice to the development of a plan and articulate their needs throughout the development and implementation process.

School Administrators: Much of the information distributed to the greater community will come from School Administrators. They will be provided with messaging, an editorial calendar, information and resources to be able to respond to questions and provide information to the communities they serve.

Board of Education Members: Members of the Board of Education will be provided the information required to make informed decisions and to engage and involve the community they serve.

Elected Officials: Elected members of our county's delegation and county government will be kept informed of progress and opportunities for input.

Community Partners: Partners and leaders from the county will be kept informed of progress and upcoming opportunities for input. They will also be engaged to collaborate with HCPSS to develop solutions for before and after-care and other opportunities to support students and families during virtual instruction.

ROLES & RESPONSIBILITIES

Public Information

- Creates messaging to regularly update all stakeholders
- Actively engages local media outlets to amplify HCPSS messaging and responds to media inquiries
- Addresses inquiries from parents and the general public

Multimedia Communications

- Developed and maintains a robust website to share information, updates and engagement opportunities
- Updates the [HCPSS Help site](#) to provide answers to frequently asked questions
- Amplifies messaging on the system's social media platforms
- Supports school staff to update school websites with new information

School Communication Supports

- Collaborates with the Division of School Management and Instructional Leadership
- Develops messaging with school administrators to update individual school communities
- Supports school administrators to answer questions and concerns raised by their communities

Partnerships

- Collaborates with community organizations to enhance opportunities and support the needs of students, staff and the school system
- Works with the Bright Minds Foundation to secure funding for additional student and staff needs through the Access to Learning Fund including access to technology

Print Services

- Provides printed materials for students and families with limited access to online resources
- Provides adapted print materials that fulfill the needs of students receiving special education services
- Coordinates additional print projects to provide instructional materials to students as needed by instructional staff
- Develops signage for schools in anticipation of an eventual return to school buildings

Recovery Team: HCPSS convened an internal team of staff to begin developing plans for summer and fall programming. Four sub-committees were formed to lead efforts related to developing the fall schedule, implementing a timeline, engaging stakeholders and developing solutions for financial considerations. The communications team works collaboratively with recovery team members to align work across all divisions and publicly share information developed through the recovery team work.

Recovery Plan Stakeholder Group: HCPSS convened a Recovery Plan Stakeholder group, whose members include parents, students, staff, administrators, and community members, as well as representatives from the health community. This group reviewed survey results, emailed feedback and other data to inform and help refine planning for the fall.

KEY RISK & POTENTIAL ISSUES

Trust Through Transparency: Community mistrust about the process or decisions is the primary risk to success. While not all stakeholders will be pleased with the decisions, it is inexcusable if transparency isn't maintained and information made easily accessible to stakeholders.

Limiting Misinformation: A process with high visibility will attract interest by local media and social media engagement. While widespread misinformation will be corrected, the best way to prevent misinformation is to ensure accurate, timely, and consistent information is being provided.

Information for All Stakeholders: With so many considerations to plan for, it will be important that the needs and interests of every stakeholder is included in planning and messaging.

Clarity of Process: Stakeholders must understand the process being followed and why decisions are being made. Clarity around the process, timeline, and opportunities for input will help ensure trust.

Equity in Process: One way to lose the trust of stakeholders is to elevate the interests of one above others. All stakeholders will have the same opportunities to provide input to the process and feedback on the plan. Private meeting requests will not be accepted and language supports will be available for all families that require them for participation.

Managing Unknowns: Many of the considerations for developing a plan are driven and decided by health organizations and other external entities. It is critical to communicate what we know and the processes for learning what we need to make well informed decisions that prioritize health and safety.

Changes in Health Realities: The ability to host small groups of students in schools and staff to return to offices this fall could be influenced at any point based on the virus' evolving trajectory and impact.

KEY MESSAGING

→ Provide a reference point for all communication updates

Healthy & Safety

- All students, educators, staff and visitors should feel comfortable and safe in their school environments
- Continuous reminders about the efforts HCPSS takes to clean and disinfect buildings regularly
- Student and staff emotional well-being: Need to address trauma of current pandemic experience while folding in the social injustice/racism
- Aligning efforts and decisions to guidance from the Centers for Disease Control and Howard County Health Department

Instruction

- Student engagement and learning is paramount
- A more robust learning environment for the 2020-21 school year from the spring Continuity of Learning plan
- HCPSS is considering the impact on families
- Teachers and staff receive training and support to implement the virtual instructional solution
- Students receiving special education and other vital supports continue to receive them during virtual instruction
- All students continue to receive the individualized supports that staff have always provided

Reflection

- Community stakeholders were surveyed to understand their recent experiences with distance learning to inform the recovery planning and decision making
- Provide opportunities for ongoing engagement of stakeholders to get feedback including the continuing use of Superintendent's advisories

Inclusive & Equitable

- Overcoming barriers to learning for all students (technology, language, special needs, etc.)
- Strive to provide equitable access to instruction for all students
- This is not a one-size fits all approach

Support & Understanding

- Compassion towards others
- Support students and colleagues
- Patience as we adapt to dynamic situation

Adapt & Evolve

- Be flexible and adapt as needs arise and as the pandemic situation changes
- Evolve together as one system

COMMUNICATION & ENGAGEMENT INITIATIVES/CHANNELS

Community Update Emails: Regular updates and information are sent to families and community members regularly by email.

Staff Update Emails: Staff are provided with regular updates and information by emails from the Superintendent.

HCPSS News Posts: A weekly news digest is emailed to families, staff and community members that capture information that has been posted to the website and shared on various platforms.

Staff Hub: Information is posted on the internal online hub and notifications are delivered to staff by email.

Staff Communication & Community Engagement Updates: The HCPSS Communications team sends weekly updates to central office staff and school administrators that include links to communication supports, system updates, and links to internal and external news items.

HCPSS Website: The HCPSS website is the primary hub for information and a page has been developed specifically for the virtual fall instructional plan. Additionally, FAQs, links to external resources, timelines, language supports, and input opportunities are posted on the site.

Social Media: All HCPSS social media platforms are leveraged to amplify messaging being posted on the website.

School Communication Support: The HCPSS Office of Communications develops information and messaging templates and posts to the internal Canvas page for school administrators to leverage and inform their communities.

SMIL Weekly E-Newsletter: Staff and community messaging will be amplified in the weekly newsletter emailed to school administrators by the HCPSS Division of School Management and Instructional Leadership (SMIL).

Canvas: Students are able to access community updates through a quick link that was added to their Canvas Learning Management System accounts.

External Media: Local external print and television outlets will be provided with releases and in regular contact with an HCPSS media liaison so they may amplify messaging to the Howard County community.

GATHERING PUBLIC INPUT

Surveys

June 15: student survey sent to grades 3-12; approximately 39%, or 17,715, of students completed the survey.

June 16: A parent survey was finalized, translated, and distributed to the community. This comprehensive survey asked parents and guardians to provide feedback on the Continuity of Learning plan that was implemented this spring and input into decisions for the fall. Approximately 43.3%, or 16,273, of unique households completed the survey.

June 16: A staff survey was shared to gain a better understanding of what worked and didn't work this spring and receive input and guidance from our internal experts on a solution for the fall that considers the needs of all students, families and staff. Approximately 67.7%, or 5,117, of staff completed the survey.

Email & Web site

Stakeholders may provide unstructured input and feedback by sending an email to fall-input@hcpss.org throughout the summer. Information can be found on the HCPSS website at www.hcpss.org and access the page dedicated to planning for the 2020-2021 school year from the home page. This page provides information related to fall planning, including links to the surveys and other input opportunities, and will be continually updated as we progress through the process.

LANGUAGE SUPPORTS

- Support school support teams, including liaisons, to assist and inform families.
- Offer translations of priority information on the HCPSS web site.
- Spanish-speaking families who have questions about virtual learning can call the Spanish language call center at 410.313.1591 or elisa_montalvo@hcpss.org
- Call Center Numbers
 - Chin: 410.313.5968
 - Chinese: 410.313.5920
 - Korean: 410.313.1591
 - Spanish: 410.313.1591
 - All other languages contact Monica Ranta at 410.313.7102

RELATED DOCUMENTS

- [COVID-19 Positive Case Communication Plan](#)
- [Maryland Together: Maryland's Recovery Plan for Education](#)
- [Howard County Health Department Contact Tracing FAQ's](#)
- [AASA Student Privacy During the COVID-19 Pandemic](#)
- [CDC FAQs for K-12 Schools and Child Care Programs](#)
- [CDC Information on Schools and Childcare Programs](#)

Appendix L: HCPSS Recovery Team Participants

HCPSS Recovery Team

Sandra Austin - Budget Manager

Bob Cole - Curriculum Coordinator of Digital Education

Darin Conforti - Executive Director of Budget

Stephen Dolney - Manager - IT Partnerships

Kitesha Ford - Human Resources Business Partner

Christine Gentry - Senior Law and Policy Analyst , University of Maryland Center for Health and Homeland Security (Consultant)

Bruce Gist - Executive Director of Operations

Tim Guy - Director of Assessment and Reporting

Teddy Hartman - Director of Strategy & Data Privacy

Robin Heapy - Secretary Risk Management

Allison Hedden - Community & Workforce Engagement Specialist

Razia Kosi - Facilitator Diversity Equity and Inclusion

James LeMon - Executive Director of Community, Parent, and School Outreach

Tom McNeal - Director of Security, Emergency Preparedness and Response

Nicole Meshbesher - School Psychologist

Andreea Misner - Safety and Risk Management Specialist

Alan Moss - Manager - Safety & Security Planning

Jenny Novak - Director of Curricular Programs (Birth – Grade 12)

Jen Peduzzi - Performance, Equity, and Community Response Director

John T. Ridgely - School Psychologist, Chairperson, HCPSS Crisis Intervention Teams

Scott Ruehl - Director of Leadership Development

Kerrie Wagaman - Coordinator of Health Services

Janice Yetter - Director of Special Education

Tom Yetter - Coordinator of Finance

Appendix M: HCPSS Athletics Framework

Howard County Public School System Athletics Framework for 2020-21

OUR GOAL

Working within the Howard County Public School System (HCPSS) plans and under the guidance provided by the MPSSAA, our goal is to **create safe and meaningful participation opportunities for HCPSS student-athletes during the 2020-2021 school year.**

First Semester Plan

Guiding Principles:

Understanding the balance between workload and time commitment for both the student athlete (SA) and coaching staff.

Using this opportunity to engage the SA while understanding that participation in the first semester virtual sessions is not required by the coach or the SA. **These activities are strictly voluntary.**

While HCPSS athletics will be starting in a virtual setting, the Office of Athletics in conjunction with the Return To Play committee is working on a plan to return to in-person instruction in small groups. Instruction will comply with local health department and Center for Disease Control (CDC) recommendations at the time of implementation and will follow the timeline for return to small group instruction for the Howard County Public School System. All forms will be required prior to any in-person sessions.

Virtual Engagement Sessions

Coaches are able to engage with prospective team members for 60-90 minutes one day a week from the beginning of the virtual period through January 22, 2021, excluding any school system holidays or religious observance days.

Fall Sports: Mondays
Winter Sports: Wednesdays
Spring Sports: Fridays

Considerations for Virtual Engagement Sessions:

- 1) Must be open to all students attending the school offering these sessions.
- 2) Virtual Training Periods may **NOT** include tryouts. These sessions are not to be used as criteria for making a team.

- 3) Sessions may include an Athletic Trainer from Pivot assigned to that school. Services Pivot Sports Medicine can provide during the virtual engagement period are listed in **Attachment A**.
- 4) AAMs will provide oversight for all teams by attending at least one team gathering per week per sport or by staying in regular communication with head coaches throughout the virtual period.
- 5) Coaches should submit virtual plans of engagement prior to the first session for approval by the AAM.

Consideration in Planning any sessions

Coaches, Athletics and Activities Managers, and Athletic Trainers may choose from any of the following to include in a virtual setting:

Conditioning programs
 Skills and sport instruction
 Nutrition
 Academic support
 Recruiting
 Team Building
 Character Development
 Film Study
 Mental exercises (brain teasers, challenges, video quizzes)
 Quizzes on sports related rules/concepts
 Quotes and inspirational messages
 Clips of recommended workouts
 Sportsmanship activities
 Nfhslearn.com courses

Include regular email communication between gatherings, possibly to include references/assignments

Resources/Ideas for Coaching in the Virtual Space:

Relevant Magazine/Journal articles

- *Seven Essentials to Successfully Coach Virtual Teams* <https://www.skipprichard.com/7-essentials-to-successfully-coach-virtual-teams/>
- *Staying Connected with your Teams during the Pandemic* <https://www.nfhs.org/articles/staying-connected-with-your-teams-during-the-pandemic/>
- *Tape and Twitter: Recruiting offers new challenges for high school athletes, coaches* https://observer-reporter.com/sports/tape-and-twitter-recruiting-offers-new-challenges-for-high-school-athletes-coaches/article_47e03426-93a3-11ea-8d9a-5b436ee666a2.html
- *Special Olympics Our Top Ten Ideas for Virtual Coaching Sessions*
- <https://media.specialolympics.org/resources/covid-19/6-Our-Top-10-Ideas-for-Virtual-Coaching-Sessions.pdf>

- *Coronavirus & Youth Sports- Calls For Coaches*
https://assets.aspeninstitute.org/content/uploads/2020/04/Calls-for-Coaches-Adapted-for-COVID-19-Response-FINAL_1.pdf
- Website: *Project Play, applies and shares knowledge that helps stakeholders build health communities through sports* <https://www.aspenprojectplay.org/>
- *Online Training, Classes and Workouts* <https://www.sportsengine.com/virtual-programs>
- *BSN SPORTS Coaching Clinics* <https://www.varsitybrands.com/virtual>
- pandemic tips for sports community
- <https://appliedsportpsych.org/blog/2020/03/the-covid-19-pandemic-tips-for-athletes-coaches-parents-and-the-sport-community/>
- Project Play is reporting on the latest developments in youth sports and physical activity related to COVID-19. Articles, webinars, coach resources. See attachment.
- <https://www.aspenprojectplay.org/coronavirus-and-youth-sports>
- Coach responsibility to prepare athletes
- <https://thesportjournal.org/article/a-coachs-responsibility-learning-how-to-prepare-athletes-for-peak-performance/>
- Mental training importance
- www.psychologytoday.com/us/blog/the-power-prime/201811/what-mental-training-sports-is-really-all-about%3famp
- Good potential apps:
<https://www.google.com/amp/s/www.washingtonpost.com/sports/2020/04/28/youth-sports-teams-take-practices-locker-rooms-online-during-pandemic/%3foutputType=amp>
 Ex app- <https://www.homecourt.ai>
- <https://coachad.com/news/transformational-over-transactional-coaching/>
- <https://coachad.com/articles/five-strategies-for-team-support-during-covid-19/>
- <https://coachad.com/news/atlanta-falcons-coach-advises-high-school-coaches-on-racial-tension-coronavirus/>
- <https://nfhslearn.com/courses/covid-19-for-coaches-and-administrators>
- www.azcentral.com/story/sports/high-school/2020/05/09/arizona-high-school-football-teams-conduct-virtual-spring-football/3090935001/
- <https://appliedsportpsych.org/blog/2020/03/the-covid-19-pandemic-tips-for-athletes-coaches-parents-and-the-sport-community/>
- <https://www.theitem.com/stories/coaching-during-quarantine-wilson-halls-ripley-embraces-team-building-during-virus-pandemic,344384>
- <https://playfootball.nfl.com/nfl-way-to-play/staying-active-at-home/>

Second Semester Plan

If current state and local health guidelines and metrics allow, the second semester of program operations would be in-person. Seasons and calendars will be reworked to operate as many sports as possible, consistent with the designated seasons established by the MPSSAA. In the event state level competition is not feasible due to current health metrics, HCPSS will work to implement a local program that maximizes participation opportunities, consistent with state and county health metrics and school system operations. More information will be forthcoming from the MPSSAA and during the fall, when more updated health metrics will be available.

Should events dictate that HCPSS stay in a virtual environment for second semester, a concentrated plan would mirror the MPSSAA plan for fall, winter, and spring seasons. HCPSS would work within this MPSSAA framework to reimagine sports seasons and content.

Attachment A

Pivot Services Provided during COVID-19 Virtual Athletics

Athletic Trainers (AT) have access to the PIVOT PT clinics to provide new evaluation times to our athletes. These hours would be set, and the AT would be available to schedule their own athletes.

AT will provide hours at the school but at the stadium for injury evaluations as well as treatment. The treatment can include injuries that were being treated before COVID and still need attention and new injuries. COVID health recommendations will be enforced.

ATs are available for virtual injury screens and recommendations for both athletes and coaches.

ATs have access to a web-based exercise program. This program will allow the AT to send athletes or coaches home exercise programs to confirm proper treatment.

The Pivot liaison will contact the off-season training companies that are training our kids.

The AT will be present or available during these sessions.

The AT can be part of the virtual training if a team is doing group sessions. The AT can be used for recommendations if the athlete is showing a weakness, or the athlete gets injured during one of these sessions.

ATs will communicate with all coaches to ensure that their training programs include a workout for the deconditioned athlete.

Sports Medicine policies and procedures will need to be drafted to cover COVID. This revision on the handbook will also take a look at the current medical policies and procedures to ensure that all appropriate precautions are taking place.

The AT can assist the AAM with the clearing of physicals and inputting medical conditions into the student-athlete's file in sportware (athletic trainers electronic medical records).

ImPACT Baselines and Post tests are able to be given virtually, the AT is available to do both. If an athlete sustains a concussion during training the AT is able to virtually provide them with

the test and return to play. HCPSS concussion protocol will be able to be satisfied through this process.

ATs will continue to operate through the sports medicine team. Recommendations to physicians and team doctors will continue. Athletes will have priority appointments to both physicians and Physical Therapists.

Schedules that total 25 hours will be sent to the AAM to disseminate to all coaches. Clinic hours Once in person training begins AT will be available immediately.

Weekly and treatment hours will be set in advance.



RETURN TO THE WORKPLACE

Health and Safety Guide

February 2021



(This replaces the August 2020 Health and Safety Guide)

CONTENT

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Preparing HCPSS Buildings & Work Areas 4

Preparing the Team 7

HCPSS Employee Support 11





The Howard County Public School System Return to Work Guide is based on the guidelines provided in the Maryland Together: Maryland's Recovery Plan for Education; adheres to the phased reopening guidelines outlined by Governor Larry Hogan in Maryland Strong: Roadmap to Recovery, and aligns with CDC and Howard County Health Department guidance. This information will continue to be updated as we learn more and establish new practices and policies. The following guidelines are applicable to all HCPSS facilities, including school and administrative buildings.

PHASED REOPENING & IMPACT ON HCPSS OPERATIONS

Governor Larry Hogan's [Maryland Strong: Roadmap to Recovery](#) presents a three-stage reopening plan. On September 4, 2020, the Governor moved Maryland to Phase 3 – Low Risk.

FOR HCPSS EMPLOYEES, THIS WILL MEAN:

In Phase 3, our worksites are open for employees to work. At its work session on January 26, 2021, the Howard County Board of Education approved a phased-in hybrid model for students to return to school in person. The approved model will bring staff and students back to in-person instruction over the course of four phases beginning March 1, 2021. In alignment with that decision, **on Tuesday, February 16, 2021, HCPSS will move from Step 2 to Step 3 of the Central Office Reoccupation plan.** Under this step, up to 25% of Central Office staff will work on-site each day, as determined by their supervisor. If you are unsure of when you are required to return to the school and office buildings, please contact your supervisor. Staff may not bring their children into the buildings.

A move to Step 4 within the next few weeks/months is possible, but will be announced beforehand. Under Step 4, up to 50% of Central Office Staff will work on-site each day.

All employees are required to wear a face covering or mask in open areas of HCPSS buildings and whenever social distancing cannot be maintained. More details on personal protective equipment (PPE) are detailed below.

Visitors are generally not permitted. Visitors should make an appointment prior to arriving at an HCPSS site. All buildings will be supplied with disposable masks for visitors who do not have one. Protocols for scheduling and receiving visitors are detailed below.

Visitors to HCPSS facilities must wear a face covering or mask.

| | |
|-----------------------------|---|
| HCPSS STEP 2 | Employees are required to complete SafeSchools training to acknowledge they understand their responsibilities to practice health and safety protocols required by HCPSS in physical worksites. |
| | Most employees will continue to telework. Supervisors will ensure that social distancing can be maintained for employees who work on-site, including potentially implementing alternating shifts or block scheduling. |
| | Face coverings or masks are required for employees on-site when social distancing cannot be maintained. This includes hallways and other common areas. |
| | Employees on-site must practice social distancing and limit gathering size to 50 or fewer, in spaces that can safely accommodate the attendees (e.g. auditorium). |
| | Virtual meetings and gatherings are encouraged. |

| | |
|-----------------------------|--|
| HCPSS STEP 3 | Employees are required to complete SafeSchools training to acknowledge they understand their responsibilities to practice health and safety protocols required by HCPSS in physical worksites. |
| | Employees will start returning to office and school buildings. Central Office will have 25% occupancy. Social distancing should be maintained for employees who work on-site, including potentially implementing alternating shifts or block scheduling. |
| | Face coverings or masks are required for employees, especially when social distancing cannot be maintained. This includes cubicles, hallways, common areas and outside spaces. |
| | Employees on-site must practice social distancing and limit gathering size to 50 or fewer, in spaces that can safely accommodate the attendees (e.g. auditorium). |
| | Virtual meetings and gatherings are encouraged. |

| | |
|-----------------------------|---|
| HCPSS STEP 4 | Employees are required to complete SafeSchools training to acknowledge they understand their responsibilities to practice health and safety protocols required by HCPSS in physical worksites. |
| | More employees will start returning to office and school buildings. Central Office will have 50% occupancy. Social distancing should be maintained for employees who work on-site, including potentially implementing alternating shifts or block scheduling. |
| | Face coverings or masks are required for employees, especially when social distancing cannot be maintained. This includes cubicles, hallways, common areas and outside spaces. |
| | Employees on-site must practice social distancing and limit gathering size to 50 or fewer, in spaces that can safely accommodate the attendees (e.g. auditorium). |
| | Virtual meetings and gatherings are encouraged. |

PREPARING HCPSS BUILDINGS & WORK AREAS

INDOOR AIR QUALITY

The Office of Building Maintenance has ensured that all heating, ventilation and air conditioning (HVAC), and plumbing systems are operating properly. HVAC filters were upgraded to improve filtration levels. According to the Center for Disease Control (CDC), it is not necessary to clean ventilation systems beyond the routine and preventative maintenance performed as part of reducing the risk of coronavirus transmission.

ENHANCED CLEANING AND DISINFECTING

Measures have been implemented to ensure that common work areas and equipment, and personal workspaces, are regularly cleaned and disinfected.

Operations management has worked closely with HCPSS custodians to adjust their cleaning processes to better address current considerations. HCPSS custodians are using effective cleaning and disinfectant products to clean our facilities every day. Along with these measures, they are taking the following steps to maximize our disinfecting efforts:

- Refreshed Cleaning Methods/Processes - HCPSS cleaning personnel are cleaning and disinfecting restrooms more frequently. Their enhanced cleaning protocol includes thoroughly cleaning and disinfecting all surfaces, doors, toilets, and handles, and ensuring that all supplies are fully stocked.
- Increased Cleaning of High-Touch Surfaces/Points. HCPSS cleaning crews are disinfecting high-touch surfaces/points thoroughly (i.e., door handles, glass, elevators buttons, doors, tables, chairs, light switches). Daytime custodians have been instructed to frequently disinfect all touch points throughout the day. In addition, HCPSS will increase daytime custodian coverage where appropriate, depending on building occupancy.





SUPPLIES

Hand sanitizer, disinfectant wipes or disinfectant spray/liquid will be available to all employees. Purchasing will coordinate the procurement and inventory of any additional sanitizer and other necessary supplies.

INSTALLING PROTECTIVE EQUIPMENT

HCPSS has implemented facilities changes to provide an extra level of protection for staff, students and the public, including the installation of plexiglass barriers at customer service counters. Operations management will work with supervisors and staff to identify ongoing needs.

VISITOR PROTOCOL

Visitors are not permitted under the infectious disease management plan. Exceptions are made for emergency services, contractors, and special situations. Facility special visitors will be limited and should occur by scheduled appointment only. No walk-in visitors are permitted. As much as possible, appointments to meet with parents and customers should be accommodated via telephone, video conference, or other suitable technology. When a face-to-face visit is necessary, the school or office must schedule an appointment time with the visitor and follow the following steps:

- Once the visitor has arrived at the building and parked, they must call the school/office to check-in and answer the screening questions while waiting in their vehicle.
- The administrator, or person admitting the visitor, must ask the following health screening questions and keep a record thereof.

| YES or NO, since your last day of school/work/visitation, have you experienced any of the following symptoms? | Yes | No |
|---|-----|----|
| A fever of 100.4°F or higher? | | |
| Any use of fever reducing medication within the last 3 days? | | |
| A new cough that is not due to another health condition? | | |
| New shortness of breath or difficulty breathing that is not due to another health condition? | | |
| New chills that are not due to another health condition? | | |
| A new sore throat that is not due to another health condition? | | |
| New muscle aches that are not due to another health condition, or that may have been caused by a specific activity (such as physical exercise)? | | |
| A new loss of taste or smell? | | |
| Have you had a positive test for the virus that causes COVID-19 disease within the past 10 days? | | |
| In the past 14 days, have you had close contact (within approximately 6 feet for 15 minutes or more) with someone with suspected or confirmed COVID-19? | | |
| In the last 14 days, have you traveled to an area that has been experiencing a prolonged rise in the number of COVID-19 cases? | | |

- If visitors are suspected to be sick and/or have recently experienced COVID-19 symptoms, they are not permitted to enter the building and must reschedule. Visitors who pass the health screening should be instructed to access the building through the front doors or appropriately designated entrance and be greeted by an employee, who will wear a mask, for escort to the appointment.
- Visitors must wear a mask or face covering, enter the building alone, and follow social distancing guidelines. Any family members or friends accompanying the visitor will be asked to remain outside or in a vehicle.

PREPARING THE TEAM

EMPLOYEE AGREEMENT

HCPSS employees are required to complete COVID-19 Workplace Reentry training to acknowledge they understand their responsibilities as we reopen our physical worksites.

COVID-19 SCREENING PROTOCOL: EMPLOYEE HEALTH SELF-CHECK

Prior to arriving to the building each day, employees should self-monitor their symptoms by checking their temperature and answering these questions before reporting to work.

The self-check does not need to be documented.

| YES or NO, since your last day of school/work/visitation, have you had any of the following symptoms? | Yes | No |
|---|-----|----|
| A fever of 100.4°F or higher? | | |
| Any use of fever reducing medication within the last 3 days? | | |
| A new cough that is not due to another health condition? | | |
| New shortness of breath or difficulty breathing that is not due to another health condition? | | |
| New chills that are not due to another health condition? | | |
| A new sore throat that is not due to another health condition? | | |
| New muscle aches that are not due to another health condition, or that may have been caused by a specific activity (such as physical exercise)? | | |
| A new loss of taste or smell? | | |
| Have you had a positive test for the virus that causes COVID-19 disease within the past 10 days? | | |
| In the past 14 days, have you had close contact (within approximately 6 feet for 15 minutes or more) with someone with a suspected or confirmed COVID-19? | | |
| In the last 14 days, have you traveled to an area that has been experiencing a prolonged rise in the number of COVID cases? | | |

If an employee answers YES to any of the screening questions, the employee should stay home and not report to work.

SOCIAL DISTANCING

Employees should continue to maintain six feet of distance between themselves and coworkers where possible. Meetings should be held virtually whenever possible. Administration should ensure that a social distancing process is in place at entrances and other high-traffic areas. Employees should not bring guests or other family members into HCPSS facilities. Gatherings should continue to be limited to 50 or fewer people.

SAFE WORKPLACE BEHAVIORS

The best way to prevent illness is to avoid exposure. In accordance with guidance from the Occupational Safety and Health Administration (OSHA) and Centers for Disease Control and Prevention (CDC), everyone is encouraged to:

- Wash your hands often.
- Avoid touching your face.
- Avoid close contact – practice social/physical distancing.
- Cover your mouth and nose with a cloth face cover when near others.
- Cover coughs and sneezes.
- Clean and disinfect your personal work area as necessary.
- Stay home when sick.

We encourage everyone to monitor their health symptoms and follow care instructions from their healthcare provider and local health department.



PERSONAL PROTECTIVE EQUIPMENT (PPE)

The CDC's guidance on [Cleaning and Disinfecting Your Facility](#) includes additional considerations for employers, including developing policies for worker protection and providing training to all cleaning staff on site in advance of resuming cleaning tasks.

Appropriate use of PPE and other supplies is an essential component as we scale up operations. HCPSS will follow Howard County Health Department (HCHD), Maryland Department of Health, and Centers for Disease Control and Prevention (CDC) guidelines on PPE optimization. Specific guidance for your office or work area should be obtained from your manager. In general:

- Face coverings or masks are required for employees on-site, especially when social distancing cannot be maintained. This includes hallways and other common areas.
- Practice hand hygiene prior to placing or adjusting and after removing your face covering or mask, using soap and water, or hand sanitizer if soap and water are not available.
- Cloth face coverings can be washed but other masks should be disposed of as regular trash.



PERSONAL SPACE/ WORK AREACLEANING

Common work spaces are cleaned every evening, but employees should use extra care to disinfect shared equipment and high contact surfaces more frequently. Areas where additional cleaning should be undertaken include, but are not limited to:

- Kitchen: Microwave and refrigerator door handles, faucets, etc.
- Copy machine keypads.
- Tools.
- Work benches, equipment guard handles, etc.
- Shared equipment such as laptops, projectors and other devices. (Spray on cloth first, then wipe).
- Keyboards and computer mice.



Consider creating a regular cleaning schedule, in collaboration with your coworkers, supervisors, and program managers for common areas and shared equipment. Disinfecting solution, wipes, etc., will

be readily available in areas where frequent sanitizing is necessary. If your department does not have these supplies available, work with custodial personnel to order.

EMPLOYEE EXPOSURE

If an employee is exposed or potentially exposed to COVID-19, either in the workplace or at home, the employee should notify their supervisor, who should in turn contact Health Services. The employee should follow HCHD or HCPSS guidance to self-quarantine and monitor health for symptoms of COVID-19 for 14 days from the date of last exposure. Exposure is defined as 15 minutes of close contact (within 6 feet), with or without a mask, with someone who has tested positive for COVID within the last 48 hours. If you are not sure whether you have been exposed, please contact your own physician for advice.

IF AN EMPLOYEE TESTS POSITIVE

Employees are required to stay home if they are sick or have been quarantined, and to report any symptoms to their supervisor. However, there may still be instances of potential exposure in the workplace. If an employee is tested and is confirmed to have COVID-19, the HCHD will initiate a contact investigation, which would include the workplace if it were determined that exposures have occurred there.

HCHD staff will determine the infectious period, identify any contacts the employee may have had and make any recommendations for isolation or quarantine of people who had been in close contact for a period of 14 days. HCHD will notify HCPSS Health Department staff once an investigation was conducted and make any additional recommendations that are necessary, including any notifications that may need to occur or cleaning requirements for the facility. Information that could identify an individual in an investigation is kept confidential to protect privacy.



HCPSS EMPLOYEE SUPPORT

Supervisors should refer employees to the HCPSS Counseling and Support Services program (formerly EAP) as needed, particularly if employees are returning to work after dealing with COVID-related illnesses or deaths in their families.

HCPSS has developed numerous resources to assist and support employees during the coronavirus pandemic. Employees should familiarize themselves with these resources and take advantage of them as needed. More information on the Coronavirus is available for staff by contacting Human Resources.

LEAVE

Congress passed legislation in 2020 that placed mandates on HCPSS' leave programming in response to our current health crisis. The FFCRA (Families First Coronavirus Response Act), that required HCPSS to provide employees with paid sick leave and expanded family medical leave for specified reasons related to COVID-19, expired December 31, 2020.

Employees requesting leave are to follow normal HCPSS policies for leave and absences.

COUNSELING AND SUPPORT SERVICES PROGRAM

The HCPSS Counseling and Support Services program (formerly called Employee Assistance Program, or EAP) provided by GuidanceResources® gives employees and family members access to professional, free and confidential counseling and support services to manage their needs. The program provides resources to improve your finances, schedule counseling sessions, develop strategies for navigating stress, and much more. Employees and family members can receive up to six free counseling sessions (including assessment, follow-up and referral services) per person, per episode, per year. COVID-19 related supports are available as well. Employees can visit the Staff Hub to learn more and create an account.

RESOURCES FOR EMPLOYEES

Employees are encouraged to bookmark the following webpages for the latest information regarding HCPSS operations during the pandemic:

- [2020-2021 School Year Communication](#)
- [SafeSchools COVID-19 Work Reentry Training](#)
- [Howard County Health Department Alerts](#)

PRIVACY

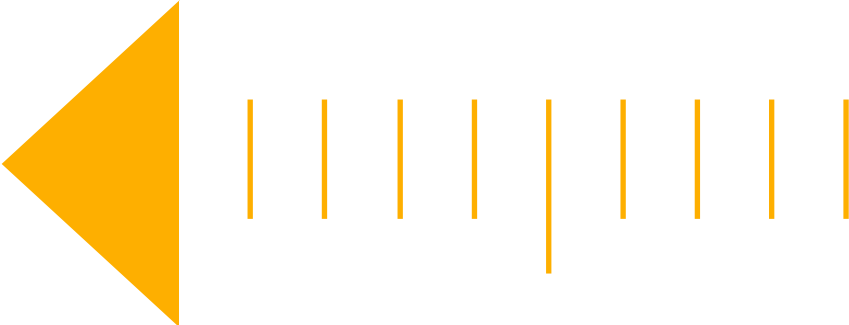
HCPSS will continue to provide employees with additional resources and advance notifications of changes in policies and procedures, so that employees may learn more about the situation as it develops and can prepare effectively. This is especially important for employees who will be returning to a workplace that may be configured very differently and/or may have fewer employees.

Lastly, HCPSS is mindful of privacy issues. We treat all employee personal information as confidential under state and federal law and will ensure appropriate measures are implemented to protect the privacy of employee medical information.

Maintaining the confidentiality of all such information is consistent with Equal Employment Opportunity Commission (EEOC) guidance, and is considered important even though an employer is not a “covered entity” under the Health Insurance Portability and Accountability Act (HIPAA).

Similarly, while an employer may need to quarantine an employee who tests positive for COVID-19 after returning to work (or indicates that he or she recently tested positive for COVID-19), HCPSS will share the employee’s name only with a public health agency, not with co-workers.

This *Return to the Workplace Health and Safety Guide* document will be updated as necessary.



Appendix O: Small Group Descriptions

Small Group Support Program Overview with Descriptions

Teen Parenting Program (September 21)

The HCPSS Teen Parenting Program provides psychoeducational support services to students in HCPSS who are pregnant and parenting. It is a dropout prevention program that utilizes intensive case management services to assist students in the goal of obtaining a high school diploma. By providing childcare and a space for the students to complete their virtual school work, barriers to achieving that diploma can be removed. There are currently 5 students who would begin participation on September 21, 2020. Teen Parents will access Synchronous and Asynchronous Instruction at Wilde Lake High School from 8:30 am - 3:10 pm Monday, Tuesday, Thursday and Friday. Students will work from home on Wednesdays.

School-Based Learning Centers (September 28)

In addition to serving students who are at schools to receive mental health and behavioral support, the School-based Learning Centers would serve students who are experiencing barriers to attendance and/or are struggling with virtual learning. Staff will help students to focus on synchronous instruction and could assist with asynchronous assignments.

Parent & Family Support Opportunities (October 5)

Space would also be made to allow parents/guardians to come into the school to meet with Pupil Personnel Workers and other staff to address barriers to student learning. Based on parent interest, staff could also provide small group instruction in supporting students' learning and study skills, particularly within the virtual learning environment. While most of these opportunities would take place during school hours, staff would work with families to provide supports at a time and in a manner that works with their schedules.

Infant & Toddler Program (Birth-3, IFSP and 3-4 Extended IFSP) (October 5-12)

Early intervention for our youngest learners is critical. Modified replication of the typical service model is feasible by providing individualized, direct coaching sessions that include the parent(s)/caregiver(s) and their children in HCPSS buildings. Some families may be provided an opportunity to join their service providers in an HCPSS space to receive their services. Priorities will be given to those children whose IFSP outcomes cannot safely be addressed through virtual coaching. Virtual coaching in natural settings should resume unless infants or toddlers have developmental needs that cannot be safely addressed in a virtual setting, such as support with:

- feeding
- palpating tone or muscle movement or oral-motor movements
- how to handle a child or apply proper amounts of pressure to carry out a technique
- adjustment of any piece of equipment or training on its use
- manual therapy needs (e.g., neck stretching)

Scheduling to ensure delivery of services in a natural environment whenever possible remains the goal. Family visits to session sites may begin October 5, 2020.

Cornerstone and Structured Environment for Active Learners at Cedar Lane School (October 5-12)

Students in the public separate day school have extensive needs and require intensive services. Students have significant disabilities and must have ongoing support to engage in learning while also having communication, social/emotional, physical, behavioral and medical needs addressed. These students were unable to meaningfully engage in most aspects of the virtual learning model even with accommodations and modifications provided by teachers and support staff. This population may need to be split into 2-3 groupings to ensure maximum safe use of building space. The Cedar Lane School has approximately 46 students ages 3-21 with Autism. These students are in classrooms of 5 or fewer with close adult supervision as determined by the IEP team. They receive highly structured instruction in communication skills, academics, and independent living with integrated behavioral supports and staff must have training in Safety Care/First Aid/CPR. IEP services hours usually exceed 25 hours weekly.

Cedar Lane - Transitioning Youth 18-21-year-olds (October 5-12)

Cedar Lane high school students are bridging the gap between school and the adult world by learning vocational skills. These students receive instruction involving hands-on experiences with career skills areas and, when safe to do so, also within the community. These students are within 1 to 3 years of exiting HCPSS and require consistent routines to develop and maintain the skills necessary to transition to adult and community settings. Since these routines and skills are challenging to replicate in the virtual setting and because these students have minimal time left in the school setting, in-person face-to-face learning is needed. Staff must have training in Safety Care/First Aid/CPR. Small group instruction would not include community-based learning experiences at this time. With 36 students in this age range, approximately 7-8 groups of 5 or less would be needed.

Homewood Bridges Program (October 5-12)

Middle and high school students in the Bridges Program at Homewood have accessed distance learning for instructional and counseling support. However, not all mental health and academic support services and accommodations could be met through this platform. Providing an early transition to a hybrid model with counseling and academic interventions will support recovery of learning and social emotional skills for these students. Of the 61 students in the Bridges Program, the majority are in grades 9-12 and often have instructional gaps and credit deficiencies as a result of mental health needs. Transitioning students in approximately 9-10 small groups with intentional programming for both academic and therapeutic services will ensure students regain educational stamina needed for academic success. Focusing especially on transitioning youth within two years of graduation will ensure they achieve their academic, behavior, and social emotional skills necessary for post high school success. Staff must be trained in Safety Care/First Aid/CPR.

Cedar Lane School - K-12 classrooms (November 5)

Students at Cedar Lane, ages 3-21, have significant disabilities that require intensive services. Their needs require ongoing support to engage in learning while also having communication, social/emotional, physical, behavioral and medical needs addressed. Most students were unable to meaningfully engage in most aspects of the virtual learning model even with accommodations and modifications provided by teachers and support staff. This population may need to be split into 2-3 groupings to ensure maximum use of building space. All students are in classrooms of 8 or less with close adult supervision as determined by the IEP team and smaller groups of 5-6 may be necessary to

return given distancing requirements. All students need intensive instruction in communication skills, academics, and independent living. IEP services hours usually exceed 25 hours weekly. Staff must be training in Safety Care/First Aid/CPR.

Regional Early Childhood Programs (RECC): Multiple Intense Needs Class - Early Learners (MINC-EL) (November 5)

Students, ages 3 to 5, in the regional Multiple Intense Needs programs have complex needs and require access to intensive structured teaching opportunities, including specific errorless methodology, as well as ongoing support to develop skills in the areas of communication, engagement, social/emotional, and behavior. Learners were challenged with meaningfully engaging in most aspects of the virtual learning model even with accommodations and modifications provided by teachers and support staff. Fidelity of implementation of methodology, as well as Safety Care/First Aid/CPR training, are critical to properly engage and support learners in these programs. Services hours usually exceed 20 hours weekly, both in and out of general education.

Elementary Regional Special Education Programs (November 5)

- Emotional Disabilities and Related Disabilities
- Academic Life Skills
- Primary Learner
- Upper Learner

Students in the regional programs have extensive needs and require intensive services. Students have complex needs and must have ongoing support to engage in learning while also having communication, physical, social/emotional, behavioral needs addressed. Some also have medical needs. Students were challenged with meaningfully engaging in most aspects of the virtual learning model even with accommodations and modifications made provided by teachers and support staff. Training in Safety Care/First Aid/CPR is critical to properly support learners in these programs. Students in Kindergarten through grade five, typically ages 5-10, have complex disabilities in this grouping and are placed in specialized programs through the IEP process based on the intensive services they require. They may receive most of their instruction in self-contained classroom environments but participate in general education classrooms with coordinated support as well. Students typically have developmentally appropriate communication skills and require frequent and extensive learning and behavioral supports. IEP services hours usually exceed 15-20 hours weekly.

High School ALS (Transitioning Youth 18-21-year-olds) (November 5)

Students in this age grouping are near their time of exiting the school system. Missing several months of career exploration and preparation hinders their readiness for life after school. Even though they may be unable to return to work sites, providing at least classroom instruction allows time for them to develop critical skills. These 174 students from across all high schools and transition programs are seeking a certificate of completion and are developing community and career skills for a successful post-secondary transition. With only one to three years remaining before exiting HCPSS, maximizing time to develop and maintain these skills is essential. Many of these skills require face-to-face instruction that is not easily replicated in a virtual environment. Students must be given opportunities to work on academic (reading, mathematics, writing) skills in addition to developing skills for independent living and employment. Social interaction and communication skills are also an integral part of their program

needs. Approximately 35 small groups of 5 or less may be needed. Staff must be trained in Safety Care/First Aid/CPR.

Regional Early Childhood Programs (RECC) (November 30)

- Multiple Intense Needs Class - PreK MINC-PK (4-year-olds)

Students in the regional Multiple Intense Needs programs have extensive needs and require access to intensive structured teaching opportunities. Students in these specialized programs often need additional services to support their academic, behavioral, and social emotional success. Many students receiving these services have experienced challenges engaging in distance learning. Small group instruction to meet academic, behavioral and social emotional needs for these students will support IEP goals and objectives not fully addressed through distance learning. Students ages 4-5 have complex needs and must have ongoing support to engage in learning while also having communication, engagement, social/emotional, and behavioral needs addressed. Many students were challenged with meaningfully engaging in many aspects of the virtual learning model even with modifications and accommodations provided by teachers and support staff. Training in Safety Care/First Aid/CPR and fidelity of implementation of methodology is critical to properly support learners in these programs' IEP services hours are typically both in and out of general education, including a wide range of related providers.

Students Receiving Resource Room Services (November 30)

Students who receive specially designed instruction for mild/moderate disabilities have accessed virtual schooling with differentiated support. Students receive focused instruction on goals and objectives outside of the general education classroom in smaller groups. Students may be receiving instruction and/or intervention in a specific reading, mathematics, or executive functioning/study organization skills that require specialized methodology to address IEP goals and objectives. Some students may be working within the grade level curriculum while others may be working on alternate achievement standards. Multiple rooms would be necessary to accommodate the largest number of our students receiving these services. Students in kindergarten through grade twelve, ranging in ages 5-18, with mild/moderate disabilities in this grouping receive most of their instruction in the general education classroom. Students typically have developmentally appropriate communication skills and require very limited behavioral supports. IEP service hours typically do not exceed 10-15 per week.

Middle School/High School Regional Special Education Programs (November 30)

- Academic Life Skills
- Emotional Disabilities

Students in these specialized programs at the secondary level often need additional services to support their academic, behavioral, and social emotional success. Some students in regional Academic Life Skills programs may also have personal care and medical needs. Many students receiving these services have experienced challenges engaging in distance learning. Small group instruction to meet academic, behavioral and social emotional needs for these students will support IEP goals and objectives not fully addressed through distance learning.

Each middle and high school also serves students within their home school who participate in the Alternative Learning Framework and are therefore alternately assessed. There are 129 students (26 groups of 5 or fewer) across the 20 middle schools and 229 students (46 groups of 5 or fewer) across the 12 high schools that have been impacted by virtual learning. These students learn best through concrete and hands-on learning experiences that are difficult to replicate in virtual learning. Although some are eagerly attending and participating in virtual learning sessions, many require additional assistance to access and engage in virtual learning tasks. For those students who use a communication device and/or have physical disabilities impacting access to the computer, virtual learning is a challenge.

There are 12 students across the two MS ALS regional programs requiring 2-3 small groups and 26 students across three MS Regional ED programs requiring 5-6 small groups. While working on reading, writing, and mathematics skills are a focus, these students will also need extensive supports in managing learning behaviors, social interaction and communication skills. While students within the middle school regional programs access the general education classroom, services are primarily provided in a small classroom without nondisabled peers.

At the high school level there are two regional ALS programs with a total of 50 students requiring approximately 10 small groups. Students in high school regional ALS programs spend the majority of their day outside of the general education classroom with access to nondisabled peers during some aspects of their school day. These students often require limited transitions and may also have medical or behavior plans that require close adult supervision throughout their day.

The three regional high school programs for students with emotional disabilities hold 41 total students requiring approximately 8-9 small groups. These students participate within the general education class with both in-class and out-of-class emotional and behavioral support from the crisis teacher. Additional academic supports are often also provided through tutorial services. While students have continued to attend their virtual classes, they continue to need academic supports to complete assignments and engage in learning. Face-to-face, small group services would ensure increased academic engagement and success.