CONTINUITY OF LEARNING PLAN
2020/2021

BOARD OF EDUCATION OF HARFORD COUNTY
Jansen Robinson, President • Rachel Gauthier, Vice President • Dr. Joyce Herold
Patrice Ricciardi • Dr. Roy Phillips • Dr. David Bauer • Dr. Carol Mueller
Tamera Rush • Sonja Karwacki • Phoebe Bailey, Student Member
Sean W. Bulson, Ed. D., Superintendent of Schools

*Information accurate as of September 17, 2020.
KEY FOUNDATIONS

The foundation of the plan is the commitment on the part of HCPS that the following four key elements are fully addressed:

1 | Equity

Assure a strategic focus on equity within each planning element and consistently evaluate progress toward equitable outcomes.

- Members of the HCPS equity team work with each recovery work group using the Mid-Atlantic Equity Consortium (MAEC) audit checklist to review all plans moving forward.
- All efforts are being made to provide internet access to all HCPS students in Fall 2020. Alternate plans are being discussed to accommodate areas where internet connectivity is unavailable.
- HCPS will provide equitable resources and use instructional strategies that support academic achievement for all students.

2 | Special Student Populations

Provide intentional supports and plans for meeting student learning needs for targeted student populations.

- We will continue seeking ways to incrementally provide additional in-person experiences, particularly for our students with the greatest learning needs.

3 | Technology, Curriculum, and Professional Learning

Provide specific, ongoing support for staff, students, and families in the use of new devices, enhanced curriculum resources, and instructional pedagogy.

- Devices will be provided to every HCPS teacher and every student in prekindergarten through grade 12.

4 | Stakeholder Input

Provide multiple opportunities for stakeholders (students, staff, families, community members) to provide input throughout the planning process.
CURRICULUM AND INSTRUCTION

Curriculum resources will assist in the consistent delivery of content across all courses. Maintaining this consistency will ensure all HCPS students receive the same level of content regardless of the fluid nature of the COVID-19 response.

Critical Content Maps

• HCPS Content Supervisors identified essential content and created Critical Content Maps for all content areas. These maps provide specific guidance to teachers on the pacing and sequence of instruction. A key component of the Critical Content Map is consideration of how to help students fill gaps left from Spring 2020 instruction and acceleration for the 2020-2021 school year.

• HCPS has utilized CARES Act funds to purchase several software programs (Freckles, I-Station, Dream Box, and First in Math) to support specific interventions for students. The Assessment Overview identifies reading and mathematics assessments by grade level. HPCS will use a combination of county assessments, teacher-created assessments, and instructional observations to determine student learning needs. The Supervisor of Personalized Learning has provided guidance for school administration and Student Support Team (SST) leads.

• Gifted and Talented (G/T) services will be provided to all identified elementary students in grades 3-5. G/T teachers will work collaboratively with classroom teachers to develop instruction materials, strategies, and techniques that address the unique needs of G/T students. G/T teachers will meet with identified students for virtual instruction. District – established content level and grade level acceleration practices remain in effect as a practice as well.

• At the middle school level, students will have access to Freckle and First in Math: all of which are mathematics online programs. A second round of identification has been piloted at the 6th grade level through the administration of Cognitive Abilities Test (CoGAT). Identified students will participate in cluster grouping based on ability demonstrated on CoGAT. Students may also use First in Math and Freckle as accelerated enrichment practice as well. District – established content level and grade level acceleration practices remain in effect as a practice as well.

• HCPS Physical Education teachers include health education within the curriculum and content in our elementary schools. HPCS critical content maps for the physical education and health education curriculum have been provided to all elementary physical education teachers. The Supervisor of Elementary Physical Education and Health Education has provided direction on the use of these critical content maps.

• All students receive Physical Education and Health instruction at the Middle School level. Physical Education is taught in each marking period while Health and the other fine arts are taught for one marking period. Not all HCPS middle schools follow the same schedule so there are slight modifications to implement the schedules.

• HCPS offers Foreign Language Experiences (FLEX) in each middle school. Two HCPS middle schools offer world language courses for students. Expanding the world language program to the remaining middle schools remains a priority of HCPS.

At the high school, SAT school Day has been scheduled for two sessions in the fall. HCPS is exploring PSAT school day in January, 2021. Additionally, all AP coursework has begun to be implemented across the district. HCPS has been very intentional in school counseling students to promote Dual Enrollment opportunities. As of Sept 14, 2020, we have 728 new and continuing dual enrollment students for Fall 2020. That is a net increase of 157 DE students (27.5%) compared to Fall 2019. Since many of the partnership dual credit courses are in the 13-week format, we do anticipate these numbers will increase.

Equity Lens

HCPS will analyze student data trends and gaps in order to provide equitable access to opportunities, resources, rigorous learning experiences, and services.
CURRICULUM AND INSTRUCTION, CONT.

Curriculum resources will assist in the consistent delivery of content across all courses. Maintaining this consistency will ensure all HCPS students receive the same level of content regardless of the fluid nature of the COVID-19 response.

Pacing

• Critical Content Maps include a Year-at-a-Glance pacing schedule to assist teachers in planning instruction.

• HCPS teachers are expected to maintain consistent content and pacing for all courses to ensure alignment across the school system.

Instructional Delivery Model

• HCPS will follow a consistent implementation of a system-wide instructional schedule.

• There are greater opportunities for synchronous student learning in the virtual model that supports targeted instruction and personalized success for all students.

• HCPS is working on a plan to offer asynchronous learning (learning that occurs online without real-time interaction or instruction by an educator) opportunities for families for the 2020-2021 school year. While some features of live, synchronous instruction from a teacher will be limited, families and students will be able to access the curriculum and critical content pacing charts in the itslearning platform on their own time, including mornings, afternoons, evenings, and/or weekends. More details will come in the upcoming weeks, including parent/guardian training on itslearning and student devices. If your child is attending a Learning Support Center, all students will participate in synchronous learning (real-time interaction between the teacher and students).

itslearning Learning Management System

• Curriculum is created, housed, and accessed in itslearning.

• HCPS has determined the best approach for students and families to access various online tools, platforms, and systems for ease-of-use and student privacy and protection.
SOCIAL AND EMOTIONAL WELLNESS

Student and employee social/emotional well-being is at the forefront of our work as we evaluate scenarios for returning to classrooms.

Student well-being

HCPS Student Support Services Staff will:

• Provide purposeful strategies and activities to support students as they reacclimate to the school environment and to recover social/emotional skills that have been lost due to the prolonged closure.

• Work to ensure that students have increased access to mental health supports and resources.

• Provide support to students both in person and virtually. In addition, the Emotional Recovery Team has put together a vast resource of activities that will support the social emotional wellbeing of students which will be accessible to parents, students, and staff.

Employee well-being

HCPS Student Support Services Staff will:

• Support staff mental health via emotional recovery activities.

• Provide staff professional development to help understand the prolonged effect on students’ mental health and social/emotional well-being during the closure and how to address them.

Equity Lens

HCPS will use evidence-based strategies to support our students’ and staff members’ social and emotional well-being, viewing each student’s and staff member’s individual characteristics as valuable.
ACCOUNTABILITY

In Fall 2020, HCPS will continue to provide the highest level of education to all of our students, although this may look different than in previous years.

Alignment to Standards

• HCPS curriculum is aligned to the MDCCRS established by MSDE.

Attendance

• Students working virtually and in the Learning Support Centers, synchronously and asynchronously, will indicate if they are present or absent each school day by logging into Virtual Attendance, a web application created by the HCPS Office of Technology and Information Systems.

• Students will access the Virtual Attendance application via their home page at start.hcps.org. Upon accessing this application, they will login and select that they are present for the day. This check-in process must be completed by students between the hours of 7:00 a.m. and 10:00 a.m.

• Should a student not mark themselves as present or absent during this time frame, they will be marked as an unexcused absence.

• Teachers will review the daily student attendance data in Teacher Access Center (TAC) between 10:00 a.m. and 11:00 a.m. and confirm the attendance of students by 11:00 a.m. This data will then be submitted to the office in each school for further review.

• The school office will finalize the attendance information between 11:00 a.m. and 12:00 p.m.

• By 12:00 p.m., the daily attendance data will be available in eSchool+, the school information system. Attendance reports can then be generated at the school and district level.

• After 12:00 p.m., attendance calls and emails will be sent to parents/guardians of absent students.

• Schools will communicate with parents/guardians regarding the verification of student absences so that they may be properly coded (i.e., illness, family emergency, etc.).

• Students with extended absences will be reviewed by school administration and handled on an individual basis. Such cases will be reported to the appropriate pupil personnel worker for investigation.

Any student with connectivity issues can contact the school to inform them of an absence or present status. Additionally, students without internet connection were given the option to attend school in person in the Learning Support Centers so that they can have adequate internet connectivity.

Continued on next page.
ACCOUNTABILITY, CONT.

In Fall 2020, HCPS will continue to provide the highest level of education to all of our students, although this may look different than in previous years.

Assessing Learning Gaps

• HCPS will publish the 2020-2021 assessment calendar in the fall.

• Systemic reading and mathematics assessments will be administered to students in order to provide information to teachers in regards to students’ strengths and areas for growth.

• Content supervisors and coordinators will work with teachers to determine appropriate assessments to identify student learning gaps and how to address any gaps. This may occur through formative assessment strategies such as observations of students, virtual representations, student feedback, summaries, self-assessment, or short quizzes.

• In many courses, students will complete an online benchmark, unit, topic, or performance-based assessment that will inform the teacher of the student’s mastery of the standards measured.

Grading and Reporting

• Students will be graded for work with teachers providing direct and timely feedback to students.

• Home Access Center (HAC) will be utilized to monitor student progress and to publish report cards at the end of the first and second quarter for all students in grades K-12. PreK will receive a report card via email. Elementary schools will not hold their traditional parent/teacher conferences at the conclusion of the first quarter.

• Grades will be reported as dictated in the HCPS Board of Education policy entitled Report Cards and Marking System.

Interventions

• Students who need further instructional supports may participate in an approved intervention program.
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.”

As we plan for the upcoming school year, the following priorities have been established to provide the highest level of education and support to our students with special needs. Specific, detailed guidance has been provided to schools and used in professional learning sessions with special educators and related service providers to ensure all schools are following the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and the Title II of the Americans with Disabilities Act (ADA).

Guidance documents and professional learning opportunities have reinforced that during the period of extended school closure, the obligation to provide FAPE requires the highest level of thoughtfulness, purposeful planning and collaboration as the following may need to be revisited multiple times throughout the recovery process:

1. Review the appropriateness of the IEP, and revise as necessary, to ensure that the student is able to make progress in light of his/her circumstances,
2. Monitor student progress and review/revise the IEP when monitoring indicates a lack of expected progress and/or regression, AND
3. Address the need for compensatory education/recovery services if there has been a loss of FAPE.

Expectations for case managers and related service providers regarding FAPE in a virtual environment and the continuity of learning for HCPS students with disabilities include:

- Opening the school year with implementation of the special education services, accommodations, and supports reflected in each student’s IEP. Individualized Distance Learning Plans (IDLPs) that were in place in the Spring 2020 will no longer be applicable.
- Delivery of specially designed instruction virtually, will primarily consist of synchronous*, in person sessions that align with the frequency and duration of service delivery in each IEP. Synchronous sessions will include assessment of student learning to inform recovery services and progress monitoring.

  *Asynchronous delivery of specially designed instruction may be appropriate in some circumstances and for specific students. For example, specially designed instruction for pre-school aged students may involve asynchronous sessions using videos of teachers/staff modeling skills and/or synchronous sessions using a Parent Coaching Model.

- Use of a data driven decision-making process by IEP teams to address the need for compensatory education/recovery services.
Beginning in the Fall 2020 HCPS Staff will:

- Collaborate with families to address student learning needs during the transition to the 2020-2021 school year,
- Prioritize the amendment of IEP’s to address student needs in both a virtual and in-person instructional environment,
- Complete on-going monitoring of student progress, and convene virtual IEP meetings whenever necessary to address student needs, amend or revise IEP goals based on student progress,
- Access buildings, as needed, to update student records, collect and organize all required data to inform IEP team decisions,
- Ensure students qualifying for Section 504 disabilities have equal access to the fully virtual instructional model through the student’s individual plan in compliance with federal guidelines,
- Partner with families, the Special Education Citizens Advisory Council (SECAC), other community supports, and staff to proactively provide and respond to student needs, and
- Continually seek to offer in-person opportunities for students with special needs as it becomes feasible and safe to do so.

Face-to-Face Testing

Starting in early August and continuing into the new school year, HCPS special education staff will contact the families of students with disabilities or suspected disabilities who require face-to-face assessment to schedule these assessments. Proper safety protocols have been established and will be utilized to minimize health risks to students and staff throughout the entire assessment process. Parents/Guardians will be given the option to proceed with face-to-face testing or decline the offer for health/safety reasons. Families who decline will be contacted by their child’s case manager to schedule an IEP meeting.

Provision of Specially Designed Instruction

Delivery of specially designed instruction virtually, will consist of synchronous and asynchronous sessions that align with the frequency and duration of service delivery in each IEP. Special Educators, General Educators and Related Service providers will utilize the ItsLearning platform as the primary learning management system. Microsoft Teams will be used for face to face sessions with students. Small group and individualized sessions will be conducted to provide specially designed instruction aligned with the student’s IEP. In collaboration with the Office of Technology, HCPS Department of Special Education has arranged for universal implementation of Read/Write© and EquatIO© software toolbars to support access to the general education curriculum for all learners. Targeted groups have access to specialized online tools such as IXL®, TeachTown Basics®, TeachTown Social Skills®, and MECA® Career Exploration and Assessment System.

John Archer School

John Archer School is a HCPS separate public day school for students with significant disabilities. John Archer School will be open to students who need to attend the Learning Support Center for supervision. Due to the needs of these students, social distancing and wearing of masks will not always be feasible. Parents and staff were informed of this information in a survey sent to them from the principal. Students who attend the Learning Support Center will have staff on hand to provide the appropriate level of support.
TECHNOLOGY

As our digital teaching and learning model evolves during Fall, 2020, the priority of the HCPS Office of Technology continues to be ensuring equitable access to devices and quality learning experiences for all students.

Addressing Technology Needs

Students:

• HCPS continues to work to provide a mobile device for all students PreK-12. PreK students will receive iPads. Students in grades k-3 will receive a Chromebook. HCPS worked with the community to identify students in need of a mobile device for instruction. Those students in grades 4-12 have received a mobile device.

• HCPS has placed an order for mobile devices for all our students Prek-8. Once these devices arrive in our schools, they will be deployed to students.

• Students, along with a parent/guardian will be required to sign a Student Mobile Device Agreement when accepting their device.

School Staff:

• HCPS has provided mobile devices for staff responsible for the delivery of instruction.

Device Distribution

As HCPS prepares for the large deployment of devices, the Office of Technology is developing a deployment plan to maintain social distancing for the safety of staff and families. Schools will notify the parent community of the dates and times devices along with other instructional materials can be obtained. The Student Mobile Device Agreement details a student’s responsibilities, identifies the device provided to a student and requires the student and parent/guardian signature. The agreement will be scanned and stored for electronic record.

HCPS has submitted a grant application to Maryland Governor’s Office of Rural Broadband for funding to address broadband access to unserved students. If awarded funds, HCPS will purchase cellular hotspots for students who do not have the ability to obtain broadband Internet access at their residence. To comply with a FCC mandate, Internet access through the hotspots will be filtered. The grant funds only extend through December 2020, at which time, HCPS will cover the monthly fee for the balance of time instruction is delivered virtually.

Equity Lens

As technology devices arrive, device deployment will be focused on providing equitable access to virtual learning.
TECHNOLOGY, CONT.

As our digital teaching and learning model evolves during Fall, 2020, the priority of the HCPS Office of Technology continues to be ensuring equitable access to devices and quality learning experiences for all students.

Support for Use of Devices

**Students:**
- Supporting documentation to assist students with their devices will be located on HCPS website. The documentation will provide FAQs designed to help students with questions concerning their device, log on access, etc. Should a device become damaged or broken, directions will be provided to students, parents/guardians, and teachers on how to resolve the issue.

**School Staff:**
- A HCPS developed tool will assist staff to self-report technology related issues. The tool will send a message to designated support technicians who will triage the issue. A device swap may be offered if it is determined that the device needs to be repaired.

**Monitoring Engagement:**
- Office of Technology staff will have the capability to monitor a Google’s G-Suite portal which provides information on students’ activity with their Chromebook. Similarly, Microsoft’s Office 365 and InTune portals will provide information on Windows-based devices. Additional tools such as Cisco’s Security Umbrella service will provide tracking data on student’s web usage.
VIRTUAL CLASSROOM LEARNING*

All classroom learning is held virtually.

To address the needs of students who require a safe place to spend the school day, we are offering a limited number of spaces in HCPS Learning Support Centers.

*Virtual learning will continue through the first semester of the 2020-2021 school year.

---

Parent/Student Acknowledgment Virtual Instruction

Parents/Students are asked to review and sign this form to note their understanding of virtual instruction policies and procedures.

*Virtual learning will continue through the first semester of the 2020-2021 school year.
**ELEMENTARY SCHOOL**

**SAMPLE VIRTUAL LEARNING SCHEDULE**

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Meeting</td>
<td>Class Meeting</td>
<td>Class Meeting</td>
<td>Class Meeting</td>
<td>Class Meeting</td>
</tr>
<tr>
<td>Synchronous</td>
<td>Synchronous</td>
<td>Synchronous</td>
<td>Synchronous</td>
<td>Synchronous</td>
</tr>
<tr>
<td>3 - 5: 30 minutes</td>
<td>3 - 5: 30 minutes</td>
<td>3 - 5: 30 minutes</td>
<td>3 - 5: 30 minutes</td>
<td>3 - 5: 30 minutes</td>
</tr>
<tr>
<td><strong>Reading, English, Language Arts</strong></td>
<td><strong>Reading, English, Language Arts</strong></td>
<td><strong>Reading, English, Language Arts</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>Unified Arts/Physical Education</strong></td>
</tr>
<tr>
<td>Whole and Small Group Synchronous Lessons</td>
<td>Whole and Small Group Synchronous Lessons</td>
<td>Whole and Small Group Synchronous Lessons</td>
<td>Whole and Small Group Synchronous Lessons</td>
<td>Whole and Small Group Synchronous Lessons</td>
</tr>
<tr>
<td>PreK: 20 minutes</td>
<td>PreK: 20 minutes</td>
<td>PreK: 20 minutes</td>
<td>PreK: 20 minutes</td>
<td>PreK: 20 minutes</td>
</tr>
<tr>
<td>3 - 5: 1 hour, 30 minutes</td>
<td>3 - 5: 1 hour, 30 minutes</td>
<td>3 - 5: 1 hour, 30 minutes</td>
<td>3 - 5: 1 hour, 30 minutes</td>
<td>3 - 5: 1 hour, 30 minutes</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td><strong>Science/Social Studies</strong></td>
<td><strong>Science/Social Studies</strong></td>
<td><strong>Unified Arts/Physical Education</strong></td>
<td><strong>Unified Arts/Physical Education</strong></td>
</tr>
<tr>
<td>Whole and Small Group Synchronous Lessons</td>
<td>Whole and Small Group Synchronous Lessons</td>
<td>Whole and Small Group Synchronous Lessons</td>
<td>Whole and Small Group Synchronous Lessons</td>
<td>Whole and Small Group Synchronous Lessons</td>
</tr>
<tr>
<td>PreK: 20 minutes</td>
<td>PreK: 20 minutes</td>
<td>PreK: 20 minutes</td>
<td>PreK: 20 minutes</td>
<td>PreK: 20 minutes</td>
</tr>
<tr>
<td>3 - 5: 1 hour, 30 minutes</td>
<td>3 - 5: 1 hour, 30 minutes</td>
<td>3 - 5: 1 hour, 30 minutes</td>
<td>3 - 5: 1 hour, 30 minutes</td>
<td>3 - 5: 1 hour, 30 minutes</td>
</tr>
<tr>
<td><strong>Science/Social Studies</strong></td>
<td><strong>Synchronous Needs Groups</strong></td>
<td><strong>Synchronous Needs Groups</strong></td>
<td><strong>Synchronous Needs Groups</strong></td>
<td><strong>Synchronous Needs Groups</strong></td>
</tr>
<tr>
<td>PreK: 20 minutes</td>
<td>PreK: 20 minutes</td>
<td>PreK: 20 minutes</td>
<td>PreK: 20 minutes</td>
<td>PreK: 20 minutes</td>
</tr>
<tr>
<td>3 - 5: 1 hour</td>
<td>3 - 5: 1 hour</td>
<td>3 - 5: 1 hour</td>
<td>3 - 5: 1 hour</td>
<td>3 - 5: 1 hour</td>
</tr>
</tbody>
</table>

*Virtual learning will continue through the first semester of the 2020-2021 school year.
## Middle School
### Sample Virtual Learning Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>Period 1</td>
<td>Period 1</td>
<td>Period 1</td>
<td>Teacher Office Hours</td>
</tr>
<tr>
<td>All cohorts</td>
<td>All cohorts</td>
<td>All cohorts</td>
<td>All cohorts</td>
<td></td>
</tr>
<tr>
<td>distance only.</td>
<td>distance only.</td>
<td>distance only.</td>
<td>distance only.</td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>Period 2</td>
<td>Period 2</td>
<td>Period 2</td>
<td>Small Group Instruction</td>
</tr>
<tr>
<td>All cohorts</td>
<td>All cohorts</td>
<td>All cohorts</td>
<td>All cohorts</td>
<td></td>
</tr>
<tr>
<td>distance only.</td>
<td>distance only.</td>
<td>distance only.</td>
<td>distance only.</td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td>Period 3</td>
<td>Period 3</td>
<td>Period 3</td>
<td>Teacher Professional Development</td>
</tr>
<tr>
<td>All cohorts</td>
<td>All cohorts</td>
<td>All cohorts</td>
<td>All cohorts</td>
<td></td>
</tr>
<tr>
<td>distance only.</td>
<td>distance only.</td>
<td>distance only.</td>
<td>distance only.</td>
<td></td>
</tr>
<tr>
<td>Period 4</td>
<td>Period 4</td>
<td>Period 4</td>
<td>Period 4</td>
<td>Asynchronous Lesson for Students</td>
</tr>
<tr>
<td>All cohorts</td>
<td>All cohorts</td>
<td>All cohorts</td>
<td>All cohorts</td>
<td></td>
</tr>
<tr>
<td>distance only.</td>
<td>distance only.</td>
<td>distance only.</td>
<td>distance only.</td>
<td></td>
</tr>
<tr>
<td>Period 5</td>
<td>Period 5</td>
<td>Period 5</td>
<td>Period 5</td>
<td>Teacher Planning</td>
</tr>
<tr>
<td>All cohorts</td>
<td>All cohorts</td>
<td>All cohorts</td>
<td>All cohorts</td>
<td></td>
</tr>
<tr>
<td>distance only.</td>
<td>distance only.</td>
<td>distance only.</td>
<td>distance only.</td>
<td></td>
</tr>
<tr>
<td>Period 6</td>
<td>Period 6</td>
<td>Period 6</td>
<td>Period 6</td>
<td>Teacher Office Hours</td>
</tr>
<tr>
<td>All cohorts</td>
<td>All cohorts</td>
<td>All cohorts</td>
<td>All cohorts</td>
<td></td>
</tr>
<tr>
<td>distance only.</td>
<td>distance only.</td>
<td>distance only.</td>
<td>distance only.</td>
<td></td>
</tr>
</tbody>
</table>

*Virtual learning will continue through the first semester of the 2020-2021 school year.*
**VIRTUAL CLASSROOM LEARNING**, CONT.

### High School

**Sample Virtual Learning Schedule**

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1A</td>
<td>Period 1B</td>
<td>Period 1A</td>
<td>Period 1B</td>
<td>Office Hours</td>
</tr>
<tr>
<td>All cohorts</td>
<td>All cohorts</td>
<td>All cohorts</td>
<td>All cohorts</td>
<td></td>
</tr>
<tr>
<td>distance only.</td>
<td>distance only.</td>
<td>distance only.</td>
<td>distance only.</td>
<td></td>
</tr>
<tr>
<td>Period 2A</td>
<td>Period 2B</td>
<td>Period 2A</td>
<td>Period 2B</td>
<td>Small Group Instruction</td>
</tr>
<tr>
<td>All cohorts</td>
<td>All cohorts</td>
<td>All cohorts</td>
<td>All cohorts</td>
<td></td>
</tr>
<tr>
<td>distance only.</td>
<td>distance only.</td>
<td>distance only.</td>
<td>distance only.</td>
<td></td>
</tr>
<tr>
<td>Period 3A</td>
<td>Period 3B</td>
<td>Period 3A</td>
<td>Period 3B</td>
<td>Teacher Professional Development</td>
</tr>
<tr>
<td>All cohorts</td>
<td>All cohorts</td>
<td>All cohorts</td>
<td>All cohorts</td>
<td></td>
</tr>
<tr>
<td>distance only.</td>
<td>distance only.</td>
<td>distance only.</td>
<td>distance only.</td>
<td></td>
</tr>
<tr>
<td>Period 4A</td>
<td>Period 4B</td>
<td>Period 4A</td>
<td>Period 4B</td>
<td>Asynchronous Learning</td>
</tr>
<tr>
<td>All cohorts</td>
<td>All cohorts</td>
<td>All cohorts</td>
<td>All cohorts</td>
<td>A/B Alternating Schedule of Class</td>
</tr>
<tr>
<td>distance only.</td>
<td>distance only.</td>
<td>distance only.</td>
<td>distance only.</td>
<td></td>
</tr>
</tbody>
</table>

*Virtual learning will continue through the first semester of the 2020-2021 school year.*
Teacher/Student interaction is conducted virtually.

The families of students with an Individualized Education Program (IEP) will be contacted to discuss the needs of individual students.

Information pertaining to face coverings and individual schedules for families of students with special needs will be provided.

In-person learning support is available for students in grades K-12 who need a safe space to learn and access the Internet.

Physical distancing guidelines will remain in place and face coverings will be required in all HCPS buildings in accordance with state and local health department guidance.

HCPS will work closely with our local public health department to monitor community spread of COVID-19 and the impact of area case increases on the operation of the Learning Support Centers.

*Please note: A student’s assigned Learning Support Center location may differ from their assigned school.
### SAMPLE LEARNING SUPPORT CENTER SCHEDULE

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>LEARNING SUPPORT CENTER TIME</th>
<th>BEFORE AND AFTER CARE**</th>
<th>LUNCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMENTARY</td>
<td>9:00 a.m. to 3:30 p.m.</td>
<td>7:00 - 9:00 a.m. and 3:30 - 6:00 p.m.</td>
<td></td>
</tr>
<tr>
<td>MIDDLE</td>
<td>7:45 a.m. to 2:45 p.m.</td>
<td></td>
<td>11:45 a.m. to 12:45 p.m.</td>
</tr>
<tr>
<td>HIGH</td>
<td>7:00 a.m. to 2:00 p.m.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Virtual learning will continue through the first semester of the 2020-2021 school year.

**Plans for before and after care are currently in development.
TRANSPORTATION

Reduced capacity guidelines will be in effect for students being transported to and from the HCPS Learning Support Centers.

Reduced Capacity
In order to maintain reduced capacity guidelines, school bus seating will be limited to one student per seat. Siblings may sit together. If necessary, some seats may remain unoccupied. Students will be required to wear a face covering.

HCPS will be observing cleaning and sanitation protocols provided by MSDE and the Harford County Health Department.

Sanitization and Disinfection
All HCPS school buses will be sanitized in the morning and afternoon, after dropping students off at their school buildings. High touch surfaces are sanitized between each route. All certified bus staff were trained during our in-service meeting on August 19, 2020 and August 20, 2020 as to how to properly clean the bus. Contractor bus companies are required to maintain a log regarding ridership information and confirmation of cleaning after each school they service. Contractors will be audited on the completion of the cleaning logs during on-board evaluations and are subject to review at any time for inspection by HCPS.

HCPS owned Special needs buses have been equipped with an automated response to the procedures for cleaning to confirm that the cleaning has been done and will be inspected regularly by our maintenance staff.

Watch our bus cleaning procedure video.

Bus Drivers and Substitute Drivers
Face coverings were provided to every bus driver and substitute bus driver. A COVID-19 guidance document was provided to all certified bus staff during training on August 19, 2020. Additional updated guidance was provided on September 15, 2020 to align with the recovery plan released on August 27, 2020. HCPS will follow the following found on page 9 of the Guidance for Use of Cloth Face Coverings in Schools

• “All students, school staff, and bus drivers must wear a cloth face covering while on a school bus when not contraindicated due to a medical condition or developmental or safety consideration.”

HCPS PASSENGER BUS

Full seating capacity: 64
Targeted seating capacities:
  - Elementary students - 50
  - Secondary students - 44

Students have the options to walk, bike, parent transport or ride a school bus. HCPS believes that the school bus is the safest mode of transportation and therefore does not provide any other vehicle transport beyond a school bus. Students of special needs students in high risk categories may be eligible for mileage reimbursement based on the determination of the IEP team. Schools have created individual plans for how car riders and walkers enter the building.
FOOD AND NUTRITION
Meal service will be provided for students and staff at meal sites and at all Learning Support Centers.

Virtual
- Meal sites similar to the current summer program will be operational in certain areas of the county. Guidance from MSDE and United States Department of Agriculture (USDA) will regulate the procedures involved and may vary from current service model.

Learning Support Centers
- National School Lunch and Breakfast Program will be available to all students as during the normal school operation. Meal benefit applications will be accepted and processed.
- Current standard operating procedures including wearing of gloves and masks will continue. Kitchens and serving areas will be disinfected throughout the day.
- Enhanced safety measures related to student meal service, including student handwashing and appropriate sanitation measures for touch contact surfaces used by students during meal service will continue.
- HCPS will be observing cleaning and sanitation protocols provided by MSDE and the Harford County Health Department.

AS OF SEPTEMBER 17
903,586 TOTAL MEALS HAVE BEEN SERVED.

Equity Lens
HCPS has identified a systemwide lunch time to allow those students working remotely time to access HCPS Meal Service locations across the county.
STUDENT HEALTH GUIDELINES
The following guidelines will be adhered to by each student enrolled in HCPS.

In-Person Activities

All students participating in any in-person HCPS activities MUST:
• Be free of COVID-19 symptoms which include:
  • Fever (≥ 100˚ F) or chills
  • Cough
  • Shortness of breath or difficulty breathing
  • Headache
  • New loss of taste or smell
  • Sore throat
  • Congestion or runny nose
  • Nausea or vomiting
  • Diarrhea
• Have no contact with anyone with COVID-19 (or presumed to have COVID-19) within the past 14 days.
• Parents/Guardians will notify the school as soon as they are aware that their student has tested positive for the virus that causes COVID-19 or that they have been exposed to a person who is confirmed to have COVID-19.

School Nurses

School nurses will monitor and observe at each Learning Support Center.

In the event that a student or staff member becomes ill with COVID-19, or a COVID-19 like illness, school nurses will adhere to the latest Maryland Department of Health (MDH) guidance regarding isolation and quarantine procedures including but not limited to:
• Following the Decision Tree matrix provided by MDH to determine appropriate course of action.
• Partnering with the Harford County Health Department to identify and notify close contacts.
• Determining school cleaning and closing decisions based on the latest guidance from the state and local health department.

HCPS Health Services will collaborate with the Harford County Health Department (HCHD) to assist with appropriate contact tracing measures.

Students with underlying health concerns should consult their health care provider for guidance about the safety of in-person attendance. Families should consider their student and family health risk when determining their participation in the Learning Support Centers.

Continued on next page.
The following guidelines will be adhered to by each student enrolled in HCPS.

Student Health Forms

The following forms are required for every student as follows:

- **Health History and Discretionary Medication Form:** All parents/guardians must complete this form to update current health history, give permission for discretionary medication and authorize persons who may pick up a student from school.

- **Immunization:** Compliance with Maryland immunization requirements is required for all students in virtual and Learning Support Centers. Please review the [Vaccine Requirements For Children Enrolled in Preschool Programs and in Schools](#) provided by the Maryland Department of Health (MDH).

- **Maryland Schools Record of Physical Examination:** A physical examination by a physician or certified nurse practitioner must be completed within nine months prior to entering the public school system or within six months after entering the system.

- **Lead Screening:** All students entering our schools in Pre-Kindergarten, Kindergarten, and First grade must show evidence of blood lead testing. Please review the [Maryland Department Of Health And Mental Hygiene Blood Lead Testing Certificate](#).

- **Dental Form:** A record of dental examination is required for all students entering Kindergarten.

- **Medication Policy and Permission:** These forms are required if any medications are to be administered in schools, which includes Learning Support Centers.

**ACKNOWLEDGMENT LETTER**

Students must be free of fever without the use of fever reducing medications for the period of time directed by the Maryland Department of Health’s current guidelines.

**GUIDANCE FOR USE OF CLOTH FACE COVERINGS IN SCHOOLS (MSDE)**

MSDE requirements for staff and student use of cloth face coverings.

**RESPONSE TO LABORATORY CASE OF COVID-19 IN SCHOOLS (MSDE)**

Guidance for communicable disease outbreak response.
EMPLOYEE HEALTH GUIDELINES
The following guidelines will be adhered to as employees return to HCPS buildings and classrooms.

**Symptom Screening**

- It is a requirement that every employee complete a self-check, including temperature, before arriving to work.
- As stated in the August 13, 2020 update to the Maryland Health Department (MHD) symptom guidelines:
  - If an employee has COVID-19 symptoms, the employee should stay home, notify their supervisor, and call their doctor.

  Symptoms of COVID-19 like illness include those that meet:
  - Fever (> 100°F) or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea

- If the employee becomes sick during the day, they must inform their supervisor and go home immediately. HCPS communication processes will be enacted, including alerting HR and determining additional precautionary steps for the worksite.
- Employees cannot return to work until the criteria to **discontinue home isolation** are met, in consultation with healthcare providers and state and local health departments.
- Employees will notify the school as soon as they are aware that they have tested positive for the virus that causes COVID-19 or that they have been exposed to a person who is confirmed to have COVID-19.

**Employee Benefits**

- Questions regarding employee benefits related to COVID-19, including leave, may be directed to Joanna.Hewitt@hcps.org or Lisa.Patterson@hcps.org.

**Americans with Disabilities Act (ADA)**

- If any employee feels that their medical status may require an Americans with Disabilities Act (ADA) accommodation, FMLA, FFRCA, or a leave of absence, please contact benefits@hcps.org.
ADDITIONAL CONSIDERATIONS

1 | Athletics/Intramural Sports/Club Sports

During the first semester of the 2020-2021 school year, it is intended that students in Harford County Public Schools will be provided the opportunity to participate in a virtual athletic program. The intent of this program is to re-engage students with their coaches and team mates through friendly conditioning and sport specific challenges. While details are evolving, the plan consists of the following:

• Virtual Athletics will start in October.
• The program is divided into three seasons modeled after the MPSSAA second semester plan. October - winter season, November - fall season, December/January - spring season.
• Each Monday, students will be provided with the conditioning and sport specific challenge for the week. Each challenge may be attempted as many times as the student wants during the week. Students will submit their best performance to the school’s Athletic Director with the results being announced at the end of the week.
• Coaches will meet with their student-athletes a minimum of once per week for 30-45 minutes. Coaches will have the flexibility to structure these virtual meetings with academic check-ins, team building activities, conditioning routines, etc.

2 | Childcare

Including before and after care

HCPS is working with child care providers to determine the availability of before and after care in our schools to support working parents. More information about before and after care will be shared with families soon. The HCPS Family and Community Partnerships Office is working with key community leaders and stakeholders to ensure HCPS parents are aware of child care availability and child care scholarships available through the Maryland State Department of Education (MSDE). MSDE offers a free, personalized service for parents to secure high quality child care. Parents are encouraged to contact a LOCATE: Child Care Referral Specialist to find child care options based on their family’s specific needs: [https://locate.marylandfamilynetwork.org/Family/login](https://locate.marylandfamilynetwork.org/Family/login).

3 | Communications and Family Outreach

The HCPS communications team is dedicated to providing timely updates and ensuring important information is accessible to our entire school community as we begin and progress through the 2020-2021 school year. Communications from the school system will continue to be sent through a variety of means, including Blackboard Connect5 calls, emails, and text messages; social media posts on Facebook, Twitter, Instagram; and media alerts. The school system’s website, www.hcps.org, is updated regularly and features an HCPStogether page that houses all of the information about our recovery efforts and the 2020-2021 school year, including a Frequently Asked Questions section that is maintained continuously. Members of the Office of Communications and Family Outreach also facilitate responses to inquiries that are made via our HCPS COVID-19 hotline, email address (COVID19questions@hcps.org), and contact form, as well as through our email address specifically for questions and/or concerns regarding the HCPS Recovery Plan (HCPStogether@hcps.org).

Continued on next page.
**ADDITIONAL CONSIDERATIONS, CONT.**

### 4 Community Partnerships

HCPS Offices of Family and Community Partnerships and Student Support Services staff are working with key public and private partners to ensure resources and opportunities for academic enrichment and instructional support are available for families, especially for those students who may have fallen behind during the school closure. Community partners are also working to ensure food access, housing support, and health and wellness resources are available to all HCPS families.

### 5 Large Gatherings and Activities

Large gatherings are not allowable at this time. The Learning Support Centers will not include large gatherings, assemblies, events, or field trips.

### 6 Professional Development

During Summer 2020, professional learning experiences will be available for teachers and administrators. Targeted competencies in Digital Teaching and Learning will be the focus. Intentional professional learning will provide all teachers with extensive enhanced knowledge of itslearning, HCPS’ learning management system. Professional learning modules will be released in early August in an asynchronous format. Directions on access and expectations will be communicated with all instructional staff. All teachers have specific modules that are required prior to September 8, 2020.

HCPS educational support personnel will engage in specific professional learning experiences during the August/September Pre-School days. Topics for instructional staff will include use of instructional and student devices, social emotional learning, cultural responsiveness, supporting students in a virtual environment, and instructional practices.

Specialized orientation resources will be available to support students and families in late August to assist in accessing HCPS instructional materials and virtual learning.

HCPS believes in continuous learning and will offer professional learning in an on-going manner throughout the 2020-2021 school year.

---

**Equity Lens**

HCPS will identify partnerships with MSDE, local government agencies, and community stakeholders to support educational equity.

---

**Equity Lens**

HCPS will provide ongoing professional development that builds cultural responsiveness and addresses identified areas of inequity.
**ADDITIONAL CONSIDERATIONS, CONT.**

7 School Day Health and Safety

**Masks:** HCPS continues to comply with current CDC, MSDE, and local health department guidelines regarding the use of masks, or fabric face coverings.

**Physical Distancing:** At HCPS Learning Support Centers, we will abide by CDC physical distancing guidelines. In order to promote physical distancing, schools may use the following measures:

- Staggering the use or capacity of common spaces, including the cafeteria, playground and other areas.
- Rearranging furniture and desks to move students farther apart.

**Handwashing:** Will be required throughout the day.

**Cleaning:** During COVID-19, special considerations for cleaning are as follows:

- High touch surfaces are cleaned with disinfectant as often as possible during the school day and every evening, examples include: door handles, push bars, counters, and sinks.
- If alerted to COVID-19 exposure, special cleaning and disinfection attention will be given to the rooms and areas that were occupied by that individual.
- Spray bottles with disinfectant will be distributed to staff so high touch surfaces can be routinely wiped down.
- Paper towels and soap will be checked routinely. Soap and paper towels are available at classroom sinks.

**Sanitization:** Wherever possible, there will be no shared materials at the Learning Support Center requiring sanitization, but our staff will be mindful of surfaces and equipment which will require cleaning between use based on recommendations from the Centers for Disease Control and Prevention (CDC), MSDE, and the Harford County Health Department.

**Ventilation:** In response to COVID-19, HCPS Facilities continues to run all HVAC systems to allow for air filtration and fresh air exchange; continues to perform preventative maintenance tasks including routine air filter changes; continues to monitor system performance to ensure systems are operating per design; and continues to respond to all indoor air quality issues and concerns in a timely fashion. HCPS continues to explore the types of filters that we utilize in our HVAC systems and identify areas where fresh air exchanges can be increased without negatively impacting occupant comfort.

---

**GUIDANCE FOR USE OF CLOTH FACE COVERINGS IN SCHOOLS (MSDE)**

MSDE requirements for staff and student use of cloth face coverings.
RETURN TO IN-PERSON LEARNING PLAN

The following proposal is currently being discussed with the Board of Education of Harford County, Superintendent Bulson, and teacher, employee, and community focus groups.

Plan Overview

• This plan describes the decision-making strategy HCPS will employ for returning groups of students to in-person activities.
• As we bring students into schools for in-person activities, we will monitor the impact those activities have on transmission of COVID-19.
• If COVID-19 transmission rates stay level or continue to improve, we will return greater numbers of students and staff to schools.
• If transmission rates increase, we may need to reduce in-person activities.

Additional Considerations

• This plan incorporates common metrics widely used to track community transmission of COVID-19.
• The metrics and corresponding safety parameters determine the degree to which in-person activities can occur in each stage.
• HCPS will continue to collaborate with the Harford County Department of Health about the metrics, safety parameters, and corresponding educational structures for each stage.
1 High Transmission
No in-person activities.

2 Moderate Transmission
In-person with social distancing.
Steps A B C
We are currently here.

3 Low Transmission
Less restricted group sizes.
HIGH TRANSMISSION

No in-person activities.

Metrics
• Positivity - Greater than 5%
• New Cases - Greater than 15 per 100,000 residents

Safety Conditions
• No in-person activities

Educational Structures
• All activities performed virtually
MODERATE TRANSMISSION

In-person with Social Distancing.

**Metrics**

- Positivity - Below 5%
- New Cases - Between 5 and 15 per 100,000 residents
- Consider - Quarantine incidence rate at school sites as well as the trajectory of all metrics

**Safety Conditions**

- Target distancing: 6 feet
- Cohort: Minimal mixing
- Masks required
- Handwashing protocol
- Cleaning protocol
MODERATE TRANSMISSION, CONT.

In-person with Social Distancing.

Stage A

**Current State**
- Learning Support Centers – 8:2 student to staff ratio
- Virtual learning for all students

Stage B

To consider after four weeks of Step A operations

Gradual roll-out of:
- Small groups based on populations with greatest need
- Limited hybrid for some grade levels

Stage C

To consider after four weeks of Step B operations

Gradual roll-out of:
- Additional small groups
- Expand some group sizes and grade levels served in hybrid models
Stage B: Key Dates

October 12  Staff return to work sites

October 19  Limited small-group activities begin
            • STRIVE programs
            • Life Skills programs
            • John Archer School
            • Some CTE hands-on groups
            • Some English Language Learners

1-day/week hybrid begins in Grades K-2
(includes Classroom Support Program (CSP) students up to 5 days/week in those grades)

November 4  1-day/week hybrid begins in Grades 3-5
            (includes CSP students up to 5 days/week in those grades)

1-day/week hybrid begins in Pre-K

November 16 1-day/week hybrid begins in secondary schools (Grades 6-12)
            CSP students return in middle schools up to 4 days/week

2-day/week hybrid begins in Grades K-2

December 7  2-day/week hybrid possible in all grades

*All key dates are contingent on metrics staying within the target range for Moderate Transmission. Dates will be revised if data moves beyond the target range.
LOW TRANSMISSION

Less restricted group sizes.

*If social distancing requirements are NOT lifted or modified at the state level, in-person activities will look the same as during “Moderate Transmission”

**Metrics**

- Positivity – Not yet established by state
- New Cases – Below 5 cases per 100,000 residents (this has not yet been officially established by the state)

**Safety Conditions**

- Target distancing: Not restricted*
- Cohort: Not restricted*
- Masks recommended
- Handwashing protocol
- Cleaning protocol

**Educational Structures**

- Return to in-person learning at all grade levels*
- Virtual learning option available
- Some group-size restrictions may remain
MOVING BETWEEN STAGES

Progressing

• We will use two metrics as the major drivers of decisions:
  • Weekly average positivity rate
  • Weekly average new case rate per 100,000 residents

• If the weekly averages of both rates remain steady or decrease for four weeks, we will move into the next less restrictive step
  • Additional metrics such as trend lines, incidents requiring quarantines, spikes at the state level may affect decisions to move to the next phase
  • Availability of PPE may influence decisions to add groups

Regressing

• We will use two metrics as the major drivers of decisions:
  • Weekly average positivity rate
  • Weekly average new case rate per 100,000 residents

• We will reassess moving to more restrictive steps if the new case rate increases by 2/100,000 or the positivity rate increases by 1.5%
• We will collaborate with the Harford County Health Department if the county experiences those increased transmission rates
TIMELINE FOR KEY ACTIONS

HCPS will continue to monitor changes as they arise, and decisions will be made as new information is received.

September 2020

• The Board of Education of Harford County will discuss Superintendent Bulson’s Return to In-Person Learning Plan at a scheduled public meeting on Monday, September 21, 2020 at 6:30 p.m.
The following recovery teams and focus groups, comprised of HCPS staff, community members, parents, and key stakeholders, are meeting regularly to work through differing stages for the 2020-2021 school year. The Continuity of Learning Advisory Group will continue to meet throughout the school year. This group is comprised of school system staff and community stakeholders.

1 | Coronavirus Task Force
   - Academic Recovery
   - Summer Learning
   - Academic Tutoring
   - Emotional Recovery
   - Administrative Recovery
   - Recovery Communication
   - Response Evaluation and Mitigation

2 | Digital Teaching and Learning Teams
   - Strategic Leadership and Communication
   - Content and Professional Learning
   - Access and Delivery
   - Program Evaluation

3 | North Star Teams
   - College Courses and Program Offerings
   - Communications
   - Data Exchange
   - Finance
   - Fundraising and Partnerships
   - Middle School
   - Program Evaluation
   - Scheduling
   - Student Services
   - Technical Certification
   - Transportation

4 | Work Teams
   - Equity
   - Childcare
   - Intention
   - Cleaning Protocols for Shared Materials
   - Student Health Protocols
   - Athletics - Return to Play
   - Online Options/Parent Choice
   - PreK - 1
   - Elementary Schedule and Logistics
   - Secondary Schedules and Logistics
   - Friday Development Team
   - Critical Content Maps/Pacing
   - Summer Learning
   - Summer Camp
   - Credit Recovery
   - Extended School Year (ESY)
   - Professional Learning
   - Learning Support Centers

5 | Continuity of Learning Advisory Group

6 | Teacher Recovery Focus Groups

7 | Parent Focus Group

**Equity Lens**

Members of the HCPS equity team work with each recovery work group using the Mid-Atlantic Equity Consortium (MAEC) audit checklist to review all plans moving forward.
ACKNOWLEDGMENT LETTER

Students must be free of fever without the use of fever reducing medications for the period of time directed by the Maryland Department of Health’s current guidelines.

PARENT/STUDENT ACKNOWLEDGMENT VIRTUAL INSTRUCTION

Parents/Students are asked to review and sign this form to note their understanding of virtual instruction policies and procedures.

GUIDANCE FOR USE OF CLOTH FACE COVERINGS IN SCHOOLS (MSDE)

MSDE requirements for staff and student use of cloth face coverings.

RESPONSE TO LABORATORY CASE OF COVID-19 IN SCHOOLS (MSDE)

Guidance for communicable disease outbreak response.

EMPLOYEES PRESENTING COVID-19 SYMPTOMS: COMMUNICATIONS FLOW

For use when employee develops symptoms within 48 hours of reporting to a HCPS worksite.

Continued on next page.
The following resources have been created to provide guidance for the 2020-2021 school year.

**APPENDIX, CONT.**

OVERVIEW OF CURRICULUM AND PROFESSIONAL LEARNING

Information about the Digital Teaching and Learning expectations for all educators, as well as the required professional learning.

2020–2021 ASSESSMENT OVERVIEW

Chart indicating HCPS, local, and state assessments by grade level.

GRADING AND REPORTING GUIDELINES FOR TEACHERS

Guidelines developed to provide students opportunities to effectively demonstrate mastery of curriculum, even in a virtual environment.

SAMPLE STUDENT AND TEACHER SCHEDULES

Detailed Learning Support Center schedules for both students and teachers. Includes suggested schedules for virtual learning.

STUDENT SERVICES ROLES AND RESPONSIBILITIES

The Office of Student Services is working to provide resources and services for all students.

Continued on next page.
APPENDIX, CONT.
The following resources have been created to provide guidance for the 2020-2021 school year.

COMMUNICATION PLAN
A communications plan in regards to the health and safety of our students and staff.

OFFICE RECOVERY PLAN
A third phase of reopening will begin on August 17, 2020.

GUIDANCE ON AMERICANS WITH DISABILITIES ACT (ADA)

ADVISORY GROUPS
A detailed list of those participants of HCPS advisory groups.

Continued on next page.
The following resources have been created to provide guidance for the 2020-2021 school year.

**SCHOOL BUS CLEANING PROTOCOLS**

All buses are required to have high touch areas cleaned in between each route. Read more in our Bus Cleaning Protocols.

**RETURN TO SCHOOL BUS TRANSPORTATION GUIDELINES**

Guidelines for students, drivers, and attendants, as well as bus configurations for Fall 2020.

Continued on next page.
Required School Year Forms

In preparation for the school year, the following information and forms require distribution and/or signature from families as follows.

- **COVID-19 Parent Acknowledgement Letter:** All students accessing in-person HCPS opportunities will require a parent/guardian signature on this form regarding COVID-19 screening and risks. This includes students in the Learning Support Centers and any other HCPS sponsored in-person student interaction.

- **Virtual Instruction Consent Form:** All families are required to sign this form to support our virtual learning environment. It is recommended that schools have parents sign it on site during distribution of laptop/curriculum materials. An electronic version of this form will accompany the online version of the Office of Accountability’s “Parent/Guardian Permission Form.” The Virtual Instruction Consent Form will be made available on www.hcps.org. It will also be distributed to principals and through the Office of Communication and Family Outreach.

- **Student Accident Insurance:** Board Policy 02-0023-000 requires student accident insurance to be made available to all students. Physical flyers for this insurance have been sent to each school by Risk Management for distribution with laptops/curriculum materials. An explanatory letter and a link to the vendor website for insurance purchase is located here on www.hcps.org.

- **Parent/Guardian Permission Form:** The Office of Accountability requires all families to complete this form annually. This year an option will be available for families to complete the form electronically. For families who cannot complete the form online, hard copies will be provided to schools for distribution when students pick-up their devices. Instructions for completing this form online will be available for the distribution time as well. The timeline for collection of hard copies and data processing into eSchoolPlus will be disseminated by the Office of Accountability at a future date.

- **FaRMs:** This form for Free and Reduced Meal (FaRMs) qualification will be mailed directly to families homes by the start of September. An online application is available by clicking here.
GLOSSARY OF TERMS

Asynchronous Learning
Learning that occurs online without real-time interaction or instruction by an educator. Examples may include but not limited to pre-recorded video lessons, resource videos, assigned readings, and posted assignments.

Synchronous Learning
Remote learning that happens in real-time with the interaction between the teacher and students that occurs in a face-to-face environment or in a virtual classroom setting, i.e. access from home via web conferencing.

Virtual Learning
Instruction provided by HCPS teachers/staff to students via a digital/online HCPS platform.
The Maryland State Department of Education (MSDE) established statewide guidelines which each county must follow when planning for a reopening of school buildings.

HCPS organized a Coronavirus Task Force in February 2020 to plan, organize, and respond to the diverse and complex components of the COVID-19 pandemic. The Task Force continued into the summer to focus and plan for the opening of the 2020-2021 school year. Recovery teams and work teams were established to engage in planning and addressing challenges related to reopening scenarios. HCPS determined to begin the 2020-2021 school year in a 100% virtual learning format with the addition of Learning Support Centers to provide a safe place for students to access remote virtual instruction from their teachers. In their Maryland Together: Maryland's Recovery Plan for Education, the Maryland Department of Education established requirements for local school systems to include in recovery plans for the 2020-2021 school year. Each task force, recovery team, and work team utilized the guidance provided to inform and direct the work, resulting in this Continuity of Learning Recovery Plan. Additional details within the plan will be updated as more discrete decisions are finalized. Up-to-date information will be posted to the “Learning together, forward together, #HCPStogether” webpage.

1. Local school systems must have their recovery plans completed and posted to their websites by August 14, 2020.

2. The local school system’s equity plan must be reflected throughout the local recovery plan.

3. Local school systems must establish a recovery plan stakeholder group that is representative of their schools and community.

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.

5. All local school systems must ensure that MD College and Career Ready Standards PreK-12 are taught in all content areas and the state frameworks are followed for each content.

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).

7. Local school systems must follow procedures that are developed by the MSDE in collaboration with the MD Department of Health and guidance from the CDC for an individual who tests positive for COVID-19.

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 MD Department of Health and the CDC guidance.

9. Local school systems must follow protocols for the safe transportation of students to and from schools.

10. Local school systems must develop a system for tracking attendance when students are engaged in distance learning.

11. Each local school system must develop its own plan for communication.

12. The COVID-19 checklist (Appendix A) must be utilized in the development of the recovery plan.

13. The Maryland Public Secondary School Athletic Association (MPSSAA) Roadmap Forward for Interscholastic Athletics and Activities must align with the Maryland State Department of Education 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.
Continuity of Learning Plan
2020/2021

The Board of Education of Harford County does not discriminate on the basis of age, ancestry/national origin, color, disability, pregnancy, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

In accordance with the requirements of Title IX of the Education Amendments of 1972 (20 U.S.C. §1681, et seq.), Harford County Public Schools does not discriminate on the basis of sex in any of its programs or activities or with regard to employment. Inquiries about the application of Title IX, and its implementing regulations to Harford County Public Schools may be referred to Dr. Paula Stanton, Harford County Public Schools Title IX Coordinator, by mail to 102 S. Hickory Avenue, Bel Air, Maryland 21014, or by telephone to 410-809-6064 or by email to Paula.Stanton@hcps.org, or the Assistant Secretary for the Office of Civil Rights in the United States Department of Education by mail to 400 Maryland Avenue, SW, Washington, DC 20202 or by telephone 1-800-421-3481, or both.