

CONTINUITY OF LEARNING PLAN 2020/2021



BOARD OF EDUCATION OF HARFORD COUNTY

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**Information accurate as of March 22, 2021.*

TABLE OF CONTENTS

- 3** Overview
- 5** Key Foundations
- 6** HCPS Operating Status
- 7** Learning Options
- 9** Equity
- 11** Recovery Focus Areas
 - 12** Wellness
 - 14** Relationship Building
 - 16** Orientation and Re-Acclimation
 - 18** Attendance
 - 19** Assessing and Addressing Academic and Learning Habit Gaps
 - 23** Curriculum and Instruction
 - 24** Special Needs
- 27** Health and Safety Protocols
 - 28** HCPS COVID-19 Safety Protocols
 - 29** Plexiglass Guidance
 - 30** HCPS COVID-19 Testing Program
 - 31** School Day Health and Safety For In-Person Activities
 - 32** Student Health Guidelines
 - 34** Employee Health Guidelines
- 36** HCPS COVID-19 Dashboard
- 37** COVID-19 Decision Team
- 38** Transportation
- 39** Food and Nutrition
- 40** Athletics
- 41** Additional Considerations
- 42** Appendix
- 45** Glossary of Terms

OVERVIEW

The Harford County Public Schools (HCPS) Continuity of Learning Plan was approved by Maryland State Department of Education (MSDE) in August 2020. Governor Larry Hogan and State Superintendent of Schools, Dr. Karen Salmon, made a return to school announcement on Thursday, January 21, 2021 urging school systems to make immediate plans to phase in hybrid, in-person learning in schools no later than March 1, 2021. This updated HCPS Continuity of Learning Plan is aligned to the original approved plan, as well as aligned to the updated state and local guidance for schools. For a safe and orderly process, HCPS students will return to our schools in stages, beginning the week of March 1, 2021. We will continue to adhere to specific mitigation strategies: mandatory face masks, frequent hand washing, and other important health and safety precautions for students and staff.

Three important factors weigh into all decisions about moving between phases in the plan:

- 1. Community Transmission:** Following the release of [the new Maryland School Reopening Guidance](#) on January 21, 2021, HCPS will factor the community transmission metrics of test positivity and new case rate when considering the relative risk of in-person learning decisions. The new state guidance places greater emphasis on school-by-school decisions rather than district-wide conditions.
- 2. Disruptions to School Operations Due to COVID-19:** According to MSDE and MDH school systems must still follow two protocols which have the potential of disrupting school operations.
 - a. Response to a Laboratory Confirmed Case of COVID-19 and Persons with COVID-19-like Illness in Schools – This protocol defines how schools respond when a person with a confirmed case or a person with COVID-like illness comes into a school. This can lead to isolation/quarantine of the potentially sick person and everyone who has been in close contact with that person. According to MDH, even people who have received the COVID-19 vaccine are still subject to quarantine or isolation when implicated in this protocol.
 - b. Outbreak-Associated Cases in Schools – School systems must report COVID-19 outbreaks in classrooms and schools. The occurrence of an outbreak may lead to individual school closures. This is addressed in greater detail later in this document under the heading COVID-19 Decision Team.
- 3. Vaccinations:** While vaccinations are not a requirement to return to in-person instruction, it weighs heavily into decisions about moving between phases.

February 2021

- Meal Kit distribution continues as communicated.

Beginning February 19, 2021

- Teachers and staff serving elementary students will return to school buildings.
- Teachers and staff associated with specific regional programs, as well as some student services staff, will return to school buildings. Special Education providers will work with families prior to March 1, 2021 to determine the number of days per week students will return to hybrid learning.
 - John Archer School
 - K-12 STRIVE
 - K-12 Life Skills
 - Elementary Classroom Support Programs (CSP)
 - PreK Early Learners, Co-taught PreK, and Learning Together PreK

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OVERVIEW, CONT.

March 2021

- Meal Kit distribution continues as communicated. Meal service will be provided at each school for those students in attendance.

Week of March 1, 2021

- Elementary PreK-5 students will return 2-days/week for hybrid learning.
- Specialized programs (families will be contacted specifically from their school).
 - John Archer School will return up to 4-days/week (Monday-Thursday) beginning March 1, 2021.
 - Students in the K-12 STRIVE program will return up to 4-days/week (Monday-Thursday) beginning March 1, 2021.
 - Specific students in K-12 Life Skills programs will return up to 4-days/week (Monday-Thursday) beginning March 1, 2021.
 - Elementary students served in CSP will return beginning the week of March 1, 2021. The number of days will be based on student's needs, Individualized Education Plan (IEP), and response to virtual instruction.
 - PreK Early Learners, Co-taught PreK, and Learning Together PreK students will return beginning the week of March 1, 2021. The days will be based on children's needs, IEP, and response to virtual instruction.

Beginning March 5, 2021

- Teachers and staff serving secondary students will return to school buildings.

Week of March 15, 2021

- Secondary students in grades 6-12 will return 1-day/week for hybrid learning.
- Specialized programs (families will be contacted specifically from their school).
 - Secondary students served in CSP will return beginning the week of March 15, 2021. The number of days will be based on student's needs, IEP, and response to virtual instruction.
 - Secondary students in specialized Career and Technology Education (CTE) programs will return up to 2-days/week (Monday-Thursday) beginning March 15, 2021.

Beginning March 29, 2021

- Elementary PreK-5 students may return up to 4-days/week for hybrid learning.

Beginning April 7, 2021

- Secondary students in grades 6-12 may return up to 4-days/week for hybrid learning.



MARYLAND SCHOOL REOPENING GUIDANCE

Guidelines released by the Maryland State Department of Education (MSDE) on January 21, 2021 that include reopening metrics.

KEY FOUNDATIONS

The foundation of the HCPS Continuity of Learning Plan is the commitment on the part of HCPS that the following key elements are fully addressed:

1 | Student/Staff Health and Safety

Strive to meet student learning needs in the safest manner possible.

2 | Equity

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

3 | Special Student Populations

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

4 | 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.

5 | Stakeholder Input

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



HCPS OPERATIONS STATUS

As of March 1, 2021. HCPS operations are adhering to the following guidelines.



- School offices and central office reception staffed to receive visitors, deliveries, and phone calls.
- Begin a staggered schedule, teachers and student services related activities functioning from the school building.
- Begin a staggered scheduled, hybrid student learning with both virtual and in-person attendance.
- Transportation services running routes to service eligible students.
- Athletic activities begin at schools.
- Food and nutrition services provide meals to students whether virtual or in-person.
- Special education testing in-person with safety protocols in place.
- Supervisors direct work for employees including in-person essential and remote responsibilities.



- Schools and offices functioning at reduced capacity.
- Visitor appointments required.
- COVID-19 protocols in place in all buildings, such as mask wearing, physical distancing to the extent possible, and the use of physical barriers.
- Student in-person attendance for learning or services requires a signed 2021 COVID-19 parent acknowledgement letter.
- HCPS HR guidelines, such as masks, self-monitoring, at-home temperature taking, and building sign-in, are required on HCPS property.
- School sponsored “Use of Facilities” require executive director approval.
- “Use of Facilities” for outside entities approved for outdoor with COVID-19 Plan.
- All HCPS activities involving physical interaction with an outside organization, requires that entity to submit their COVID-19 safety plan.



- No field trips or assemblies.
- No volunteers.
- No HCPS employee sharing personal or board owned vehicles in the course and scope of employment.
- No person with COVID-19 symptoms, in isolation due to a positive COVID-19 test, in quarantine due to close contact with a person with COVID-19 symptoms or a COVID-19 positive test, or in quarantine for any reason may work in or visit HCPS property. All wishing to enter HCPS property must adhere to their isolation or quarantine timeline as directed by their personal health care physician, the Harford County Health Department, an HCPS nurse, and/or any Governor’s order.

LEARNING OPTIONS

The following learning options will be available to all students.



Virtual Classroom Learning

All classroom learning is conducted virtually.

Teachers and students will follow a pre-determined daily schedule.

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



Hybrid Classroom Learning

Some students attend in-person while others join the class virtually, from home.

Teachers and students will follow a pre-determined daily schedule.

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



PARENT/GUARDIAN/STUDENT ACKNOWLEDGMENT VIRTUAL INSTRUCTION

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



FAMILY TECHNOLOGY SUPPORT

Technical support for HCPS equipment and digital resources.



RETURN TO IN-PERSON LEARNING VIDEO

Discussion regarding HCPS mitigation strategies to return to in-person learning.

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LEARNING OPTIONS, CONT.

The following learning options will be available to all students.

Looking Ahead: Fall 2021

2021-2022 School Year

HCPS is planning to offer a 5-day/week option for the 2021-2022 school year, for students in all grade levels.

2021-2022 Blended Virtual Program from Home (eLearning)

A Blended Virtual Program consists of a combination of asynchronous and scheduled synchronous teaching and learning provided by a local school system. The scheduled synchronous instruction will be delivered virtually to the student's home via a web conferencing tool (such as Microsoft Teams).

HCPS is in the planning stages of implementing a blended virtual program that can accommodate students in grades K-12.*

Students will:

- access HCPS curriculum daily
- access HCPS teachers daily
- follow a daily bell schedule

Interested students will need to apply to the blended virtual program (eLearning). If accepted into the program students will be enrolled in the blended virtual program (eLearning) rather than their home school.

More information will be available to parents at the end of March 2021.

**The blended virtual program (eLearning) is pending final approval from the Office of Digital Learning at the Maryland State Department of Education.*

Harford County Public Schools (HCPS) believes every student will attain academic and personal success in a safe and caring environment that honors the diversity of our students and staff. HCPS aligns every program, practice, decision, or action to provide educational equity. HCPS provides students and their families with a differentiated approach to access resources, so students achieve personalized success. The recovery and continuity process includes alignment of our actions with the four equity focus areas identified by the Maryland State Board of Education.

Focus Area 1: Academic Achievement and Growth - building a more equitable academic program

Actions:

- Continue to push out 40-week pacing guides to provide equitable learning opportunities across the district.
- Engage in data talks to understand first semester student data.
- Disaggregate first semester report card data by student groups (Students With Disability (SWD), race, gender, English Language Learner (ELL), etc.) and develop school-specific action plans to address students not meeting expectations.
- Continue to identify students for tutoring program based on need (grades, difficulty with virtual learning, etc.)
- Develop middle school after school tutoring program, “Together We Rise,” to engage students in enrichment activities, support with managing grades, submitting assignments, and providing targeted tutoring needs.

Focus Area 2: Leadership and Human Capital - recruiting and retaining diverse educators and staff

Actions:

- Develop a committee to address priority hiring in schools with the greatest need.
- Continue with virtual “chat and chew” sessions to promote wellness, provide technology tips and team building activities, networking, and overall support for new teachers.
- Hire a Coordinator of North Star and School Performance Initiatives to provide instructional and administrative leadership.

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Focus Area 3: School Climate and Culture - Building a climate that supports student success

Actions:

- Meet with stakeholder focus groups (students, parents/guardians, and community members) to obtain feedback on remote learning and return to in-person learning.
- Continue to provide restorative learning experiences and conferences for students related to bullying, harassment, and discrimination.
- Engage the Superintendent's Student Advisory Council in a feedback session on student engagement.
- Provide resources to help faculty, staff, and students engage in civil discourse to address racial inequality and political division during the current climate.

Focus Area 4: Educator and Staff Capacity - Improving learning experiences for every child in every classroom

Actions:

- Provide professional learning opportunities focused on student engagement during remote learning.
- Provide self-directed learning opportunities during countywide professional development days.
- “Grow our own” educators by providing high school students with opportunities to tutor and mentor middle school peers.

RECOVERY FOCUS AREAS

As HCPS brings students back into our school buildings, we will begin with a focus on these four areas.

We understand that our students have had various experiences over the course of the past ten months. Our staff is poised to support students in the re-acclimation to school.



RECOVERY FOCUS AREAS

WELLNESS

WELLNESS

Student and employee wellness is at the forefront of our work.

Throughout the various stages of our closure, school staff have been implementing interventions to address the mental and physical wellness of our students. These interventions include individual counseling, group counseling, wellness check phone calls for students with acute health needs, home visits to disengaged students, classroom counseling lessons, face-to-face testing, etc. An important part of this process is the Student Support Teams (SST). It will be imperative that school staff continue to use this process to identify individual student needs and design the appropriate interventions to be implemented.

As we begin bringing students back, in-person, we will continue our existing interventions and implement additional ones to help our students gain their optimal wellness. First, the Office of Health Services will begin the Child Anxiety Learning Modules (CALM) study again to enhance the capacity of school nurses to reduce excessive anxiety in students. To address the needs of our students on a more systemic level, it is our plan to use a newly designed needs assessment that addresses both physical and mental wellness indicators and to create Wellness Recovery Teams at every school. By doing so, we can gather data on the needs of our students across the system and allow the Wellness Recovery Teams in each building to identify the appropriate Tier 1, Tier 2, and Tier 3 interventions that will provide the physical and mental health support needed for our students. This will be a necessary process, as we will not have a true sense of the needs of our students and our system until we begin to see them in-person. This initiative will align with our goals of producing Healthy and Employable students within our North Star plan.

Student Wellness

HCPS Student Support Services Staff will:

- Provide purposeful strategies and activities to support students through the fluid nature of the COVID-19 response and potential 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 wellness of students, which is accessible to parents/guardians, students, and staff.

Employee Wellness

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 wellness during the closure, and how to address them.

HCPS Resources

- Resources such as our HCPS Virtual Calming Room, located on our start page at start.hcps.org, have been developed to provide ongoing resources and tools for our staff, students, and families.

Equity Lens

HCPS uses evidence-based strategies to support our students' and staff members' social and emotional wellness, ensuring that each student's and staff member's individual characteristics are valued.

RECOVERY FOCUS AREAS

WELLNESS

RELATIONSHIP
BUILDING

RELATIONSHIP BUILDING

HCPS staff will continue to focus on the importance of building positive relationships with all students and families.

HCPS Parent Academy

The HCPS Parent Academy offers virtual workshops throughout the school year. These virtual workshops are a direct response to over 2,000 parent/guardian survey requests for information on health and mental health, early childhood, college/career planning, and supporting children's learning at home.

Parent and Community Liasons (PACE)

New this school year, teachers and paraeducators have been identified at each school to act as Parent and Community Engagement Liasons (PACE) who identify families' needs and develop virtual family engagement events. PACE staff also secure community partners who support schools and families.

Customer Service Initiatives

At HCPS, we recognize customer service as a vital component of our organization's culture that, in our case, ultimately affects overall student success. During the 2019-2020 school year, the HCPS Customer Service Task Force was formed and includes Board Members, Central Office staff, school administrators, teachers, and community partners. HCPS standards for quality customer service are measured by our **TRACK**-ing Excellence Program, created by our Organizational Development Department. **TRACK** represents **T**ransparent, **R**esponsive, **A**ccessible, **C**onsistent, and **K**ind communication. To ensure that we, as an organization, remain accountable for delivering top-notch internal and external customer service, the HCPS Customer Service Task Force develops new initiatives in line with the **TRACK**-ing Excellence Program to help us gauge our current level of service and identify opportunities for improvement. Some of those initiatives include staff recognition events; staff training videos; school community engagement guides; and most recently, a customer satisfaction survey. The survey, launched at the start of the 2021 calendar year, is being piloted by HCPS Central Office staff who added the link to the survey to their HCPS email signatures. In addition, the link to the survey is accessible in the footer on hcps.org. Survey responses and data will be collected, monitored, and reported out by the new HCPS Customer Service Specialist.

Customer Service Specialist

A new Customer Service Specialist is now dedicated to all things customer service related at HCPS, including receiving inquiries and monitoring HCPS information request lines, including web, email, and phone; maintaining a log and archive of inquiries for reference and reporting on trends; coordinating information requests with appropriate HCPS department for response; preparing, verifying, and providing responses to complex inquiries; auditing and assisting with maintaining information on both the individual school websites and the school system and website. This position works closely with the Superintendent's Executive Leadership Team.

RECOVERY FOCUS AREAS



ORIENTATION AND RE-ACCLIMATION

Schools will provide orientation information and some small group in-person sessions for students new to their buildings. These orientations will primarily focus on students entering grades 6 and 9, as they transition to a new school atmosphere. In-person sessions will provide personalized building tours which will allow students to become familiarized with classroom and locker locations, the cafeteria, nurses' office, counselors' office, and other key areas. These sessions will also allow for students to ask questions and meet some of the building staff. All in-person sessions will be conducted with all necessary safety precautions, such as mandatory face masks, physical distancing, frequent handwashing, and other important health and safety precautions.



ATTENDANCE

Maintaining accurate records of student attendance is important for state and local reporting. High level of attendance is a graduation requirement throughout a students academic career.

Attendance

- Students working virtually, both synchronously and asynchronously, and those working in-person, 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 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 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 eSchoolPlus, 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 (PPW) for investigation.

Any student with connectivity issues can contact the school to inform them of an absence or present status. Additionally, school administration will work with students without an Internet connection to determine ways for those students to access instructional materials.

RECOVERY FOCUS AREAS



ASSESSING AND ADDRESSING ACADEMIC AND LEARNING HABIT GAPS

Assessing Learning Gaps

- 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 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 complete an online benchmark, unit, topic, or performance-based assessment that informs the teacher of the student's mastery of the standards measured.

Grading and Reporting

- Students are graded on their work and teachers provide direct and timely feedback to students.
- Home Access Center (HAC) is utilized to monitor student progress and to publish report cards at the end of each quarter for all students in grades K-12. PreK will receive a report card via email. Elementary schools did 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.

Academic Tutoring

- HCPS offers academic tutoring for students who have been identified as needing additional academic support.

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ASSESSING AND ADDRESSING ACADEMIC AND LEARNING HABIT GAPS, CONT.

Spring Recovery

- **Elementary**
 - Interventions occur before/during/after the school day.
 - Fridays allow for targeted interventions with students.
- **Middle**
 - Identified students who failed two or more quarters during the 2020-2021 school year.
 - Language arts and mathematics:
 - Focus on content from quarters 1 and 2
 - Digital component
 - Project-based component
 - Beginning April 1, 2021
- **High**
 - Identified students who failed two or more quarters during the 2020-2021 school year.
 - Recovery courses through the Florida Virtual School.
 - Live virtual lessons with HCPS certified teachers.
 - Beginning April 1, 2021

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ASSESSING AND ADDRESSING ACADEMIC AND LEARNING HABIT GAPS, CONT.

Summer Programming

- Harford County Public Schools is planning to offer a variety of summer learning programs to students in grades K-12. Each program is designed to support and/or enhance a student's learning experience. Program descriptions will be advertised on hcps.org in April and registration will begin in May. Depending on health metrics and availability, the following programs may be offered:

- **Elementary**

- Summer Swim
- Stars of Summer
- Reading and Math Camp (Grades K-1)
- English Language Learner (ELL) Program
- Extended School Year (ESY) Program
- Compensatory Education/Recovery Services
- Tutoring

- **Middle**

- Summer Swim
- Stars of Summer
- English Language Learner (ELL) Program
- Extended School Year (ESY) Program
- Compensatory Education/Recovery Services
- Camp Wonder
- Tutoring

- **High**

- Summer Swim
- Credit Recovery
- English Language Learner (ELL) Program
- Extended School Year (ESY) Program
- Compensatory Education/Recovery Services
- Camp Wonder
- Tutoring

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.

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.

itslearning Learning Management System

- Curriculum is created, housed, and accessed in *itslearning*. *itslearning* is a digital learning management system which allows ease of access for students and teachers. Through *itslearning* teachers can create, assign, and access instructional tasks. *itslearning* allows students the ability to access daily instruction as well as necessary tools and resources.
- HCPS has determined use of *itslearning* to be the best approach for students and families to access various online tools, platforms, and systems for ease of use and student privacy and protection.

Equity Lens

HCPS continues to analyze student data trends and gaps in order to provide equitable access to opportunities, resources, rigorous learning experiences, and services.

SPECIAL NEEDS

As stated in the U.S. Department of Education – Office of Special Education and Rehabilitative Services guidance, “If a Local Education Agency (LEA) 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 Free and Appropriate Public Education (FAPE).” 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 Individualized Education Program (IEP) developed under the Individuals with Disabilities Education Act (IDEA), or a plan developed under Section 504 of the Rehabilitation Act.”

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 IDEA, Section 504, and the Title II of the Americans with Disabilities Act (ADA). 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:

- Implementing the special education services, accommodations, and supports reflected in each student’s IEP.
- Delivery of specially designed instruction virtually and in-person during hybrid learning.
- Use of a data driven decision-making process by IEP teams to address the need for compensatory education/recovery services.

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SPECIAL NEEDS, CONT.

HCPS Staff will:

- Collaborate with families to address student learning needs,
- Prioritize the amendment of IEP's to address student instructional needs,
- Complete on-going monitoring of student progress, and convene virtual IEP meetings whenever necessary to address student needs, amend or revise the IEP based on student progress, and
- Partner with families, the Special Education Citizens Advisory Council (SECAC), other community supports to proactively provide and respond to student needs.

Special Education Testing

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.

Provision of Specially Designed Instruction

Delivery of specially designed instruction virtually and in-person during hybrid learning, 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, the 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.

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SPECIAL NEEDS, CONT.

Implementation of 504 Services

HCPS ensures that all students qualifying for services under Section 504 of the Rehabilitation Act of 1973 have access to instructional models and resources. All students with a 504 Plan have access to synchronous and asynchronous instruction, technology tools and resources, as well as behavioral tools and strategies per the student's individual 504 plan. At the onset of the academic year, instructional staff received copies of 504 plans for their assigned students. School-based staff communicate with families of students with a 504 Plan how equal access to instruction will be provided. Federally mandated meetings to determine a student's eligibility for 504 services will be held virtually. All subsequent re-evaluation meetings will be held virtually as well. In the event a face-to-face meeting is warranted, HCPS staff will adhere to health and safety protocols as set forth by the Centers for Disease Control and Prevention (CDC) and the Harford County Health Department to ensure the health and safety of students, staff, and families.

English Language Learners (ELL)

In an effort to ensure high-quality instruction for our English Language Learners (ELL), HCPS has enacted the following procedures to meet the needs of this diverse population of students:

- Each school within HCPS has an assigned ELL teacher who is responsible to work with those students in that building who are identified as ELL students and in need of direct services.
- All students who have indicated on their Maryland Home Language Survey (two or more of the three questions) a language other than English are eligible to be screened to determine if they qualify for ELL services.
- ELL teachers administer the WIDA Diagnostic Language Assessment for all eligible students. The assessment determines the students' level of English proficiency in reading, writing, speaking and listening.
- Along with a proficiency rating, teachers utilize WIDA guidelines to establish "can do" statements. These statements encapsulate what the student "can do" within the English language. These statements are shared with each of the student's teachers so that they are aware of the specific strengths and weaknesses of the student.
- The ELL teacher works collaboratively with the classroom teacher to provide support in different aspects of the student's instruction including but not limited to: planning, work modification, work accommodation, and assessment.
- ELL teachers meet regularly with each student on their caseload to work with them on English-specific structures, rules, models, and nuances.
- ELL teachers serve as a conduit for the student. They work on behalf of the student to share progress with families and teachers. They assist students, teachers, and families with accessing outside/community support.
- ELL teachers will continue to work collaboratively with building administrators to determine which students would be invited to return to in-person instruction and when.

Partnership with a wide variety of organizations have been established to further support the unique needs of our ELL students. Organizations such as LASOS, Talking Points, CTS Language Link, and *itslearning* continue to aid our students and families. Within the classroom setting, ELL students are afforded the opportunity to use additional tools and resources such as *itslearning* platform enhancements (immersive reader and translation tools), small group ELL instruction through *Microsoft Teams*, RAZ Kids Learning A-Z bilingual links to literature, working to translate documents and training videos into Spanish, or include Spanish subtitles, as well as consistent access to ELL teachers.

HEALTH AND SAFETY PROTOCOLS

HCPS COVID-19 SAFETY PROTOCOLS

HCPS is committed to safety and health. It is not just one approach that protects our students and staff from COVID-19, but it is the combination of multiple approaches based on the situation working together.

For example, transmission rates may vary by age and ability to adhere to guidelines, so protocols are tailored to the age of the students and the activity.

MUST DO'S:



Stay home when sick



Wear a mask
As per state guidelines



Frequent handwashing



Quarantine when exposed



Sanitization of high touch surfaces

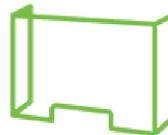
WHENEVER AND WHEREVER POSSIBLE:



Six foot physical distancing



Cohort - limit mixing
In place fully at elementary schools and in special needs programs



Physical barriers
Such as plexiglass and face shields



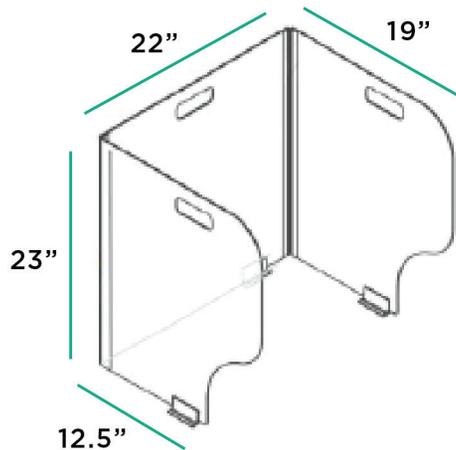
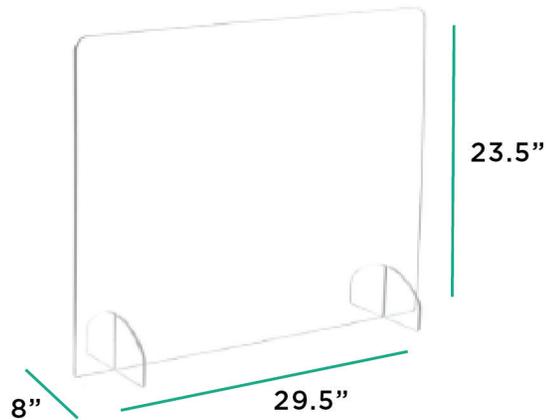
Reduced shared materials



Ventilation and Outdoor Activities

PLEXIGLASS GUIDANCE

HCPS has purchased plexiglass shields for classrooms, cafeterias, and front offices. Schools have the flexibility to use their plexiglass supply as best fits their COVID-19 planning. Depending on the shield, the function and use can be adapted for the space.



Considerations:

- To maximize the supply, schools can consider setting up shields in every-other spot at cafeteria tables or classroom desk groupings.
- Physical distancing should be included wherever and whenever possible in all physical configurations.
- For flat shields, ensure stability cross pieces are securely in place and the shield is placed directly on the desk or table (not stacked on books or other configurations).
- For tri-fold shields, ensure shield is firmly placed in the adhesive brackets.
- When handling the tri-fold unit, special attention is required at the seam. Frequent folding and handling compromises the tape at the joint.
- If shield is damaged in anyway, discontinue use, as plexiglass can be sharp when damaged.
- HCPS also offers face shields as additional barriers for use by employees requiring movement throughout a building.

Cleaning

- Custodial crews will clean all stationary barriers each evening. Custodians will utilize the sanitizing sprayer being used on desks and other surfaces for daily disinfection.
- To remove surface materials (food, milk, etc.) there are very specific instructions from the manufacturer for cleaning: Only use water and/or a mild detergent (but not dry contact).
- If bodily fluids are on the plexiglass, it should be discontinued from use or cleaned immediately.

Students may eat in the cafeteria and possibly in other spaces in the building, such as auditoriums, libraries, gymnasiums, classrooms, and outdoors when weather permits. HCPS will utilize a variety of safety measures such as physical distancing to extent possible, use of plexiglass barriers, handwashing, sanitization, and opening of doors when weather permits. As with all safety efforts, it is not just one approach that protects our students and staff from COVID-19, but it is the combination of multiple approaches based on the situation working together.

HCPS COVID-19 TESTING PROGRAM

All schools and Central Office will have capabilities for COVID-19 testing by March 1, 2021. A COVID-19 testing program will reduce the number of students and staff needing to quarantine and will reduce disruptions.

Students and employees who develop symptoms in a school day will be given the option of a Rapid Antigen Test performed by a HCPS nurse under the direction of the health department.



If the Rapid Antigen Test is positive for COVID-19, close contacts will be identified for quarantine.



If the Rapid Antigen Test is negative, a Polymerase Chain Reaction (PCR) test will be offered when supplies are available from the State.

• *The PCR test will be sent to a state approved lab for processing.*



If the PCR test is positive, close contacts will be identified for quarantine.

If student/staff do not want to participate in testing, close contacts will be identified for quarantine.

SCHOOL DAY HEALTH AND SAFETY FOR IN-PERSON ACTIVITIES

MUST DO:

- **Stay home when sick:** HCPS Student and Employee Health Guidelines include the requirement that health is monitored before coming to HCPS property and that all individuals stay home when they are ill.
- **Masks:** HCPS continues to comply with current Centers for Disease Control and Prevention (CDC), Maryland State Department of Education (MSDE), and the Maryland Department of Health (MDH) [guidance for use of cloth face coverings in schools](#).
- **Handwashing:** All are expected and given the opportunity to wash hands when entering school buildings, before eating lunch, for bathroom use, and periodically throughout the day. Alcohol-based hand-sanitizer can and will also be used in the school building.
- **Quarantine:** HCPS Student and Employee Health Guidelines include the requirement that all public health quarantine guidelines are strictly followed, and that no one who has been told to quarantine based on their possible exposure to quarantine or from travel may enter an HCPS building.
- **Sanitization:** During the COVID-19 pandemic, special considerations for cleaning are as follows:
 - High touch surfaces are cleaned with disinfectant as often as possible. 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.

WHENEVER AND WHEREVER POSSIBLE:

- **Physical Distancing:** The CDC definition of physical or social distancing is six foot distance between two individuals. To the extent possible, HCPS will include physical distancing in planning and activities. The scale of HCPS operations may impact the extent to which HCPS may implement social distancing guidelines. Virus and transmission rates may vary by age and ability to adhere to guidelines, so protocols, such a physical distancing, are tailored to the age of the students, the activity, and other safety measures in place.
- **Cohort:** One method of reducing spread of COVID-19 is separating students and teachers into groups that they stay with all day, which reduces the number of individuals that may become close contact in the event of illness. This method is fully in place in HCPS elementary schools and in special needs programs.
- **Shared Materials:** All HCPS schools and programs have been adapting their curriculum and activities to reduce shared materials that may be touched by different students or which may need sanitization between use.
- **Physical Barriers:** HCPS has purchased plexiglass shields for static barriers in classrooms, cafeterias, and front offices. HCPS are also offered an additional barrier in the form of a face shield that may be worn as they perform job functions requiring movement through a space or building.
- **Ventilation:** In response to COVID-19, the HCPS Facilities Department 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.



RETURN TO IN-PERSON LEARNING VIDEO

Discussion regarding HCPS mitigation strategies to return to in-person learning.

STUDENT HEALTH GUIDELINES

The following guidelines will be adhered to by each student enrolled in HCPS.

In-Person Activities (when allowed)

All students participating in any in-person HCPS activities MUST:

- Be free of COVID-19 symptoms which include:
 - Fever ($\geq 100^{\circ}$ 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
- Have no contact with anyone with COVID-19 (or COVID-19-like illness) 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 develops COVID-19-like illness within 48 hours of attending school.
- Must follow all State Travel advisories, if any, as it relates to quarantine, testing, and coming onto HCPS property.

School Nurses

School nurses will monitor and observe at each school location.

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 (HCHD) to identify and notify close contacts.

HCPS Health Services will collaborate with HCHD to assist with appropriate contact tracing measures.

Outbreaks

HCPS will report COVID-19 outbreaks in classrooms and schools to the local health department and the Maryland Department of Health.

Students with underlying health concerns should consult their health care provider for guidance about the safety of in-person attendance.

Continued on next page.

STUDENT HEALTH GUIDELINES, CONT.

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. 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 PreKindergarten, 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.



2021 COVID-19 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

Employees will adhere to the following guidelines when physically working in HCPS buildings.

Health Guidelines

- It is a requirement that every employee complete a self-check, including temperature, before arriving to work.
- 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:

- Fever ($\geq 100^{\circ}$ 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 an employee becomes sick during the day, they must inform the school nurse or 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 nurse or their supervisor as soon as they are aware that they have tested positive for the virus that causes COVID-19 or they have developed COVID-19-like illness within 48 hours of being on an HCPS property. HR must provide return to work clearance.
- If an employee was in close contact with someone who tested positive for COVID-19 or who has COVID-19-like illness, they must not come to work, must contact their supervisor or school nurse, and must quarantine as directed. HR must provide return to work clearance

Safety Guidelines

HCPS COVID-19 Safety Guidelines, as of October 12, 2020

- Employees must sign-in to any HCPS building that they visit or work, and attest to health status upon entering. This may be electronic or paper sign-in.
- Employees are required to follow State of Maryland travel advisories, if any, and will affirm their compliance on the HCPS daily sign-in.
- Employees are expected to make every effort to stay socially distant, wear masks appropriately over mouth and nose, wear masks that fit snugly against the sides of the face, wash hands frequently, reduce touching shared surfaces and equipment, and disinfect areas they have worked or touched.
- Masks may be removed in limited spaces such as a private office or workspace alone, or to eat when minimally 6-feet away from others. A mask must be worn at all times when out of private work areas, when traversing HCPS property, and when interfacing with others.
- All employees seeking an extra barrier may request a face shield from their supervisor, but it must be worn in conjunction with a fabric face covering or mask.

Continued on next page.

EMPLOYEE HEALTH GUIDELINES, CONT.

Employees will adhere to the following guidelines when physically working in HCPS buildings.

Employee Benefits and Requests for Accommodation

- Employees should reference the [HCPS Leave Benefit Programs Reference Guide](#) for more information regarding employee benefits related to COVID-19, including leave. Questions may be directed to benefits@hcps.org.
- If any employee feels that their medical status may require an [ADA accommodation, FMLA, FFCRA, or a leave of absence](#), please contact benefits@hcps.org. [American with Disabilities Act \(ADA\) Communication Tool: COVID-19](#).
- If an employee has questions about employee COVID-19 guidelines, direct questions to Medical Case Manager, Kathleen.DeHoff@hcps.org

Americans with Disabilities Act (ADA)

- *If any employee feels that their medical status may require an ADA accommodation, FMLA, FFCRA, or a leave of absence, please contact benefits@hcps.org.*



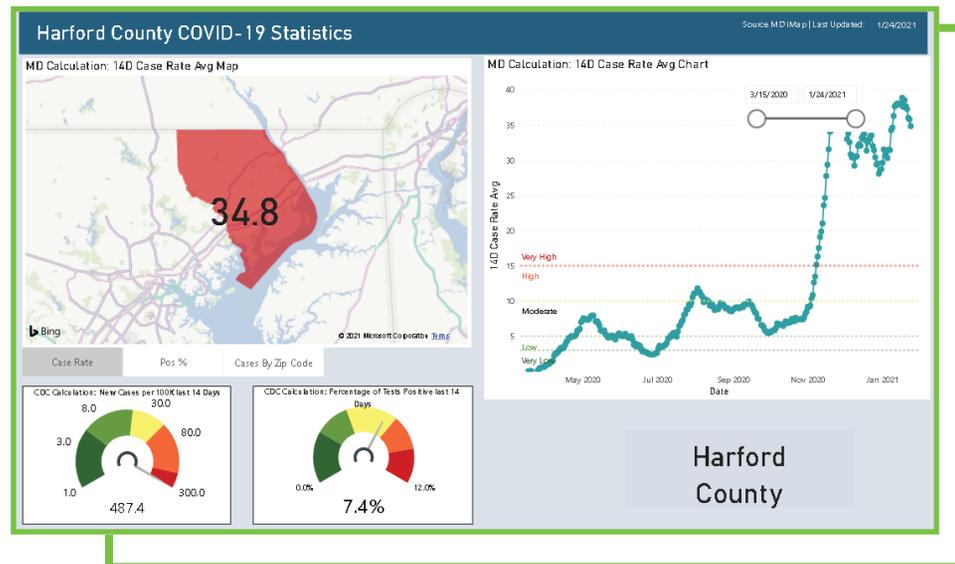
HCPS COVID-19 DASHBOARD

Our data collection system enables nurses to directly input daily data into a dashboard, which reflects the number of students and staff affected by quarantine/isolation. In addition to having a snapshot of the daily counts, we are able to see the total number still affected by quarantine/isolation as an aggregate. When schools are open, Harford County Public Schools shares weekly COVID-19 data with our community. We utilize a dashboard to post the number of students in isolation/quarantine and who have tested positive for COVID-19, as well as the number of staff in isolation/quarantine and who have tested positive for COVID-19. The dashboard will be available on hcps.org/hcpstogether.

The dashboard will include the following message:

“When the school system is notified about a positive case of COVID-19 or students/staff display COVID-19-like illness as per the Maryland Department of Health Decision Aid, the school nurse works with the staff and family to identify close contacts (as defined by the Centers for Disease Control and Prevention). School nurses work in collaboration with our local health department to institute appropriate isolation/quarantine procedures. HCPS will post an updated COVID-19 Dashboard on Friday of each week that will notify our community about how schools are impacted by community transmission.

**Please note - Not all locations have a student or staff member with a positive case. Students/staff may be instructed to isolate/quarantine due to direct contact or displaying COVID-19-like illness from exposures that may take place inside or outside of schools.*



COVID-19 DECISION TEAM

Much like a weather event, HCPS will monitor the experience with COVID-19 at each school and take action depending on the severity of that experience. A team works very closely with the health department to determine when a school experiences an outbreak and what steps are needed to protect our community.

COVID-19 DECISION TEAM POSSIBLE TRIGGERS

- Shortage of staff due to COVID-19 related absences not related to school activity
- Health Services identifies an outbreak as defined by Maryland Department of Health.
- Assistant Superintendent of Human Resources identifies that unfilled vacancies at a school will severely impact the schools ability to serve students.
- Supervisor of Health Services identifies inability to secure needed Personal Protective Equipment (PPE) or staffing to meet school need.
- Public health notification by the Harford County Health Department.

COVID-19 DECISION TEAM POSSIBLE MEMBERS

- Superintendent
- Chief of Administration
- Manager of Communications
- Director of Transportation
- Supervisor of Health Services
- Supervisor of Risk Management
- Executive Director of Elementary and/or Secondary Education
- Assistant Superintendent of Human Resources
- Harford County Health Department

COVID-19 PREVENTION/ MITIGATION POSSIBLE ACTION

- Closure of part or whole building
- Return to virtual learning for a period of time
- Reduce school services except classroom teaching
 - Meetings
 - Intervention groups
 - Special Education testing
- Reduce activities
 - Cancel athletics or other after school activities, if any.
- Re-evaluate school specific protocols and practices
- Onsite review of cleaning and school day logistics
- Professional development for staff
- Emphasis on COVID-19 protocols to school and community
- Resend Parent Acknowledgement Letters

TRANSPORTATION

Students will be required to wear a face covering. Students must be monitored for COVID-19 symptoms and should have their temperatures taken before they board an HCPS school bus.

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. High touch surfaces are sanitized between each route. All certified bus staff have been trained regarding proper protocol for cleaning and sanitizing buses. 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 completed and will be inspected regularly by our maintenance staff.

[Watch our bus cleaning procedure video.](#)

Bus Drivers and Substitute Drivers

Face coverings have been provided to every bus driver and substitute bus driver. All certified bus staff have received a COVID-19 guidance document and appropriate training. 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.”



Bus windows may be cracked or open, when weather permits, to increase airflow.

All HCPS bus rules must be followed.

Face coverings will be required.

FOOD AND NUTRITION

The HCPS Food and Nutrition Department continues working hard to ensure families across Harford County have access to food. Students returning to school will see many of their favorite breakfast and lunch items in the cafeteria. All Students are eligible for FREE breakfast and lunch this school year due to the United States Department of Agriculture (USDA) waivers. Menus will be posted online at hcpsmenus.com. Limited a la carte items may be offered. All Food and Nutrition personnel adhere to Health Department guidelines in respect to the pandemic and food handling procedures.

- Meal Kits will be distributed once a week, on Friday's from 12:00-1:00 p.m.

Changes to distribution schedule due to holidays and/or school closures will be posted on hcps.org and communicated through social media platforms.

- Meal Kits will be available at:

- Center for Educational Opportunity (CEO)
- Jarrettsville Elementary
- North Harford High
- Abingdon Elementary
- Joppatowne Elementary
- Patterson Mill Middle/High
- Bel Air Middle
- Edgewood High
- Red Pump Elementary
- Church Creek Elementary
- Edgewood Parks and Rec
- Southampton Middle
- C. Milton Wright High
- Hall's Cross Roads Elementary
- Seasons at Bel Air Apartments
- Dublin Elementary
- Havre de Grace Elementary
- Windsor Valley
- Youth's Benefit Elementary

Each meal kit includes five complete breakfasts and lunches including a half-gallon of milk to be used over the course of five days.

[Click here](#) to take a tour through the five-day meal kit!

Safety Considerations in Cafeterias: Students will eat in the cafeteria and in some instances in other spaces in the building, such as libraries, gymnasiums, and some classrooms. HCPS will utilize a variety of safety measures such as physical distancing to extent possible, use of plexiglass barriers, handwashing, sanitization, and opening of doors when weather permits. As with all safety efforts, it is not just one approach that protects our students and staff from COVID-19, but it is the combination of multiple approaches based on the situation working together.

AS OF MARCH 19, 2021
2,104,834 TOTAL MEALS
HAVE BEEN SERVED.

ATHLETICS

Structure:

- March 1, 2021
 - Out of season conditioning
- March 15, 2021
 - First day of practice for Spring Season
- Student-Athletes will go home after school and prior to practices or competitions.
- Practice/Game Start Times: Monday-Thursday after 4:00 p.m., Friday after 3:00 p.m.
- Personal transportation will be required for practices.
- Buses will be provided for away competitions departing from the student's school.
- Athletes and parents may use the **Alternate Transportation Form** to drive to and from away games.
- Practices will be 90 minutes long.
- Indoor Facilities **will not** be available. All players must come dressed for the practice/competitions.
- Competitions cancelled for any reason will not be rescheduled.

Participation Requirements:

- Student-Athletes must:
 - be registered in Form Releaf by March 15;
 - have a current physical, dated after June 7th, 2020 submitted prior to participation;
 - meet academic eligibility requirements based on 2nd Quarter grades. Ineligible students are encouraged to apply for an appeal through their school;
 - and provide a signed **COVID-19 Awareness Parent/Student-Athlete Participation Acknowledgement**.
- No participation fee
- Physical presence in hybrid schedule is not necessary to participate.

Note:

- *Game personnel, spectators, school staff and anyone not directly involved in high intensity activities must wear face masks/coverings and practice social distancing.*
- *Only the families of players will be permitted to spectate while following face mask/covering and social distancing requirements.*
- *Concession stands are CLOSED.*

ADDITIONAL CONSIDERATIONS

1 | Childcare

The HCPS Family and Community Partnerships Office is working with key community leaders and stakeholders to ensure HCPS parents/guardians 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/guardians to secure high quality child care. Parents/Guardians 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>.

2 | Communications and Family Outreach

The HCPS Communications and Family Outreach team provides timely updates ensuring important information is accessible to our entire school community as we 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, and Instagram; and media alerts. The school system's website, www.hcps.org, is updated regularly and features an HCPStogether page which houses information about our recovery efforts during the 2020-2021 school year.

3 | Community Partnerships

HCPS Offices of Family and Community Partnerships and Student Support Services are working collaboratively 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 virtual instruction. The Harford County Food Access Community Partners work with HCPS staff to identify ways to ensure families in need have access to vital community resources during virtual learning. United Way 211 resource fliers, in English and Spanish, were distributed to families in HCPS meal kits. Also, food access and community resources are available for families on the Healthy Harford website, healthyharford.org.

Equity Lens

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

APPENDIX

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



2021 COVID-19 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/GUARDIAN/STUDENT ACKNOWLEDGMENT VIRTUAL INSTRUCTION

Parents/Guardians/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 A LABORATORY CONFIRMED CASE OF COVID-19 AND PERSONS WITH COVID-19-LIKE ILLNESS IN SCHOOLS

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



GUIDANCE FOR TEMPERATURE AND SYMPTOM SCREENING IN SCHOOLS (MSDE)

Guidance to assist schools with developing policies for temperature checks and symptom screening.

Continued on next page.

APPENDIX, CONT.

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



**AMERICAN WITH DISABILITIES
ACT (ADA) COMMUNICATION
TOOL: COVID-19**

*Complaint Procedures for Violations
of the Americans With Disabilities Act;
Section 504 of the Rehabilitation Act of
1973.*



**2020-2021 ASSESSMENT
OVERVIEW**

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



**SCHOOL BUS
CLEANING PROTOCOLS**

*Read more about our Bus Cleaning
Protocols.*



**RETURN TO SCHOOL BUS
TRANSPORTATION GUIDELINES**

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

Continued on next page.

APPENDIX, CONT.

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

Required School Year Forms

The following information and forms require distribution and/or signatures from families as follows.

- **2021 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.
- **Virtual Instruction Consent Form:** All families are required to [sign this form](#) to support our virtual learning environment. 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 is available on www.hcps.org.
- **Student Accident Insurance:** Board Policy 02-0023-000 requires student accident insurance to be made available to all students. 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.
- **Free and Reduced Meals (FaRMs):** Online FaRMs applications are 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 are not limited to, pre-recorded video lessons, resource videos, assigned readings, and posted assignments.

Close Contact

According to the Centers for Disease Control and Prevention (CDC), close contact is defined as any individual who is within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to test specimen collection) until the time the patient is isolated.

COVID-19-like Illness

According to the Maryland Department of Health, COVID-19-like illness is defined as: 1) Any one of the following: cough, shortness of breath, difficulty breathing, new loss of taste or smell, OR 2) At least two of the following: fever of 100.40° or higher (measured or subjective), chills or shaking chills, muscle aches, headache, sore throat, nausea or vomiting, diarrhea, fatigue, and congestion or runny nose.

Hybrid Learning Model

An educational model where some students attend in-person while others join the class virtually, from home.

Isolation

Separates an individual with a contagious disease from others.

Quarantine

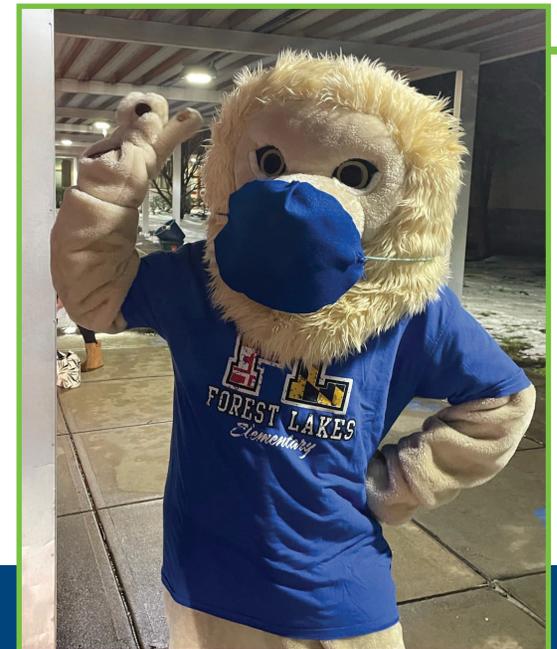
Separates and restricts the movement of people who may have been exposed to a contagious disease.

Synchronous Learning

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

Virtual Learning

Instruction provided by HCPS teachers/staff to students via a digital/online HCPS platform.



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.