

CONTINUITY OF LEARNING PLAN

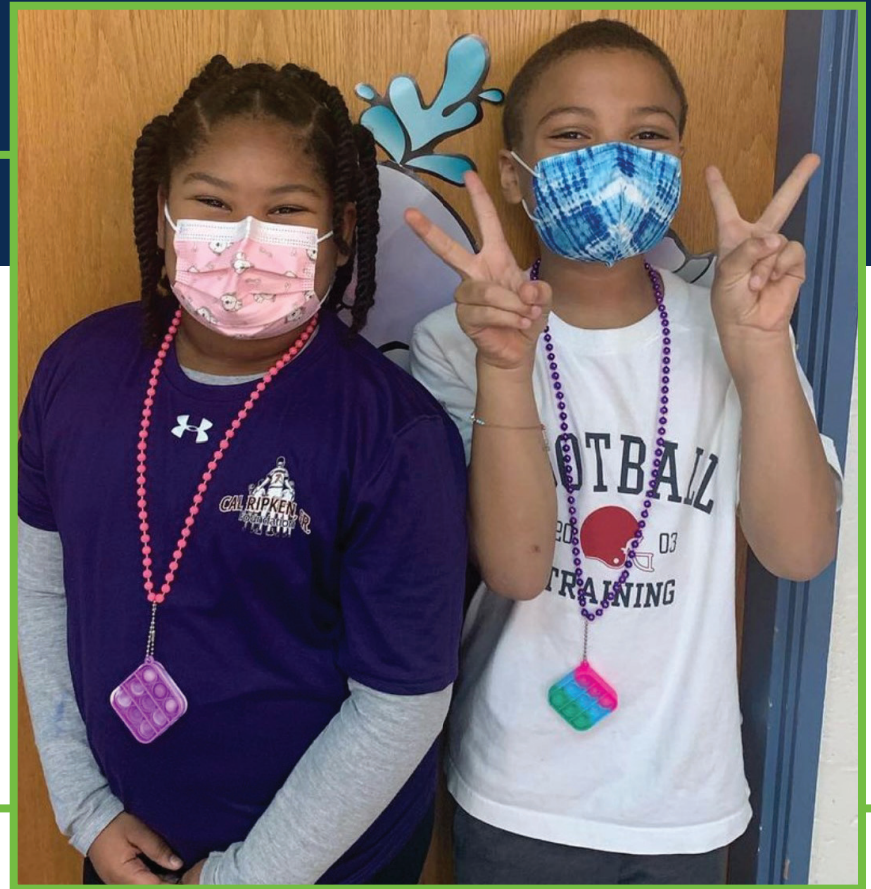
2021-2022



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**Information accurate as of January 25, 2022.*

OVERVIEW

Harford County Public Schools (HCPS) is excited to share our instructional plan for the 2021-2022 school year. Our intention is to offer in-person instruction five days per week and to operate in the traditional 180-day school calendar.

At the April 27, 2021 State Board of Education meeting, the State Board approved a resolution that schools should return to five full days of in-person instruction per week at the start of the 2021-2022 school year. The resolution states:

Beginning with the opening of schools for the 2021-2022 school year, local boards of education must permit all students to attend school for at least 180 actual school days and a minimum of 1,080 school hours during a 10-month period for in-person, in-school instruction, with the teacher in the classroom.

Additionally, each school system is required to offer in-person instruction in a manner which adheres to current applicable mitigation strategies to reduce transmission of COVID-19 provided by the Centers for Disease Control and Prevention (CDC).

HCPS continues to implement and monitor mitigation measures based upon the guidance and recommendations of the CDC, Maryland State Department of Education (MSDE), and the Harford County Health Department (HCHD). As further guidance is provided, our procedures may change; however, at this time, this information reflects our current practices.

This plan will evolve and change based upon the requirements outlined by Federal and State agencies. Updates will be posted as necessary/appropriate to www.HCPS.org.

Harford County Public Schools faculty and staff are excited to engage all HCPS students throughout the 2021-2022 school year.

HCPS OPERATING STATUS

As of February 1, 2022, HCPS operations are adhering to the following guidelines:



- Schools, offices, transportation, and food and nutrition services operational for all.
- COVID-19 diagnostic testing program ongoing at all schools.
- Supervisors direct work for employees including in-person essential and remote responsibilities.
- Virtual meetings preferred whenever possible.
- **Vaccinations strongly encouraged by the CDC, State of Maryland, Harford County Health Department, and HCPS.**



- Masks are required indoors and on school buses in compliance with the Maryland State Board of Education.
- Afterschool athletics, drama productions, and competition-based clubs continue with testing/vaccine program in place. Afterschool individualized work with students permitted.
- Spectators and audiences are restricted to four guests per athlete/performer.
- Field trips and in-person meetings limited with exceptions through Executive Director or Assistant Superintendent.
- “Use of Facilities” for non-HCPS organizations is open for outside usage, and is restricted for inside usage requiring Executive Director or Assistant Superintendent for Operations approval.
- Volunteers may be approved by school administration for essential needs.
- Visitor appointments preferred. Visitors must sign-in and attest to health.



- No in-person afterschool activities that are not included in the testing/vaccination program.
- No assemblies, or social events.
- No regular-season, large athletics events which include multiple teams outside of Harford County.
- 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, may work in or visit HCPS property. All wishing to enter HCPS property must adhere to their isolation or quarantine timeline as directed.

*These guidelines are routinely updated as new information is received and/or as updates are released by state and local health organizations.

Stakeholder feedback indicates that the community wants in-person opportunities for student made a priority, especially athletic and marching band opportunities. The operational status changes based on county COVID-19 metrics, but the priority remains aligned with stakeholder feedback about student centered priorities whenever possible.

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

Equity

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

2

Relevant, Rigorous Instruction

Deliver the robust curriculum and instructional resources students and their families have come to expect from HCPS.

3

Addressing Student Learning Needs

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

4

Student/Staff Health and Safety

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

5

Stakeholder Input

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

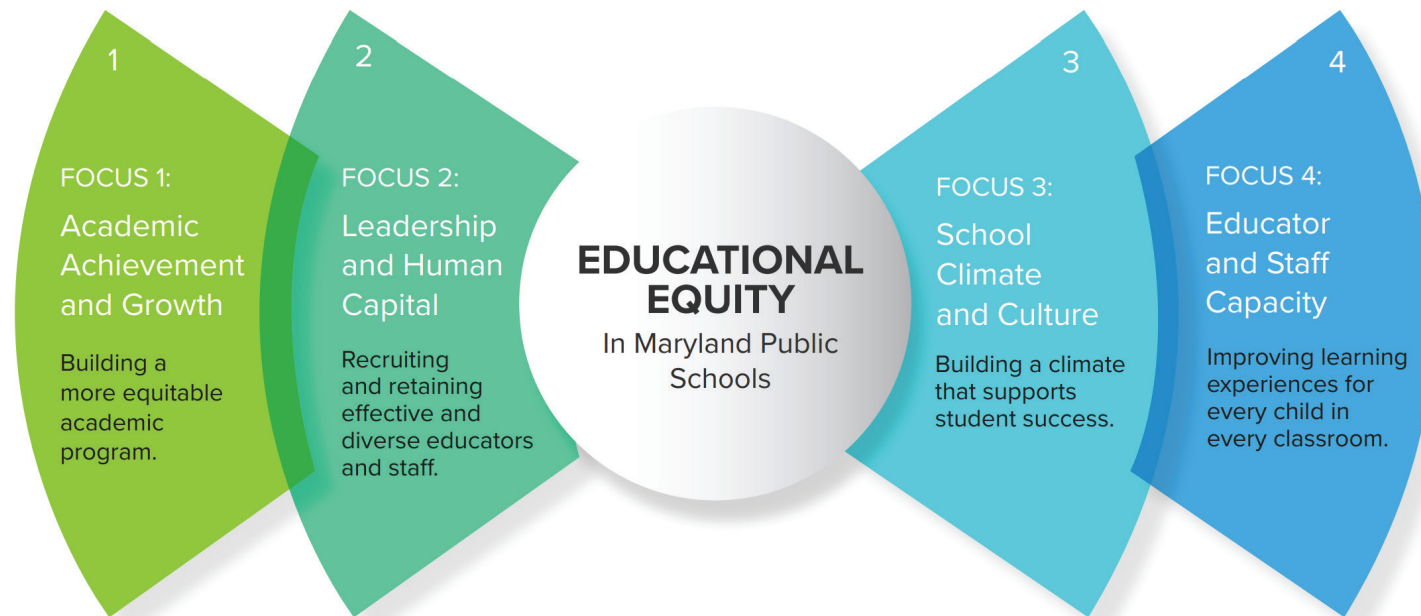


EQUITY

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. Our actions are aligned with the four equity focus areas identified by MSDE.

As a school system, HCPS is aware that there are health and educational disparities that exist for various populations of our county. As such, we have worked with the HCHD, University of Maryland Upper Chesapeake Medical Center, and other community organizations to ensure that we are making available and communicating educational opportunities, testing availability, and vaccine availability. We know that in our county, specifically, transportation is an issue for many of our families. Therefore, we have provided both vaccination and testing at our school locations both during the school day and after school. In addition, we continue to provide families with information on the availability of vaccinations at other locations around the county as they become available. We continue to reference and monitor the CDC's guidance on addressing and identifying these disparities here: <https://www.cdc.gov/healthyyouth/disparities/action.htm>.

HCPS Policy on Educational Equity



LEARNING OPTIONS



Full, In-Person Classroom Learning

In-person teaching and learning will occur in all 54 HCPS schools.

Magnet, signature, and specialized regional programs will operate as normal.

Playgrounds and outdoor activities can occur with 3 feet social distancing, masks if 3 feet social distancing is not possible, and reduced grouping to prevent close contact.

Beginning November 15, after school fine arts and athletics activities will require weekly testing or vaccinations.



Swan Creek School Blended Virtual eLearning Program

The blended virtual elearning program can accommodate students in grades K-12 including students with disabilities.

Classroom learning is conducted virtually.

Students will:

- access HCPS curriculum daily
- access HCPS teachers daily
- access accommodations and supports as identified in an individualized learning plan
- follow the daily bell schedule
- check in for daily attendance using the Virtual Attendance app

All HCPS students will access their classroom teacher(s) and the approved curriculum and follow the daily bell schedule every school day during the 2021-2022 school year. HCPS attendance procedures are in place for both in-person and virtual eLearning students. Students with chronic absenteeism and/or tardiness will be referred to the HCPS Student Services Department so that causes may be considered and remedies applied to improve attendance.

Stakeholder feedback indicates that a virtual option is important to some families.
In response to feedback, we have tried to open seats and increase enrollment when staffing makes it possible.

ATTENDANCE

- HCPS uses eSchoolPlus as its Student Information System (SIS) for attendance tracking purposes.
- HCPS has established an effective and accurate method of monitoring attendance, which includes the following components:
 - Student attendance is recorded in eSchoolPlus, providing for complete and accurate reporting of attendance to Harford County Public Schools and the Maryland State Department of Education.
 - eSchoolPlus will provide information on a daily, weekly, and monthly basis that can be used to identify students with problematic attendance and tardiness patterns so corrective measures may be put into place.
 - Students with chronic absenteeism and/or tardiness will be reported to the HCPS Department of Student Services so that causes may be considered and remedies applied to improve attendance. In these cases, school counselors, social workers, and pupil personnel workers will take action to reengage students into the academic program. These efforts can include phone calls, emails, letters home, one on one counseling sessions, incentives for attendance, home visits, referrals to mental health supports, modified schedules, changes to class schedules, changes in school placement, and changes to existing transportation. If none of these efforts have a positive impact, in some cases referrals will be made to Truancy Court or District Court.
 - Parents will be notified in writing when a student has accumulated 5, 10, and 15 absences in a school year. Additional notification and actions will occur as needed.

Swan Creek Virtual eLearning Program

- Daily attendance in Swan Creek Virtual eLearning Program will be tracked and monitored. Students working virtually 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 mark themselves present but not attend daily class sessions, teachers will notify school administration.
 - 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 at Swan Creek for further review.
 - The school office will finalize the attendance information.
 - By 2:00 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 2:00 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.

ATTENDANCE, cont.

Temporary Virtual Instruction Due to COVID-19 Pandemic

- If a school is moved to temporary virtual instruction for any reason, daily attendance will be tracked and monitored in the same manner as the Swan Creek Virtual eLearning Program.

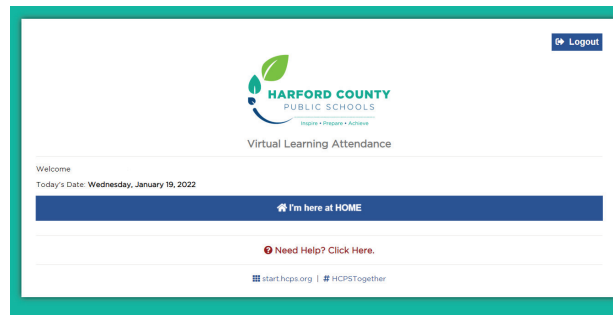
What does the Virtual Attendance app look like?



The screenshot shows the login interface for the Virtual Learning Attendance app. At the top is the Harford County Public Schools logo with the tagline 'Inspire • Prepare • Achieve'. Below the logo is the title 'Virtual Learning Attendance'. The login form includes fields for 'Username' and 'Password', a 'Remember Me' checkbox, and a blue 'Login' button. At the bottom, there is a link that says 'Need Help? Click Here.' and social media links for 'start.hcps.org' and '#HCPSTogether'.

Step One

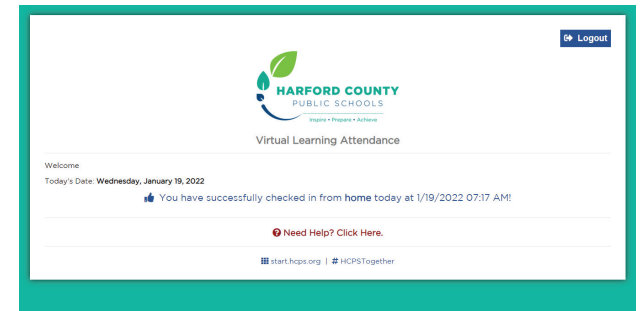
Students will be asked to login to the Virtual Attendance app each day to record their attendance status.



The screenshot shows the home screen after a successful login. It features the Harford County Public Schools logo and the title 'Virtual Learning Attendance'. A 'Logout' button is in the top right corner. The main content area displays 'Welcome' and 'Today's Date: Wednesday, January 19, 2022'. A prominent blue button with a house icon and the text 'I'm here at HOME' is centered. Below this, there is a link 'Need Help? Click Here.' and social media links for 'start.hcps.org' and '#HCPSTogether'.

Step Two

Students will select the blue “I’m here at HOME” button to acknowledge that they are present for the day.



The screenshot shows the confirmation screen after clicking the 'I'm here at HOME' button. It features the Harford County Public Schools logo and the title 'Virtual Learning Attendance'. A 'Logout' button is in the top right corner. The main content area displays 'Welcome' and 'Today's Date: Wednesday, January 19, 2022'. A confirmation message with a thumbs-up icon states: 'You have successfully checked in from home today at 1/19/2022 07:17 AM!'. Below this, there is a link 'Need Help? Click Here.' and social media links for 'start.hcps.org' and '#HCPSTogether'.

Step Three

The Virtual Attendance app will provide a confirmation noting that the student has successfully checked in for the day.

ACADEMICS

Student academic needs will be met through a multitude of supports. These include participating in a normal academic school day with their peers and highly qualified, caring teachers and staff. In alignment with the HCPS Equity Policy, assessment data and programmatic plans will support our goal of providing access and opportunity for all students for academic success. A multi-tiered system of support is in place at each school to provide intervention and other instructional supports. Additionally, the opportunity for after-school tutoring and programs may be available. An equity lens will be used to disaggregate data to identify students for after-school tutoring and other programs that may be available.



Systemic reading and mathematics assessments administered in Spring 2021 provides data and information to guide teachers' instructional decisions and programmatic plans for students in the 2021-2022 school year. Students will participate in beginning, middle, and end of year assessments following the HCPS Assessment Calendar. Local assessments include SNAP, DIBELS, Reading Inventory, Mathematics Inventory, and Performance Series. These data will help to inform system, school, and classroom improvement efforts. Baseline data will be used in decisions for fall 2021 interventions for students in the targeted student groups. The projected outcome data is to increase proficiency levels to meet or exceed historic data outcomes prior to the pandemic. In addition to the systemic assessments, teachers will use formative assessment measures in their classroom aligned to the Maryland College and Career Ready Standards. Progress monitoring of individual goals and objectives for students who receive special education will also occur. HCPS will participate in the Fall 2021 Maryland Assessment Program, as required by the Maryland State Department of Education. [See Appendix A.](#)

The original deadline for enrollment in Swan Creek School Blended Virtual eLearning Program has passed. Families interested in enrolling their student(s) for the 2022-2023 school year can contact the school directly. HCPS will consider all requests on an individual basis, as openings become available.

CURRICULUM

All curriculum utilized in Harford County Public Schools is aligned to the **Maryland College and Career Ready Standards**, is grounded in the **PreK-12 Frameworks**, and is created, housed, and accessed in *itslearning*. These digital tools are accessible to students who may be under quarantine and/or isolation which allows them to maintain their educational experience consistent with their peers. *itslearning* is a digital learning management system where teachers create, assign, and access instructional tasks for students, who access daily lessons, tools, and resources. The HCPS curriculum will be reviewed regularly with an equity lens to provide learning experiences that are equitable, diverse, and inclusive. To ensure learning experiences are equitable, diverse, and inclusive, HCPS curriculum will be reviewed regularly with an equity lens through the work of the HCPS General Curriculum Committee, Equity Task Force, and Content offices.

HCPS will support students seeking licensure and certification in **Career and Technology Education Programs of Study**. Strategies include tutoring in critical areas of content and extended time to earn licensures and certification hours. All coursework in these areas are aligned to the expectations and standards of career and technical education programs.

Pacing

Every curriculum guide includes a Year-at-a-Glance pacing schedule to assist teachers in planning instruction, as well as addressing student unfinished learning. HCPS teachers are expected to maintain consistent content and pacing for all courses to ensure alignment across the school system.

Instructional Delivery Model

As the school system continues to recover from the COVID-19 Pandemic, addressing possible student learning loss is a top priority. Therefore, HCPS will follow a consistent implementation of a system-wide instructional schedule which include personalized learning opportunities for students.

HCPS believes the best intervention is a highly qualified, caring teacher implementing a quality curriculum aligned to national, state, and local standards. Teachers are empowered to meet the needs of their students using data informed teaching practices, differentiation, and flexible grouping.

In addition to teacher directed instruction, the HCPS Instructional Program supports student learning and achievement through acceleration and remediation programs such as, Academic Tutoring, Summer Learning Opportunities, and Academic Recovery. The Academic Tutoring program is expanding to include an outside vendor for the spring. This expansion will allow any HCPS student in need of tutoring to access both on-going and on-demand support.

Student participant priority is based on one or more of the following criteria: English Language Learner status, Special Education status, students receiving Free and Reduced Meals (FARMS), students in a Title I school, and students who had failures during the school year on report card grades and/or met at the basic level on local assessments (DIBELS, Reading Inventory, Math Inventory, Performance Series).

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CURRICULUM, cont.

Professional Learning

HCPS believes that on-going professional learning is critical to the continuing growth of all staff which leads to student success. HCPS is committed to providing time, content, and resources for systemic, school-based, and personalized professional learning.

Professional Learning for All Staff

- English Language Learner Identification and Services
- Spanish for Communication I and II
- Content specific sessions for non-tenured teachers to address student unfinished learning
- Calendar adjustments to provide additional time for instructional staff to prepare for the learning needs of students

Professional Learning for Instructional Staff

- English Language Learner Identification, Services, and Instructional Strategies
- Differentiating Curriculum for English Language Learners in the Content Classroom
- Sheltered Instruction Observation Protocol (SIOP) Training

Professional Learning for Operational Support Staff

(Transportation, Food Services, Facilities/Custodial)

- Job-specific training tailored to responsibilities related to safety and efficiencies

Professional Learning for School-based Administrators

- Leading through a pandemic
- Promoting wellness of staff and students
- Equity and cultural proficiency
- Critical incident response protocols
- Data analysis and school improvement

ASSESSING/ADDRESSING ACADEMIC/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, and by analyzing information gathered through progress monitoring of individualized learning plans.
- 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.
- Principals, counselors, and teachers will monitor student attendance and performance on State and local assessments and classroom measures. Student identified in need of support will be discussed at Student Support Team meetings and a plan to intervene will be developed. Data reviewed at these meetings will be disaggregated by race, service group, and gender.
- **2021-2022 HCPS Assessment Calendar**
- **Appendix A**

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.
- 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.

SPECIAL NEEDS

HCPS is committed to providing the highest level of education and support to ensure that students with disabilities have equal access to the same opportunities as their non-disabled peers, including the provision of a Free and Appropriate Public Education (FAPE).

All schools follow the IDEA, Section 504, and the Title II of the Americans with Disabilities Act (ADA). Specific, detailed guidance, aligned with technical assistance from MSDE, is provided and is used in professional learning sessions. Practitioners receive differentiated professional development and individualized support and coaching from a highly qualified team of instructional and behavioral specialists.

By fostering collaborative partnerships with families, the Special Education Citizens Advisory Council (SECAC), other community supports, HCPS proactively plans for and responds to student needs.

HCPS Individualized Education Program (IEP) teams:

- deliver high quality specially designed instruction and implement the special education services, accommodations, and supports reflected in each student's IEP;
- review the appropriateness of the IEP, and revise as necessary, to ensure that the student has access to the general education curriculum and is able to make progress in light of his/her circumstances;
- monitor student progress and review/revise the IEP when monitoring indicates a lack of expected progress and/or regression; and
- use a data driven decision-making process to address the need for compensatory education/recovery services when a loss of FAPE has occurred.

HCPS believes that the obligation to provide FAPE requires the highest level of thoughtfulness, purposeful planning, and collaboration. IEP teams use a student-centered, data driven approach to ensure access to the general education curriculum, and to develop and implement IEPs across a continuum of service delivery models. If data indicates that a student has new, additional, or different needs as a result of the extended school closure and changing service delivery models, HCPS IEP teams respond by amending/revising the IEP to address the unique needs of the student.

Special educators, general educators, and related service providers utilize face-to-face instruction to deliver specially designed instruction in accordance with the frequency, duration, and location in each IEP. Social/emotional and behavioral needs of students are addressed through a collaborative, multi-disciplinary approach which is supported by a variety of trained practitioners including school-based school psychologists, school counselors, and social workers. Special Education Coordinators and Teacher Specialists, Board Certified Behavior Analysts, Assistive Technology Specialists, and Transition Resource Itinerants provide additional, targeted support to meet the unique needs of students.

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SPECIAL NEEDS, cont.

With the support of one-to-one technology, and in collaboration with the Office of Technology and the HCPS Department of Special Education, universal implementation of Read/Write® and EquatIO® software toolbars support access to the general education curriculum and reduce accessibility gaps for students who are at higher risk due to complex medical needs and/or underlying health conditions. Targeted groups have access to specialized online tools such as IXL®, TeachTown Basics®, TeachTown Social Skills®, and MECA® Career Exploration and Assessment System.

Through thoughtful planning, preparation, and on-going communication with each family, IEP teams make individualized determinations about the implementation of special education supports and to review/revise based on the need for alternative models of service delivery. Individual determinations emphasize maximizing opportunities for students with disabilities to learn and make progress alongside their non-disabled peers, and to participate in the school community.

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 in-person 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 will receive 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 mostly be held virtually. All subsequent re-evaluation meetings will be mostly 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 (HCHD) to ensure the health and safety of students, staff, and families.

HCPS has purchased and onboarded a new 504 database so that all 504 Plans can be accessed by staff at the school level and central office staff virtually. This will provide better access for staff and enhance the services provided to students.



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SPECIAL NEEDS, cont.

English Language Learners (ELL)

In an effort to ensure high-quality instruction for our ELL students, 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 World-class Instructional Design and Assessment (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.

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.

PHYSICAL AND MENTAL HEALTH

School counselors will utilize a newly designed needs assessment that addresses both physical and mental health indicators. This addresses the needs of our students on a more systemic level and assists with the creation of a health initiative as part of our School Performance plans at every school. This tool provides additional data on the needs of our students across the system to identify and implement the appropriate Tier 1, Tier 2, and Tier 3 interventions that will provide the physical and mental health support needed for our students.

Additionally, students have access to individual counseling; group counseling; wellness checks for students with acute health needs; home visits, phone calls, and letters to guardians of disengaged students; classroom counseling lessons; and face-to-face testing. An important part of our success in this area is the Student Support Teams (SST). School staff continue to use this process to identify individual student needs and design the appropriate interventions to be implemented throughout the school year. The Office of Health Services continues the Child Anxiety Learning Modules (CALM) study to enhance the capacity of school nurses to reduce excessive anxiety in students. This initiative aligns with our goals of producing Healthy and Employable students within our North Star plan.

Student Physical and Mental Health

HCPS Student Support Services Staff will:

- Provide purposeful strategies and activities to support students as they return to in-person learning
- Work to ensure that students have increased access to mental health supports and resources through our school-based staff and community partnerships.
- Provide support to students, including a vast resource of activities that support the social/emotional health of students, which is accessible to parents/guardians, students, and staff virtually.
- Provide specially designed instruction and support the implementation of accommodations and behavioral supports to address the unique needs of students with disabilities.

Employee Health

HCPS Student Support Services Staff will:

- Support staff mental health via emotional recovery activities.
- Provide resources, such as our HCPS Virtual Calming Room, located at start.hcps.org, which have been developed to provide ongoing tools for our staff, students, and families.

HEALTH AND SAFETY DECISION MAKING

COVID-19 safety mitigation is an actively evolving effort. As changes occur rapidly, anything in this plan can change based on new information and new guidance.

As such, the following is how HCPS forms safety mitigation plans:

- Review guidance from the CDC
- Comply with Governor's Orders or Federal Orders impacting schools
- Comply with directives from MSDE or MDH
- Consult with the HCHD
- Consult with HCPS Health Services and Risk Management
- Consult with special education service providers
- Consult with internal stakeholder groups including: COVID-19 Mitigation Task Force, recovery focus groups, COVID-19 Outbreak Team, principal advisory groups, senior leadership, instructional leadership team, and administrative leadership team

The following is how HCPS communicates changes to safety mitigation measures:

- Operational Status Infographics
- Updates to this document, Continuity of Learning
- Board Meetings
- Superintendent's Bulletins
- Staff Newsletters
- Updated virtual professional development
- Direct communication to parents and guardians via phone, email, and text messages
- **Up-to-Date Frequently Asked Questions**



HEALTH AND SAFETY PROTOCOLS

HCPS is committed to safety and health and will follow the CDC guidance which “emphasizes implementing layered prevention strategies,” whereby it is not just one approach that protects our students and staff from COVID-19, but it is the combination of multiple approaches working together.

MUST DO'S:



Stay home when sick



Masks are required indoors and on school buses in compliance with the Maryland State Board of Education.



Frequent handwashing



Sanitization and Cleaning

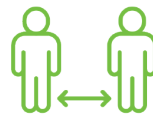


Quarantine and Isolate
As directed by the Harford County Health Department



Respiratory Etiquette

WHENEVER, WHEREVER POSSIBLE



Three foot physical distancing



COVID-19 Testing



Ventilation and Outdoor Activities



Vaccinations

Additional safety layers may be seen in our schools, such as specialty PPE and plexiglass.

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HEALTH AND SAFETY PROTOCOLS, cont.

Cleaning

During the COVID-19 pandemic, special considerations for cleaning are as follows:

- High touch surfaces are cleaned with disinfectant
- Spray bottles of disinfectant are available to staff so high touch surfaces can be routinely wiped down
- Paper towels and soap are available at classroom sinks and are checked routinely

Ventilation

- In response to COVID-19, the Centers for Disease Control (CDC) and the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) Epidemic Task Force issued guidance to help schools retrofit and plan for the improvement of indoor air quality (IAQ) to slow the transmission of viruses via HVAC systems. To ensure alignment with this guidance Harford County Public Schools (HCPS) is utilizing Elementary and Secondary School Emergency Relief (ESSER) funding to contract with multiple mechanical engineering firms to evaluate all HVAC systems throughout HCPS facilities, identify areas of potential improvement, and to provide recommendations to enhance IAQ.
- While these evaluations take place, HCPS continues to run all HVAC systems to maximize/optimize 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. Additionally, when appropriate, supplemental and/or portable filtration systems will be utilized on a case-by-case basis. Schools wanting to deploy and maintain supplemental/portable filtration systems can do so by submitting requests through the HCPS School Sponsored Project approval process.
- All Nurses suites have been provided AeroMax Air Purifiers

COVID-19 HEALTH AND RESPONSE PLANS

School nurses will provide surveillance and monitoring at each school location. If a student or staff member becomes ill with COVID-19 or a COVID-19 symptom, school nurses will follow protocols regarding isolation and quarantine including but not limited to:

- Focus on ensuring isolation for any individual with COVID-19 symptoms while waiting diagnosis and when positive for COVID-19
- Focus contract tracing resources on high-risk activities, such as household and athletics
- Interview families and/or employees where appropriate for contact tracing investigations
- Consult the Decision Aid provided by MDH when appropriate
- Consult with the HCHD when appropriate

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

Updated COVID-19 Quarantine and Isolation Protocols, Effective January 4, 2022

- HCPS has updated COVID-19 quarantine and isolation protocols to align with the updated CDC guidance and MDH guidance.

COVID-19 testing in HCPS schools includes:

- Rapid antigen diagnostic testing for symptomatic students and staff, only if the symptoms develop during the school day.
- PCR required testing for asymptomatic students through the COVID-19 screening program afterschool. Program includes athletics, drama productions, and competition-based clubs.
- PCR voluntary testing for asymptomatic staff through the COVID-19 screening program afterschool.

COVID-19 Quarantine and Isolation

- Individuals who test positive for COVID-19 using any test should isolate at home for a minimum of 5 days and remain isolated if symptoms develop and persist. Please note that if a student is positive, they should not continue recreational activities or

Stakeholder feedback indicates that community wants quarantine and isolation protocols that are effective, cause the least disruptions, and clear to understand. With each change in quarantine and isolation this feedback is utilized.

Continued on next page.

COVID-19 HEALTH AND RESPONSE PLANS, cont.

participate in any events with family or friends.

- Individuals who test negative for COVID-19 using a rapid or home test, but remain symptomatic, should seek PCR testing with your physician or the HCHD. Families or staff who opt to use home testing kits should email a picture of the test result with their name and date of test printed on the test kit to the school nurse. Regardless of a negative result, any person with COVID-19 symptoms should stay home and monitor your symptoms.
- School nurses will do contact tracing on extended high-risk activities, such as household contacts or athletic activities. Individuals identified as close contact will be required to quarantine for 5 days. If symptoms develop or a positive test occurs during quarantine, the individual will be required to isolate.

Classroom and Schoolwide Outbreak Notifications

- Your school will inform you of a classroom or school-wide outbreak designated by the HCHD. HCPS will NOT notify you of an individual case of COVID-19 in your child's classroom or school. HCPS updates our COVID-19 dashboard daily. It includes the number of students in isolation and quarantine by school at hcps.org.
- Keeping our students in school and healthy remains our priority. We currently have no plans for a system-wide closure. If directed by the HCHD, or if staffing shortages do not allow for safe school operations, individual grade levels or schools may need to move to virtual instruction for a specific amount of time. Our plan for any necessary virtual instruction includes daily attendance, special education services, internet hotspot disbursement as needed, virtual access to school counselors, meal kit distribution, and various supports for the needs of our students and teachers.



Continued on next page.

COVID-19 HEALTH AND RESPONSE PLANS, cont.

Vaccination Clinics

- HCPS will work with the HCHD to have vaccine clinics in schools for students and staff eligible and interested in receiving a COVID-19 vaccine.

COVID-19 Vaccination Incentive for all HCPS Employees

- An important safety layer of any COVID-19 mitigation program is the support and encouragement of vaccinations. The CDC, the Maryland Department of Health and the Harford County Health Department stand behind vaccination as the leading public health prevention strategy to end the COVID-19 pandemic. Vaccinations, to include boosters, reduce the transmission and severity of the disease. Having a larger percentage of our HCPS staff vaccinated is critical to keeping our staff healthy and able to report to work. Reducing staff quarantines will have a positive impact on our ability to staff our buildings and provide a consistent instructional program for the students we serve.

HCPS will be offering all employees a \$500 incentive who have completed the primary vaccination series and booster. Each employee who voluntarily submits documentation to the Human Resources Department demonstrating receipt of their individual vaccination doses shall receive a stipend up to \$500. Employees choosing to participate in the voluntary program are encouraged to consult with their healthcare provider regarding whether or not to obtain the COVID-19 vaccination if you have not previously done so.

Health Equity

Reopening plan promotes health equity for groups disproportionately affected by COVID-19

- Diagnostic testing is provided in all school building for students or staff who become ill during the day.
- School based COVID-19 vaccination clinics will begin in all Title One schools on January 26, 2022.
- After school screening testing for extracurricular activities are provided on-site in each of our 10 high schools.
- School Based Health Clinics are re-opening to meet the needs of underserved students.



SAFETY CONSIDERATIONS FOR SPECIAL EDUCATION STUDENTS

Mask Exceptions:

- For those students who do not have a known medical condition or disability that would warrant the school to provide an accommodation to not wear a mask, and whose parents are requesting such permission, these exceptions will go through the following process:
 - i. Parent must provide a note from an authorized provider which indicates a child's diagnosis and the explicit request for the child to not wear a mask in school.
 - ii. The principal and school nurse will collaborate regarding the decision on whether to permit any mask exemptions and shall notify the student and parent of the decision. If the principal and school nurse are not in agreement, they should consult with the Supervisor of Health Services for assistance.
- For students who have been approved not to wear a mask, the school staff shall take steps to institute additional mitigation strategies wherever possible, and based on the individual characteristics of each student, such as: face shields, social distancing of 6 feet or more, and plexiglass barriers.

Participation in COVID-19 Screening:

- As of November 2021, special education students at John Archer School are given the option to participate in a voluntary, consented, weekly COVID-19 testing screening program on Fridays at 12:00 p.m.

Virtual Attendance:

- All students, including students with IEPs, are eligible to seek a virtual seat at Swan Creek School. Families interested in enrolling their student(s) for the 2022-2023 school year can contact the school directly. HCPS will consider all requests on an individual basis, as openings become available.

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 HCHD.

Sanitization and Disinfection

High touch surfaces should be cleaned or sanitized between the morning and afternoon bus routes. All certified bus staff have been trained regarding proper protocol for cleaning and sanitizing buses.

HCPS 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.

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

Bus Drivers, Substitute Drivers, and Attendants

Face coverings have been provided to every bus driver, substitute bus driver, and attendant. All certified bus staff have received a COVID-19 guidance document and appropriate training. HCPS requires masks on schools buses and complies with the CDC issued order from January 2021, [linked here](#).

- “...requiring the wearing of masks by people on public transportation conveyances or on the premises of transportation hubs to prevent spread of the virus that causes COVID-19.”

Transportation Options for Families

Families may choose to use assigned HCPS school buses if eligible, drop off/pick-up in private vehicle, or when safe to do so, allow student to walk/bike to school.



Bus roof hatches will be open and windows will be open on alternating sides, when weather permits, to increase airflow.

Students will be seated and spaced to the fullest extent possible, not to exceed the manufacturer capacity rating. Siblings are encouraged to sit together. Assigned seats are required and seating charts must be up to date.

All HCPS bus rules must be followed.

Face coverings will be required.

ATHLETICS

HCPS participates and follows the guidelines of the Maryland Public Secondary Schools Athletic Association (MPSSA) Athletic Program.

Participation Requirements:

- Masks are required when students are not engaged in high intensity activities or when social distancing cannot be maintained
- Required weekly COVID-19 testing or vaccination required

Locker Rooms:

- Locker rooms are open for intentional use which includes limited time, face masks, and social distancing

When Operational Status Allows for Spectators:

- For indoor athletic events, face masks are required and 3 feet social distancing in place.
- For outdoor athletic events, face masks are recommended and 3 feet social distancing will be practiced when possible.

Concessions:

- Concessions are allowed at outdoor athletic events only

Transportation:

- Additional buses will be used, when possible, to maintain social distancing among students
- HCPS Alternative Transportation Form may be utilized by students

Stakeholder feedback indicates that athletics is a top priority for many families. During the recent COVID-19 surge, HCPS was able to keep Athletics running due to the added safety layer of COVID-19 screening testing program.

OUTBREAK RESPONSE DECISION MAKING

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 HCHD to determine when a school experiences an outbreak and what steps are needed to protect our community.

Classroom/cohort outbreak: 1) Three or more laboratory-confirmed COVID-19 cases among students/teachers/staff in a specified group with onsets (or, if asymptomatic, collection dates) within a 14-day period, and who are epidemiologically linked in the school setting, but not household contacts; or

School-wide outbreak: 2) Five or more cohorts with cases from separate households that meet the classroom/cohort outbreak definition that occurs within 14 days; or 3) 5% or more unrelated students/teachers/staff have confirmed COVID-19 within a 14 day period [minimum of 10 unrelated students/teachers/staff].

The HCPS Communications Office is responsible for the school system's public relations and communications efforts including marketing, internal communications, community engagement, media relations, etc. Jillian Lader, Manager of Communications, (410) 588-5203, <https://www.hcps.org/departments/communications/>



QUARANTINE LEARNING PLAN

The information below outlines what families can expect regarding access to instruction if a student needs to be excluded from school due to COVID illness or COVID quarantine or isolation.

Communication:

- Nurses and school administration will communicate with students, parents/caregivers, and teachers regarding quarantine. If a student is quarantined/isolated, access to technology and/or learning materials work will be provided by teachers to the students and parents/caregivers to allow for flexibility and personalized content.

Learning Continuity:

- All teachers will be using *itslearning* regularly with students. Each teacher will keep *itslearning* updated with learning resources that align with the content being taught. When students are quarantined, they will access resources and take part in asynchronous learning through *itslearning*. Students will be able to utilize resources, turn in completed work, and communicate with their teacher through *itslearning*.
- Students and families may reach out to teachers regarding expectations and opportunities for support.

Quarantine Resources:

- Little's University: As we get to know children and families who will enter HCPS in the future, HCPS Manager of Communications Jillian Lader hosts Little's University. Families are invited to join HCPS for a book reading, a chat, and more on our Facebook page or our YouTube channel.
- Parent Academy Real Talk: The HCPS Parent Academy includes a series of workshops and videos designed to engage parents/guardians as partners in their children's education, and will work to provide useful information and resources needed to help their children succeed in school and in the community.
- Mental Health and Wellness Supports

Stakeholder feedback clearly asked for improvement and additional resources whenever possible for students quarantined for COVID-19. Schools and HCPS offices have been working to meet our communities feedback and needs with regard to quarantined students.

Continued on next page.

QUARANTINE LEARNING PLAN, cont.

Academic Tutoring:

- HCPS is pleased to offer an academic tutoring program, based upon the availability of tutors. This tutoring is completely free and will be offered to HCPS students virtually via Microsoft Teams from a HCPS staff member. Please see the list below of grades and courses that will be offered. Parents/Guardians may **complete this brief form** to request tutoring services for their child(ren). After completion of the form, parents/guardians will be contacted directly by a tutor to schedule the sessions.

- | | |
|--|--------------------------------------|
| • Reading and Mathematics, grades PreK-8 | • Biology |
| • High school English courses - English I through IV | • Chemistry |
| • High school mathematics | • Earth and Environmental Systems |
| • Ramp up to Algebra | • Integrated Physics and Chemistry |
| • Introduction to Algebra | • High school Social Studies courses |
| • Algebra I | • American Government |
| • Geometry | • World History |
| • Algebra II | • US History |
| • High school Science courses | |

The Academic Tutoring program is expanding to include an outside vendor for the spring. This expansion will allow any HCPS student in need of tutoring to access both on-going and on-demand support.*

***This enhancement is a direct result of stakeholder feedback.**

Staff Available for Instruction:

- Parents/Guardians can request additional tutoring assistance for their children by **completing an intent form** that is available on the HCPS website.
- The Harford County Public Library (HCPL) also offers free online tutoring. Further details for HCPL resources can be found here: <https://www.hcplonline.org/schoolsupportcentral.php>, and families can watch a **Parent Academy Real Talk video** featuring HCPL CEO Mary Hastler.

Continued on next page.

QUARANTINE LEARNING PLAN, cont.

Students with Special Education Service Plans:

- When a student receiving special education services is quarantined, the following will occur:
 1. The case manager and/or related service provider will contact the parent/guardian to coordinate service delivery through an alternate instructional/service delivery model.
 2. When utilizing an alternate instructional/service delivery model, HCPS staff will ensure that instructional materials (i.e. packets, recorded lessons, virtual instruction, and/or lessons posted on *itslearning*) are accessible for students.
 3. If the student receives an Inclusion Helper or paraprofessional support in face-to-face learning, the case manager may arrange for similar access or support virtually.
 4. If direct services are not delivered during the quarantine period, the IEP team will utilize the recovery/compensatory decision-making process to determine if there has been a loss of FAPE and to develop a plan for recovery/compensatory services, as needed.

Technology Support:

- Students may take home HCPS devices each evening and during quarantine and have online access to *itslearning*.
- Families may reach out to school administration if there are concerns regarding access to online materials.
- **Family Technology Supports**

HCPS ONLINE COVID-19 RESOURCES

HCPS created an online resource for high priority COVID-19 resources which contain pertinent information most requested/accessed by parents/guardians, students, staff, and the greater community. These resources are updated, as new information arises.

District and School Metrics:

- Metrics for HCPS and individual schools are updated daily, using Google Data Studio
- School Data is input during the school day and is typically completed by the completion of the school day.

Quarantine Resources:

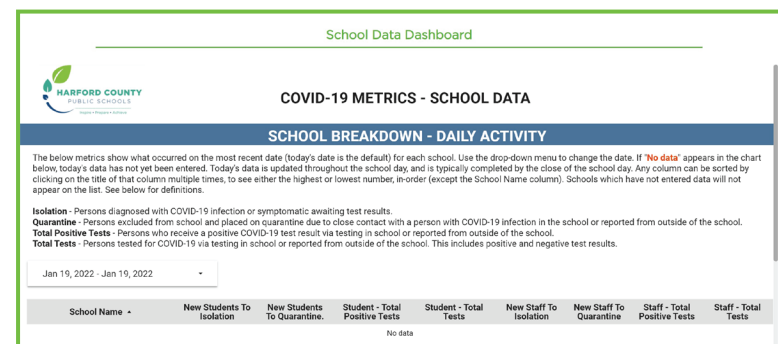
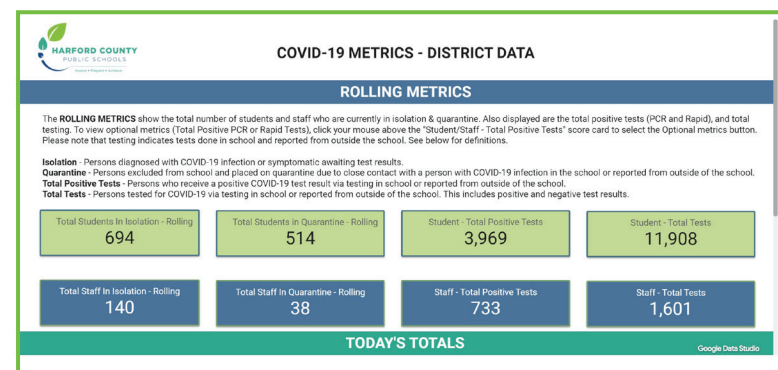
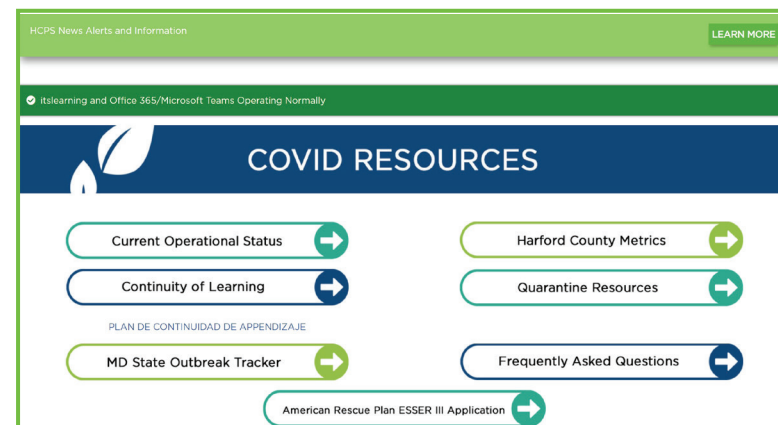
- **Academic Tutoring:** HCPS offers an academic tutoring program, based upon the availability of tutors. This tutoring is completely free and will be offered to HCPS students virtually via Microsoft Teams from a HCPS staff member.
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- **Parent Academy Real Talk:** The HCPS Parent Academy includes a series of workshops and videos designed to engage parents/guardians as partners in their children's education, and will work to provide useful information and resources needed to help their children succeed in school and in the community.
- **Mental Health and Wellness Supports**

Frequently Asked Questions:

- A running frequently asked questions document is available to parents/guardians. This document is updated in real time and is referenced when guidelines are updated.

To access the above information, visit www.hcps.org/covidresources/

Stakeholder feedback overwhelmingly wanted clear COVID-19 data by school, and HCPS worked to provide this level of data for our community. Stakeholders also wanted easy to find quarantine resources and frequently asked questions, which have been incorporated in the updated hcp.org COVID-19 resources website.



ONGOING REVIEW/REVISIONS TO THE HCPS CONTINUITY OF LEARNING PLAN

HCPS values the input and perspective of various stakeholders in various aspects of decision-making and operational design. Utilizing responses from a July 2021 district needs assessment survey for the 2021-2022 school year, the most recent revisions to the Continuity of Learning (COL) and the ESSER III Budget Narrative were formed.

Through the data collected from stakeholders and the outlined procedures, mitigation is an active and ongoing effort. Review of CDC, Maryland State, and local health department guidance is taking place consistently and change being facilitated as guidance changes. HCPS is consulting with internal and external stakeholder groups including: a COVID-19 Mitigation Task Force, Business Advisory Committee, Parent Advisory Council, Board of Education of Harford County, Community School Specialists, recovery focus groups, return to in-person learning taskforce, principal advisory groups, and senior leadership to make revisions and changes. Communication of the changes will include but are not limited to (a) operational status infographics, (b) updates to the COL, (c) board meetings (d) Superintendent's Bulletins, (e) staff newsletters, (f) updated virtual professional development, and (g) direct communication to parents and guardians via phone, email, and text messages. "Continuity of Learning" is a standing item on all 2021-2022 Board of Education business meetings. Please see page 33 for a complete listing of all Board of Education meetings to date.

Review and revision of the Continuity of Learning will occur on a bi-annual basis as mandated by the Maryland State Department of Education.

Continuity of Learning Review Team

- HCPS Board of Education, President
- Board of Education, Student Member
- Superintendent
- Chief of Administration
- HCPS Legal Council
- Assistant Superintendent of Business Services
- Assistant Superintendent of Human Resources
- Assistant Superintendent of Operations
- Executive Director of Elementary School Performance
- Executive Director of Curriculum, Instruction, and Assessment
- Executive Director of Middle and High School Performance
- Executive Director of Student Support Services
- Director of Organizational Development
- Director of Special Education
- Director of Strategic Initiatives
- Director of Transportation
- Supervisor of Accountability
- Supervisor of Equity and Cultural Proficiency
- Supervisor of Health Services
- Supervisor of Risk Management
- Manager of Communications
- Manager of Family and Community Partnerships
- Harford County Educational Association, President
- 2021 HCPS Teacher of the Year
- 2020 HCPS Teacher of the Year
- Superintendent's Student Council Member
- Harford County Council of PTAs, President
- Harford County Government School Liaison

STAKEHOLDER FEEDBACK

The following teams, focus groups, surveys, and communication methods were used to collect stakeholder feedback. Representative membership on these various groups include executive leadership, school administration, central office staff, teachers, instructional and operational support staff, employee bargaining unit representatives, parents, students, local community partners, and concerned citizens.

COVID-19 Related Teams

- COVID-19 Mitigation Task Force
- COVID-19 Outbreak Team
- After School Testing

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

Digital Teaching and Learning Teams

- Strategic Leadership and Communication
- Content and Professional Learning
- Access and Delivery
- Program Evaluation
- Learning Management System Evaluation Committee

Work Teams

- Operational Principal Advisory Group
- 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
- Teacher of the Year Finalist Groups
- Parent Advisory Council

Equity Task Force

Superintendent's Student Advisory Council

Focus Groups

- Evaluating the Experience of ALL Stakeholders During COVID-19
- Blueprint for Maryland's Future for Central Leaders, School Stakeholders

Surveys

- Digital Learning and COVID-19 Survey *(14,042 responses)*
- Survey on Racism, Implicit Bias, and Other Forms of Discrimination *(3,947 responses)*
- School Reopening: Intentions Surveys *(19,334 responses)*
- 2021-2022 Budget Input Survey *(2,124 responses)*
- Educator Survey on Student Engagement *(1,721 responses)*
- Student Engagement Survey *(11,825 responses)*
- ESSER II Grant Survey *(4,500+ responses)*
- HCPS Inclement Weather Survey *(7,952+ responses)*

Community Input Statistics

- 1,056 phone calls/emails received *(July 2021-January 2022)*
- 225 Board of Education meeting public comments *(July 1, 2021-January 25, 2022)*

Continued on next page.

STAKEHOLDER FEEDBACK, cont.

Parents/Guardians, students, staff, and the greater community have the opportunity to provide feedback in the form of public comment at each of the Board of Education of Harford County's public business meetings. Click on a meeting in the listing below to view recorded public comment:

2021-2022 Board of Education of Harford County Public Meetings:

Please note: Continuity of Learning is a standing Board of Education agenda item at all meetings for the 2021-2022 school year.

- [July 12, 2021](#)
- [August 16, 2021](#)
- [September 13, 2021](#)
- [September 27, 2021](#)
- [October 11, 2021](#)
- [October 25, 2021](#)
- [November 8, 2021](#)
- [November 15, 2021](#)
- [December 6, 2021](#)
- [December 20, 2021](#)
- [January 10, 2022](#)

The Office of Research and Program Evaluation

The Office of Research and Program Evaluation provides information and analyses to support continuous improvement in the academic and operational services at HCPS. The following reports are informative for revisions and decision-making for the Continuity of Learning Plan:

- [Student Engagement Analysis](#)
- [Customer Satisfaction Survey Analysis](#)
- [Digital Learning Survey](#)
- [Racism, Implicit Bias, and Other Forms of Discrimination Survey](#)
- [Focus Group Key Findings and recommendations: Evaluating the Experience of HCPS Stakeholders During COVID-19](#)

Ways to submit feedback beyond these groups listed

- Email: COVID19questions@hcps.org
- Public Comment at Board of Education meetings
- [Staff COVID-19 Resources](#)

STAKEHOLDER FEEDBACK COMMUNICATION DATA

The following data is collected as a part of the Harford County Public Schools customer service initiative. Data is received via email at COVID19questions@hcps.org, HCPStogether@hcps.org, and by phone.

September 2021 - January 14, 2022



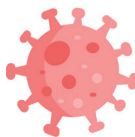
552 total
communications

Topics of interest include:



Athletic Testing

15 total communications



COVID-19/Quarantine

313 total communications



School Concerns

57 total communications



Spectators at Sporting Events

12 total communications



Other

155 total communications

Continuity of Learning Plan 2021-2022



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.