

CONTINUITY OF LEARNING PLAN

2021-2022



BOARD OF EDUCATION OF HARFORD COUNTY

Rachel Gauthier, *President* • Dr. Carol Mueller, *Vice President* • Dr. Joyce Herold
Dr. Roy Phillips • Patrice Ricciardi • Jansen Robinson • Dr. David Bauer
Ariane Kelly • Sonja Karwacki • Kanae Holcomb, *Student Member*

Sean W. Bulson, Ed. D., *Superintendent of Schools*



**Information accurate as of September 29, 2021.*

OVERVIEW

“It is our intent to offer in-person instruction for five days each week and to operate in a traditional 180-day school calendar.”

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).

As students return to school in the fall of 2021, HCPS will continue 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, these are our current intentions for the 2021-2022 school year.

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 welcome all HCPS students for the 2021-2022 school year.

HCPS OPERATING STATUS

As of September 28, 2021, HCPS operations are adhering to the following guidelines:



- Schools, offices, transportation, and food and nutrition services operational for all
- Use of Facilities open with non-HCPS organizations required to follow COVID-19 protocols including masking and distancing when able
- Volunteers essential to the school allowed with administrator approval
- COVID-19 diagnostic testing program ongoing at all schools
- Supervisors direct work for employees including in-person essential and remote responsibilities
- **Vaccinations strongly encouraged by CDC, State of Maryland, HCHD, and HCPS**



- Masks are required indoors and on school buses in compliance with the Maryland State Board of Education
- Anyone identified as a close contact for COVID-19 exposure during a school sponsored activity will be required to quarantine for 10 days
- Visitor appointments preferred. Visitors must sign-in and attest to health
- Field trips central to curriculum require Executive Director of Curriculum approval and COVID-19 safety plan for students showing signs and symptoms of illness
- Assemblies, celebrations, and high-risk activities (such as athletics, fine arts, and dances) require separate consideration and will have additional COVID-19 safety layers or additional approvals



- 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 by HCPS Health Services in consultation with their personal health care physician, the Harford County Health Department, the Maryland Department of Health and/or any Governor's order

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.

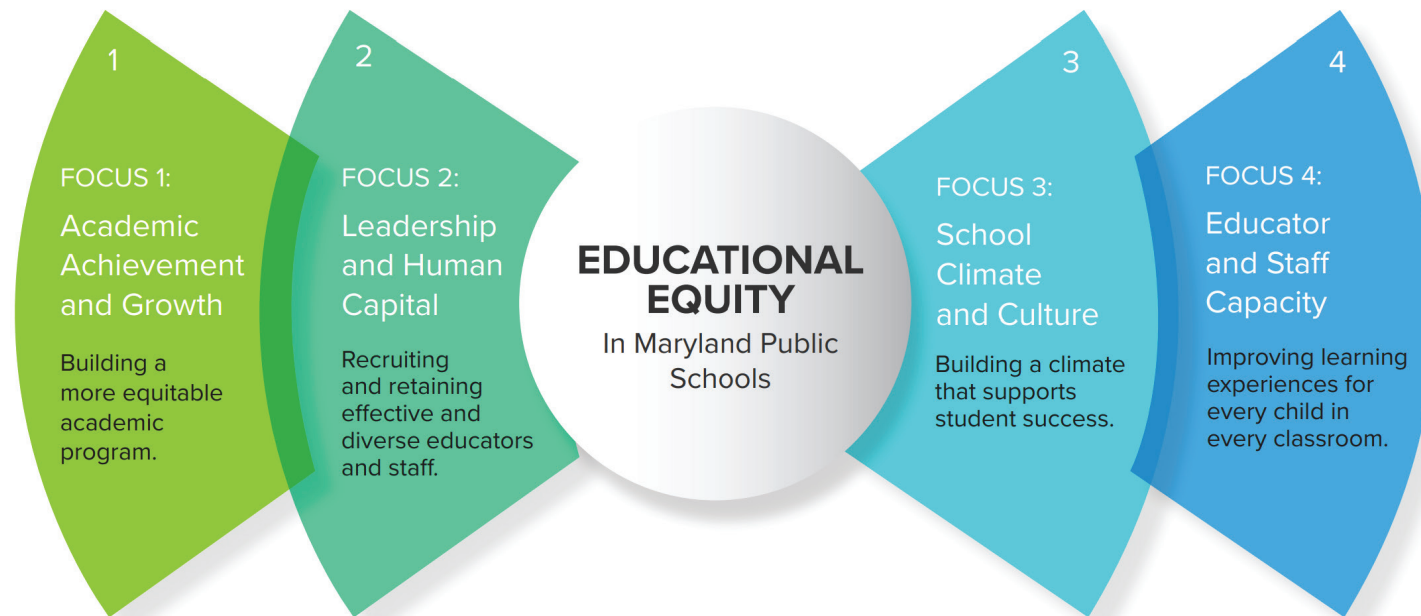


EQUITY

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.

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.
 - 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.

ACADEMICS

“A multi-tiered system of support is in place at each school to provide interventions and other supports.”



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 provide 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 2021-2022 will be added to the official Wait List. HCPS will consider all requests as openings become available on an individual basis.

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. *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 learning gaps. 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.

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).

Continued on next page.

CURRICULUM

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

- COVID-19 Mitigation Protocols
- Title IX

Professional Learning for Instructional Staff

- **Content-specific topics aligned to appropriate national, state, local standards**
- Equity and Cultural Proficiency
- Critical Incident Response Protocols
- Meaningful Use of Instructional Technology
- Needs Assessment- Physical/Mental Health Indicators

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 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 Individualized Education Programs (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.

Continued on next page.

SPECIAL NEEDS, cont.

The itslearning management system is used by all HCPS schools including the all-virtual program at Swan Creek. 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/revis 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 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.



Continued on next page.

SPECIAL NEEDS, cont.

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.

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: coronavirus taskforce, recovery focus groups, return to in-person learning taskforce, principal advisory groups, and senior leadership

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



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

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.

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 prescriber 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:

- Starting November 2021, special education students at John Archer School will be given the option to participate in a voluntary, consented, weekly COVID testing screening program.

Virtual Attendance:

- All students, including students with IEPs, were eligible to seek a virtual seat at Swan Creek School. The original deadline for enrollment in Swan Creek School Blended Virtual eLearning Program has passed. Families interested in enrolling their student(s) for the 2021-2022 school year will be added to the official Wait List. 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 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.”

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

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

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

NURSING SUPPORTS

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 mask-less activities, such as lunch, breakfast, 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.

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.

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



DIAGNOSTICS AND SCREEN TESTING

The professional nursing staff of HCPS will continue to provide diagnostic COVID-19 testing for students or staff who become symptomatic during the school day. Since March 2021, our school nurses have been performing rapid antigen testing using Abbott BinaxNOW and confirming any negative test results using PCR testing through MAKO laboratories.

School nurses will continue to work with the local health department to complete contact tracing to identify close contacts. For school year 2021-2022, close contacts of students who have tested positive in our diagnostic screening program will also be offered diagnostic screening. If close contacts test negative for COVID-19 they will still need to quarantine as directed by our local Health Officer. The additional screening will provide more health information to families and help to identify students who may be positive for COVID-19 but are without symptoms.

In addition to our diagnostic COVID-19 testing, HCPS will partner with a laboratory vendor to provide weekly screening testing in our high schools for extracurricular athletics, fine arts programs, and dances.



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

Classroom/cohort outbreak: 1) At least two confirmed COVID-19 cases among students/teachers/staff within a 14-day period and who are epidemiologically linked, but not household contacts; or

School-wide outbreak: 2) Three or more classrooms or cohorts with cases from separate households that meet the classroom/cohort outbreak definition that occurs within 14 days; or 3) Five percent 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 health 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.

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**

Staff Available for Instruction:

- Parents/caregivers 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

Students with 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 IH 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.

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.

Coronavirus Task Force

- Academic Recovery
- Summer Learning
- Academic Tutoring
- Emotional Recovery
- Administrative Recovery
- Recovery Communication
- Response Evaluation and Mitigation
- Safety and Health

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

Work Teams

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

Equity Task Force

Superintendent's Student Advisory Council

Focus Groups

- Evaluating the Experience of ALL Stakeholders During COVID-19

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)*

Customer Service Statistics

- 1,348 phone calls/emails received *(June-July 2021)*
- 150 Board of Education meeting public comments *(June-July 2021)*

Ways to submit feedback beyond these groups listed

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

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 Coronavirus Taskforce, Business Advisory Committee, Parent Advisory Council, HCPS Board of Education, 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.

Review 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

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.