

CONTINUITY OF LEARNING PLAN

2020/2021



BOARD OF EDUCATION OF HARFORD COUNTY

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**Information accurate as of November 11, 2020.*

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KEY FOUNDATIONS

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

1 | Equity

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

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

2 | Special Student Populations

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

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

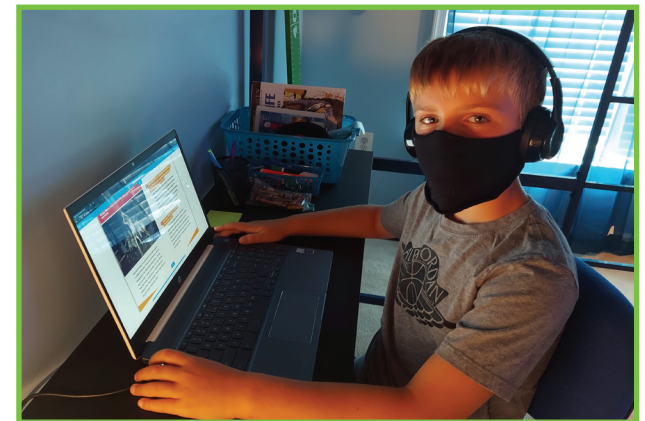
3 | Technology, Curriculum, and Professional Learning

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

- *Devices have been provided to every HCPS teacher and every student in prekindergarten through grade 12.*

4 | Stakeholder Input

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



CURRICULUM AND INSTRUCTION

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

Critical Content Maps

- HCPS Content Supervisors identified essential content and created Critical Content Maps for all content areas. These maps provide specific guidance to teachers on the pacing and sequence of instruction. A key component of the Critical Content Map is consideration of how to help students fill gaps left from Spring 2020 instruction and acceleration for the 2020-2021 school year.
 - HCPS has utilized CARES Act funds to purchase several software programs (*Freckles*, *I-Station*, *Dream Box*, and *First in Math*) to support specific interventions for students. The Assessment Overview identifies reading and mathematics assessments by grade level. HCPS will use a combination of county assessments, teacher-created assessments, and instructional observations to determine student learning needs. The Supervisor of Personalized Learning has provided guidance for school administration and Student Support Team (SST) leads.
 - Gifted and Talented (G/T) services will be provided to all identified elementary students in grades 3-5. G/T teachers will work collaboratively with classroom teachers to develop instructions, materials, strategies, and techniques that address the unique needs of G/T students. G/T teachers will meet with identified students for virtual instruction. District-established content level and grade level acceleration practices remain in effect as a practice as well.
 - At the middle school level, students will have access to *Freckles* and *First in Math*: all of which are mathematics online programs. A second round of identification has been piloted at the 6th grade level through the administration of Cognitive Abilities Test (CoGAT). Identified students will participate in cluster grouping based on ability demonstrated on the CoGAT. Students may also use *First in Math* and *Freckles* as accelerated enrichment practice as well. District-established content level and grade level acceleration practices remain in effect as a practice as well.
- HCPS Physical Education teachers include health education within the curriculum and content in our elementary schools. HCPS critical content maps for the physical education and health education curriculum have been provided to all elementary physical education teachers. The Supervisor of Elementary Physical and Health Education has provided direction on the use of these critical content maps.
- All students receive Physical Education and Health Instruction at the middle school level. Physical Education is taught in each marking period while Health and the other Fine Arts are taught for one marking period. Not all HCPS middle schools follow the same schedule so there are slight modifications to implement these schedules.
- HCPS offers Foreign Language Experiences (FLEX) in each middle school. Two HCPS middle schools offer world language courses for students. Expanding the world language program to the remaining middle schools remains a priority.

HCPS is exploring the option of a PSAT school day in January 2021. Additionally, all AP coursework has begun to be implemented across the district. HCPS has been very intentional in counseling students to promote Dual Enrollment opportunities.

Equity Lens

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

CURRICULUM AND INSTRUCTION, CONT.

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

Pacing

- Critical Content Maps include a Year-at-a-Glance pacing schedule to assist teachers in planning instruction.
- HCPS teachers are expected to maintain consistent content and pacing for all courses to ensure alignment across the school system.

Instructional Delivery Model

- HCPS will follow a consistent implementation of a system-wide instructional schedule.
- There are greater opportunities for synchronous student learning in the virtual model that supports targeted instruction and personalized success for all students.
- HCPS offers asynchronous learning (learning that occurs online without real-time interaction or instruction by an educator) opportunities for families for the 2020-2021 school year. While some features of live, synchronous instruction from a teacher will be limited, families and students will be able to access the curriculum and critical content pacing charts in the *itslearning* platform on their own time, including mornings, afternoons, evenings, and/or weekends.

itslearning Learning Management System

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

CURRICULUM AND INSTRUCTION, CONT.

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

English Language Learners (ELL)

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

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

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

SOCIAL AND EMOTIONAL WELLNESS

Student and employee social/emotional well-being is at the forefront of our work.

Student well-being

HCPS Student Support Services Staff will:

- Provide purposeful strategies and activities to support students through the fluid nature of the COVID-19 response and potential prolonged closure.
- Work to ensure that students have increased access to mental health supports and resources.
- Provide support to students both in-person and virtually. In addition, the Emotional Recovery Team has put together a vast resource of activities that will support the social/emotional well-being of students which will be accessible to parents/guardians, students, and staff.

Employee well-being

HCPS Student Support Services Staff will:

- Support staff mental health via emotional recovery activities.
- Provide staff professional development to help understand the prolonged effect on students' mental health and social/emotional well-being during the closure and how to address them.

HCPS Resources

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

Equity Lens

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



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

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

Actions:

- Develop 40-week content pacing guides to provide equitable learning opportunities for students across the district.
- Use disaggregated student data to coordinate academic tutoring to support students most affected by device and internet shortages.
- Identify community partners to assist English Learners with technology and tutoring.
- Provide in-person learning to small groups of students in special programs. (STRIVE programs, CSP)

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

Actions:

- Use innovative virtual recruitment efforts to fill vacancies with a strategic focus on schools that have faced staffing challenges in the past.
- Organize virtual “Chat and Chew” sessions to promote wellness, provide technology tips and team building activities, networking, and overall support for teachers and staff.
- Provide professional learning during New Hire Orientation in equity and cultural proficiency, specific to the needs of novice teachers in HCPS.

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

Actions:

- Engage students in digital citizenship lessons in grades K-12 through librarian/ELA teacher collaboration.
- Provide restorative learning experiences and conferences for students related to bullying, harassment, and discrimination.
- Provide professional learning in emotional recovery for all staff members returning for SY20-21, including student resources such as the virtual calming room.

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- Engage with families by providing Parent Academy live meetings and recorded sessions on topics such as mental health, successfully navigating the new learning environment, coping during COVID-19, bullying prevention, etc.
- Provide support with PBIS (positive behavior intervention and supports) in a virtual environment.

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

Actions:

- Provide professional learning in equity and cultural proficiency for all instructional staff, senior leadership, and board members that includes HCPS history, data, and discussion on racism, discrimination, implicit bias, and microaggressions.
- Offer synchronous and asynchronous professional learning sessions that address social, health, educational, and economic equity in Harford County.
- Provide all staff with a Digital Teaching and Learning Guide and professional learning that includes equity practices.
- Provide self-directed content area professional learning and support during district wide professional development day.

ACCOUNTABILITY

HCPS continues to provide the highest level of education to all of our students, although this may look different than in previous years.

Alignment to Standards

- HCPS curriculum is aligned to the Maryland College and Career-Ready Standards (MDCCRS) established by MSDE.

Attendance

- Students working virtually, synchronously and asynchronously, will indicate if they are present or absent each school day by logging into Virtual Attendance, a web application created by the HCPS Office of Technology and Information Systems.
- Students will access the Virtual Attendance application via their home page at start.hcps.org. Upon accessing this application, they will login and select that they are present for the day. This check-in process must be completed by students between the hours of 7:00 a.m. and 10:00 a.m.
- Should a student not mark themselves as present or absent during this time frame, they will be marked as an unexcused absence.
- Teachers will review the daily student attendance data in Teacher Access Center (TAC) between 10:00 a.m. and 11:00 a.m. and confirm the attendance of students by 11:00 a.m. This data will then be submitted to the office in each school for further review.
- The school office will finalize the attendance information between 11:00 a.m. and 12:00 p.m.
- By 12:00 p.m., the daily attendance data will be available in eSchoolPlus, the school information system. Attendance reports can then be generated at the school and district level.
- After 12:00 p.m., attendance calls and emails will be sent to parents/guardians of absent students.
- Schools will communicate with parents/guardians regarding the verification of student absences so that they may be properly coded (i.e., illness, family emergency, etc.).
- Students with extended absences will be reviewed by school administration and handled on an individual basis. Such cases will be reported to the appropriate Pupil Personnel Worker (PPW) for investigation.

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

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ACCOUNTABILITY, CONT.

HCPS continues to provide the highest level of education to all of our students, although this may look different than in previous years.

Assessing Learning Gaps

- Systemic reading and mathematics assessments will be administered to students in order to provide information to teachers in regards to students' strengths and areas for growth.
- Content supervisors and coordinators work with teachers to determine appropriate assessments to identify student learning gaps and how to address any gaps. This may occur through formative assessment strategies such as observations of students, virtual representations, student feedback, summaries, self-assessment, or short quizzes.
- In many courses, students complete an online benchmark, unit, topic, or performance-based assessment that informs the teacher of the student's mastery of the standards measured.

Grading and Reporting

- Students are graded on their work and teachers provide direct and timely feedback to students.
- Home Access Center (HAC) is utilized to monitor student progress and to publish report cards at the end of the first and second quarter for all students in grades K-12. PreK will receive a report card via email. Elementary schools did not hold their traditional parent/teacher conferences at the conclusion of the first quarter.
- Grades will be reported as dictated in the HCPS Board of Education policy entitled [Report Cards and Marking System](#).

Interventions

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

SPECIAL NEEDS

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

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

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

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

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

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

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

- Use of a data driven decision-making process by IEP teams to address the need for compensatory education/recovery services.

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SPECIAL NEEDS, CONT.

HCPS Staff will:

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

Special Education Testing

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

Provision of Specially Designed Instruction

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

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SPECIAL NEEDS, CONT.

Implementation of 504 Services

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

TECHNOLOGY

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

Addressing Technology Needs

Students:

- HCPS has provided all students in grades PreK-12 with a mobile device.
- Students, along with a parent/guardian, were required to sign a Student Mobile Device Agreement when accepting their device.

School Staff:

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

Device Management

The Student Mobile Device Agreement details a student's responsibilities, identifies the device provided to a student and requires the student and parent/guardian signature. The agreement will be scanned and stored for electronic record.

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

Equity Lens

Device management focuses on providing equitable access to virtual learning for HCPS students



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TECHNOLOGY, CONT.

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

Support for Use of Devices

Students:

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

School Staff:

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

Monitoring Engagement:

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

Family Technology Support:

- Reference the How-To HCPS Technology Access documents: <https://www.hcps.org/hcpstogether/>
- Call-in for Technology Support on days when school is in session:
 - 7:00 a.m. - 12:00 p.m. (410) 809-6336
 - 12:00 p.m. - 4:00 p.m. (410) 809-6370
- Email technicalquestions@hcps.org for personalized support.
- Submit a technical support request for HCPS equipment and digital resources: <https://www.hcps.org/helpform>

VIRTUAL CLASSROOM LEARNING

All classroom learning is held virtually.



Virtual Classroom Learning

All classroom learning is conducted virtually.

Teachers and students will follow a predetermined daily schedule.

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



Technology Access for All Students

All students have received a device.

All teachers have received a device.

Virtual technology support for students and families is available for virtual learning tools and resources.



PARENT/STUDENT ACKNOWLEDGMENT VIRTUAL INSTRUCTION

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

VIRTUAL CLASSROOM LEARNING, CONT.

ELEMENTARY SCHOOL

SAMPLE VIRTUAL LEARNING SCHEDULE

	K	1	2	3	4	5
8:30-8:45	In School Sm. Group*	In School Sm. Group*	In School Sm. Group*	In School Sm. Group*	In School Sm. Group*	In School Sm. Group*
8:45-9:00						
9:00-9:15						
9:15-9:30	Class Meeting	Class Meeting	Class Meeting	Class Meeting	Class Meeting	Class Meeting
9:30-9:45	RELA	RELA	RELA	9:35-10:20	RELA	RELA
9:45-10:00	FLEX	FLEX	FLEX		FLEX	FLEX
10:00-10:15	FLEX	FLEX	FLEX		FLEX	FLEX
10:15-10:30	FLEX	FLEX	FLEX	BREAK	FLEX	FLEX
10:30-10:45	BREAK	BREAK	BREAK	RELA	10:25-11:10	FLEX
10:45-11:00	MATH	MATH	MATH	FLEX		BREAK
11:00-11:15	FLEX	FLEX	FLEX	FLEX		MATH
11:15-11:30	FLEX	FLEX	11:15-12:00	FLEX	BREAK	FLEX
11:30-11:45	Recess/Lunch	Recess/Lunch		FLEX	FLEX	Recess/Lunch
11:45-12:00				MATH	MATH	
12:00-12:15	MEAL PICK-UP TIMES	MEAL PICK-UP TIMES	MEAL PICK-UP TIMES	MEAL PICK-UP TIMES	MEAL PICK-UP TIMES	MEAL PICK-UP TIMES
12:15-12:30						
12:30-12:45	SCI/SS OR RELA	12:30-1:15	Recess/Lunch	Recess/Lunch	Recess/Lunch	FLEX
12:45-1:00	FLEX					FLEX
1:00-1:15	FLEX		FLEX	FLEX	FLEX	FLEX
1:15-1:30	FLEX	LITERATURE	LITERATURE	FLEX	FLEX	1:20-2:05
1:30-1:45	BREAK	FLEX	BREAK	FLEX	FLEX	
1:45-2:00	LITERATURE	BREAK	SCI/SS OR RELA	FLEX	FLEX	
2:00-2:15	2:10-2:55	SCI/SS OR RELA	FLEX	BREAK	BREAK	BREAK
2:15-2:30		FLEX	FLEX	SCI/SS	SCI/SS	SCI/SS
2:30-2:45		FLEX	FLEX	FLEX	FLEX	FLEX
2:45-3:00	Closure	Closure	Closure	Closure	Closure	Closure
3:00-3:15	In School Sm. Group*	In School Sm. Group*	In School Sm. Group*	In School Sm. Group*	In School Sm. Group*	In School Sm. Group*
3:15-3:30						
3:30-3:50						

*When in-person learning activities take place.

VIRTUAL CLASSROOM LEARNING, CONT.

MIDDLE SCHOOL SAMPLE VIRTUAL LEARNING SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1 All cohorts distance only.	Period 1 All cohorts distance only.	Period 1 All cohorts distance only.	Period 1 All cohorts distance only.	Teacher Office Hours
Period 2 All cohorts distance only.	Period 2 All cohorts distance only.	Period 2 All cohorts distance only.	Period 2 All cohorts distance only.	Small Group Instruction
Period 3 All cohorts distance only.	Period 3 All cohorts distance only.	Period 3 All cohorts distance only.	Period 3 All cohorts distance only.	Teacher Professional Development
Period 4 All cohorts distance only.	Period 4 All cohorts distance only.	Period 4 All cohorts distance only.	Period 4 All cohorts distance only.	Asynchronous Lesson for Students
Period 5 All cohorts distance only.	Period 5 All cohorts distance only.	Period 5 All cohorts distance only.	Period 5 All cohorts distance only.	Teacher Planning
Period 6 All cohorts distance only.	Period 6 All cohorts distance only.	Period 6 All cohorts distance only.	Period 6 All cohorts distance only.	Teacher Office Hours

VIRTUAL CLASSROOM LEARNING, CONT.

HIGH SCHOOL SAMPLE VIRTUAL LEARNING SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1A All cohorts distance only.	Period 1B All cohorts distance only.	Period 1A All cohorts distance only.	Period 1B All cohorts distance only.	Office Hours
Period 2A All cohorts distance only.	Period 2B All cohorts distance only.	Period 2A All cohorts distance only.	Period 2B All cohorts distance only.	Small Group Instruction
Period 3A All cohorts distance only.	Period 3B All cohorts distance only.	Period 3A All cohorts distance only.	Period 3B All cohorts distance only.	Teacher Professional Development
Period 4A All cohorts distance only.	Period 4B All cohorts distance only.	Period 4A All cohorts distance only.	Period 4B All cohorts distance only.	Asynchronous Learning A/B Alternating Schedule of Classes

TRANSPORTATION

Reduced capacity guidelines are in effect for a limited number of students requiring transportation to non-public programs as directed by their IEP and will be in place as HCPS moves through the various stages of in-person learning.

Reduced Capacity

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

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

Sanitization and Disinfection

All HCPS school buses will be sanitized in the morning and afternoon. 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.”

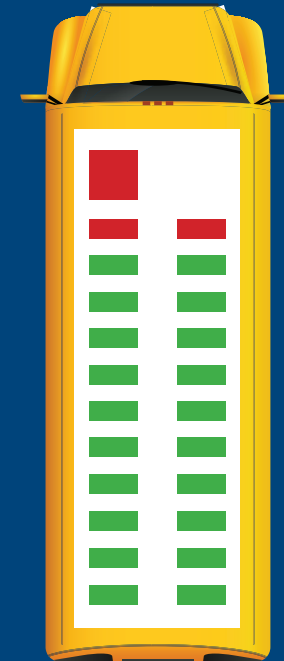
HCPS PASSENGER BUS

Full seating capacity: 64

Targeted seating capacities:

Elementary students - 50

Secondary students - 44



Reduced Seating Capacity:

All levels - 20

(One student per seat. Siblings may sit together.)

Face coverings will be required.

FOOD AND NUTRITION

Throughout the pandemic, the HCPS Food and Nutrition Department has been working hard to ensure families across Harford County have access to food. As we anticipate cold weather during the winter months, and evaluate the effect of meal kit pick-up times on the instructional day, we will implement the following changes to meal kit distribution. This will allow us to continue to provide meals to anyone who would like to utilize this resource, and allow distribution on Friday's during asynchronous learning.

Updates to Meal Kit Distribution Effective Friday, November 13, 2020 (*No Meal Kit Pick Up Wednesday, November 11*):

- Meal Kits will be distributed once a week, on Friday's from 12:00-1:00 p.m.
- Meal Kits will be available at:
 - Aberdeen High
 - Abingdon Elementary
 - Bel Air Middle
 - Church Creek Elementary
 - C. Milton Wright High
 - Dublin Elementary
 - Edgewood High
 - Edgewood Parks and Rec
 - Hall's Cross Roads Elementary
 - Havre de Grace Elementary
 - Jarrettsville Elementary
 - Joppatowne Elementary
 - North Harford High
 - Patterson Mill Middle/High
 - Red Pump Elementary
 - Southampton Middle
 - Windsor Valley
 - Youth's Benefit Elementary

In your meal kit, you will now receive food for 5 meals along with a half-gallon of milk to be used over the course of 5 days. Please click [here](#) or visit the HCPS YouTube channel for a "tour" through the new meal kit!

If changes need to be made to the meal kit distribution date, due to scheduled holidays or school closures, information will be posted on hcps.org.

Equity Lens

HCPS' meal distribution plan continues to provide access to nutritious meals for students while ensuring minimal disruption to the instructional day.

AS OF NOVEMBER 6
1,234,774 TOTAL MEALS
HAVE BEEN SERVED.

STUDENT HEALTH GUIDELINES

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

In-Person Activities (when allowed)

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

- Be free of COVID-19 symptoms which include:
 - Fever ($\geq 100^{\circ}$ F) or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- Have no contact with anyone with COVID-19 (or COVID-like illness) within the past 14 days.
- Parents/Guardians will notify the school as soon as they are aware that their student has tested positive for the virus that causes COVID-19 or develops COVID-like illness within 48 hours of attending school.

School Nurses

School nurses will monitor and observe at each school location.

In the event that a student or staff member becomes ill with COVID-19, or a COVID-19 like illness, school nurses will adhere to the latest Maryland Department of Health (MDH) guidance regarding isolation and quarantine procedures including but not limited to:

- Following the Decision Tree matrix provided by MDH to determine appropriate course of action.
- Partnering with the Harford County Health Department (HCHD) to identify and notify close contacts.

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

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

Continued on next page.

STUDENT HEALTH GUIDELINES, CONT.

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

Student Health Forms

The following forms are **required** for every student as follows:

- **Health History and Discretionary Medication Form:** All parents/guardians must complete this form to update current health history, give permission for discretionary medication and authorize persons who may pick-up a student from school.
- **Immunization:** Compliance with Maryland immunization requirements is required for all students. Please review the [Vaccine Requirements For Children Enrolled in Preschool Programs and in Schools](#) provided by the Maryland Department of Health (MDH).
- **Maryland Schools Record of Physical Examination:** A physical examination by a physician or certified nurse practitioner must be completed within nine months prior to entering the public school system or within six months after entering the system.
- **Lead Screening:** All students entering our schools in PreKindergarten, Kindergarten, and First Grade must show evidence of blood lead testing. Please review the [Maryland Department Of Health And Mental Hygiene Blood Lead Testing Certificate](#).
- **Dental Form:** A record of dental examination is required for all students entering Kindergarten.
- **Medication Policy and Permission:** These forms are required if any medications are to be administered in schools.



ACKNOWLEDGMENT LETTER

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



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

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



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

Guidance for communicable disease outbreak response.

EMPLOYEE HEALTH GUIDELINES

Employees will adhere to the following guidelines when returning to HCPS buildings.

Symptom Screening

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

Symptoms of COVID-like illness include those that meet:

- Fever ($\geq 100^{\circ}$ F) or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- If an employee becomes sick during the day, they must inform their supervisor and go home immediately. HCPS communication processes will be enacted, including alerting HR and determining additional precautionary steps for the worksite.
 - Employees cannot return to work until the criteria to **discontinue home isolation** are met, in consultation with healthcare providers and state and local health departments.
 - Employees will notify the school as soon as they are aware that they have tested positive for the virus that causes COVID-19 or they have developed COVID-like illness within 48 hours of being on an HCPS property.

Employee Benefits

- Employees should reference the **HCPS Leave Benefit Programs Reference Guide** for more information regarding employee benefits related to COVID-19, including leave. Questions may be directed to Joanna.Hewitt@hcps.org or Lisa.Patterson@hcps.org.

Americans with Disabilities Act (ADA)

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

ADDITIONAL CONSIDERATIONS

1 | Athletics/Intramural Sports/Club Sports

We understand the importance of re-engaging students in co-curricular activities, like athletics, and believe in the value these activities provide our students and school community. HCPS has a team designing plans to join other Maryland districts in the modified seasons when local health metrics and guidance allows it.

2 | Childcare

The HCPS Family and Community Partnerships Office is working with key community leaders and stakeholders to ensure HCPS parents/guardians are aware of child care availability and child care scholarships available through the Maryland State Department of Education (MSDE). MSDE offers a free, personalized service for parents/guardians to secure high quality child care. Parents/Guardians are encouraged to contact a LOCATE: Child Care Referral Specialist to find child care options based on their family's specific needs:

<https://locate.marylandfamilynetwork.org/Family/login>.

3 | Communications and Family Outreach

The HCPS Communications and Family Outreach team is dedicated to providing timely updates and ensuring important information is accessible to our entire school community as we progress through the 2020-2021 school year. Communications from the school system will continue to be sent through a variety of means, including Blackboard Connect5 calls, emails, and text messages; social media posts on Facebook, Twitter, and Instagram; and media alerts. The school system's website, www.hcps.org, is updated regularly and features an HCPStogether page that houses all of the information about about our recovery efforts and the 2020-2021 school year.

4 | Community Partnerships

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

5 | Large Gatherings and Activities

Large gatherings are not allowable at this time. School assemblies, events, or field trips are not allowable at this time.

Equity Lens

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

Continued on next page.

ADDITIONAL CONSIDERATIONS, CONT.

6 | Professional Development

HCPS believes in continuous learning and will offer professional learning in an on-going manner throughout the 2020-2021 school year. Instructional staff has access to professional learning modules on best practices for digital teaching and learning through *itslearning*. Specialized professional learning resources will continue to be shared and highlighted through The weekly 411 Update, the Superintendent's Bulletin, HCPS Continuing Education Course booklet, and the Professional Development SharePoint site.

HCPS will continue to support families and students through specific print and video resources posted to www.hcps.org.

Equity Lens

HCPS provides ongoing professional development that builds cultural responsiveness and addresses identified areas of inequity.

7 | School Day Health and Safety for In-Person Activities

Masks: HCPS continues to comply with current Centers for Disease Control and Prevention (CDC), MSDE, and local health department guidelines regarding the use of masks, or fabric face coverings.

Physical Distancing: HCPS will abide by CDC physical distancing guidelines. In order to promote physical distancing, schools may use the following measures:

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

Handwashing: Handwashing will be required throughout the day.

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

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

Sanitization: Wherever possible, there will be no shared materials requiring sanitization, but our staff will be mindful of surfaces and equipment which will require cleaning between use based on recommendations from the CDC, MSDE, and the Harford County Health Department.

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

Continued on next page.

RETURN TO IN-PERSON LEARNING PLAN

This plan describes the decision-making strategy HCPS will employ as we move between the following stages.

Plan Overview

- As we bring students into schools for in-person activities, we will monitor the impact those activities have on transmission of COVID-19.
- If COVID-19 transmission rates stay level or continue to improve, we will return greater numbers of students and staff to schools.
- If transmission rates increase, we may need to reduce in-person activities.

Additional Considerations

- This plan incorporates common metrics widely used to track community transmission of COVID-19.
- The metrics and corresponding safety parameters determine the degree to which in-person activities can occur in each stage.
- HCPS will continue to collaborate with the Harford County Health Department about the metrics, safety parameters, and corresponding educational structures for each stage.



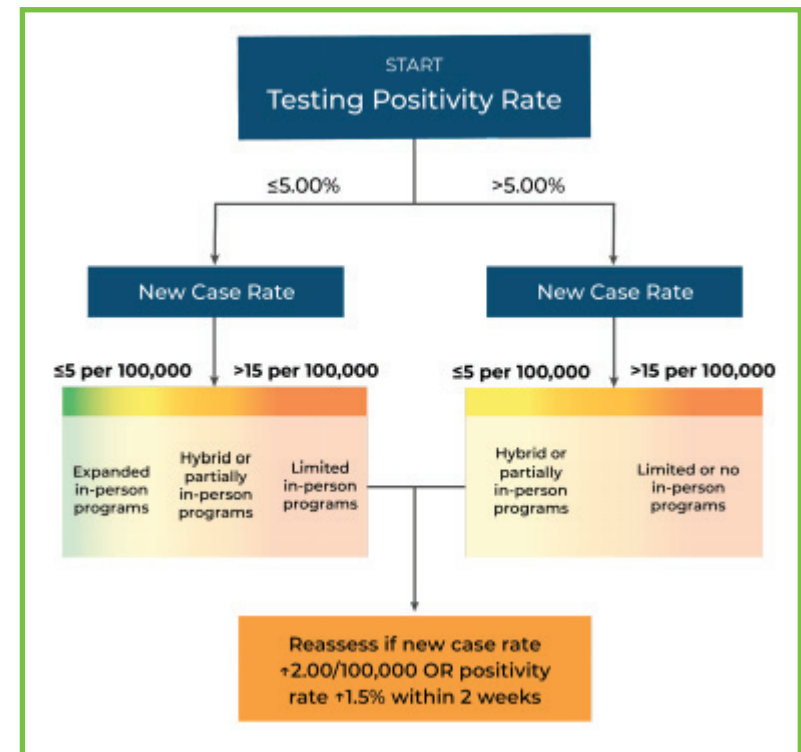
MOVING BETWEEN STAGES

Progressing

- We will use two metrics as the major drivers of decisions:
 - Weekly average positivity rate in Harford County.
 - Weekly average new case rate per 100,000 residents.
- Analysis of weekly averages of both rates will inform decision making to move into the next less restrictive step:
 - Additional metrics such as trend lines, incidents requiring quarantines, spikes at the state and local level may affect decisions to move to the next phase.
 - Availability of PPE may influence decisions to add groups.

Regressing

- We will use two metrics as the major drivers of decisions:
 - Weekly average positivity rate in Harford County.
 - Weekly average new case rate per 100,000 residents.
- We will reassess moving to more restrictive steps if the new case rate increases by 2/100,000 or the positivity rate increases by 1.5% within two weeks.
- We will collaborate with the Harford County Health Department if the county experiences those increased transmission rates.



PLAN STAGES

1 High Transmission

Limited or no in-person activities.

We are currently here, as of 11/13/2020.

2 Moderate Transmission

In-person with social distancing.

Steps A B C

3 Low Transmission

Less restricted group sizes.

HIGH TRANSMISSION

Limited or no in-person activities.

Metrics

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

Safety Conditions

- Limited or no in-person activities.

Educational Structures

- All activities performed virtually.
- School leadership will contact families with no Internet connectivity to discuss options to access instruction.

MODERATE TRANSMISSION

In-person with Social Distancing.

Metrics

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

Safety Conditions

- Target distancing: 6 feet
- Cohort: Minimal mixing
- Masks required
- Handwashing protocol
- Cleaning protocol

MODERATE TRANSMISSION, CONT.

In-person with Social Distancing.

Step A

- Virtual learning for all students
- Limited in-person learning

Step B

Gradual roll-out of:

- Small groups based on populations with greatest need
- Limited hybrid for some grade levels

Step C

Gradual roll-out of:

- Additional small groups
- Expand some group sizes and grade levels served in hybrid models

MODERATE TRANSMISSION, CONT.

In-person with Social Distancing.

**All key actions are contingent on metrics staying within the target range for Moderate Transmission as well as the school system's ability to adhere to CDC and Health Department guidance like maintaining 6 feet of social distancing. Actions will be revised if data moves beyond the target range.*

Step B

Following the November 13, 2020 move to 100% virtual learning, HCPS would progress to in-person learning adhering to health metrics and timelines.

Key Actions*:

- Staff return to work sites.
- Students in specific programs return to 5-days/week
(STRIVE programs, Life Skills programs, John Archer School, some CTE hands-on groups, some English Language Learners, and identified students of HCPS staff).
- PreK-5 students return to 1-day/week hybrid model.
- Secondary students remain remote. Move to 1-day/week hybrid model will be determined.

LOW TRANSMISSION

Less restricted group sizes.

Metrics

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

Safety Conditions

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

Educational Structures

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

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

RECOVERY TEAMS AND FOCUS GROUPS

The following recovery teams and focus groups, comprised of HCPS staff, community members, parents/guardians, and key stakeholders, are meeting regularly to work through differing stages for the 2020-2021 school year. The Continuity of Learning Advisory Group will continue to meet throughout the school year. This group is comprised of school system staff and community stakeholders.

1 | Coronavirus Task Force

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

2 | Digital Teaching and Learning Teams

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

3 | North Star Teams

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

4 | Work Teams

- Equity
- Childcare
- Intention
- Cleaning Protocols for Shared Materials
- Student Health Protocols
- Athletics - Return to Play
- Online Options/Parent Choice

- PreK - 1
- Elementary Schedule and Logistics
- Secondary Schedules and Logistics
- Friday Development Team
- Critical Content Maps/Pacing
- Summer Learning
- Extended School Year (ESY)

- Credit Recovery
- Professional Learning

5 | Continuity of Learning Advisory Group

6 | Teacher Recovery Focus Groups


7 | Parent Focus Group

Equity Lens

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


APPENDIX

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



ACKNOWLEDGMENT LETTER

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




PARENT/STUDENT ACKNOWLEDGMENT VIRTUAL INSTRUCTION

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




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

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



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

Guidance for communicable disease outbreak response.




GUIDANCE FOR TEMPERATURE AND SYMPTOM SCREENING IN SCHOOLS (MSDE)

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

Continued on next page.


APPENDIX, CONT.

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




EMPLOYEES PRESENTING COVID-19 SYMPTOMS: COMMUNICATIONS FLOW

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



OVERVIEW OF CURRICULUM AND PROFESSIONAL LEARNING

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



2020-2021 ASSESSMENT OVERVIEW

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



STUDENT SERVICES ROLES AND RESPONSIBILITIES

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




GUIDANCE ON AMERICANS WITH DISABILITIES ACT (ADA)

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

Continued on next page.

APPENDIX, CONT.

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



COMMUNICATION PLAN

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



ADVISORY GROUPS

A detailed list of those participants of HCPS advisory groups.




OFFICE RECOVERY PLAN

Operation status as of Friday, November 13, 2020.



SCHOOL BUS CLEANING PROTOCOLS

Read more in our Bus Cleaning Protocols.



RETURN TO SCHOOL BUS TRANSPORTATION GUIDELINES

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

Continued on next page.

APPENDIX, CONT.

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

Required School Year Forms

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

- **COVID-19 Parent Acknowledgement Letter:** All students accessing in-person HCPS opportunities will require a parent/guardian signature on [this form](#) regarding COVID-19 screening and risks.
- **Virtual Instruction Consent Form:** All families are required to [sign this form](#) to support our virtual learning environment. An electronic version of this form will accompany the online version of the Office of Accountability’s “Parent/Guardian Permission Form.” The Virtual Instruction Consent Form is available on www.hcps.org.
- **Student Accident Insurance:** Board Policy 02-0023-000 requires student accident insurance to be made available to all students. An explanatory letter and a link to the vendor website for insurance purchase is [located here](#) on www.hcps.org.
- **Parent/Guardian Permission Form:** The Office of Accountability requires all families to complete this form annually. This year an option will be available for families to complete the form electronically. For families who cannot complete the form online, hard copies will be provided to schools.
- **Free and Reduced Meals (FaRMs):** Online FaRMs applications are available [by clicking here](#).

GLOSSARY OF TERMS

Asynchronous Learning

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

Close Contact

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

COVID-like Illness

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

Hybrid Learning Model

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

Isolation

Separates an individual with a contagious disease from others.

Quarantine

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

Synchronous Learning

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

Virtual Learning

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



MARYLAND STATE DEPARTMENT OF EDUCATION

The Maryland State Department of Education (MSDE) established statewide guidelines which each county must follow when planning for a reopening of school buildings.

HCPS organized a Coronavirus Task Force in February 2020 to plan, organize, and respond to the diverse and complex components of the COVID-19 pandemic. The Task Force continued into the summer to focus and plan for the opening of the 2020-2021 school year. Recovery teams and work teams were established to engage in planning and addressing challenges related to reopening scenarios. In their [Maryland Together: Maryland's Recovery Plan for Education](#), MSDE established requirements for local school systems to include in recovery plans for the 2020-2021 school year. Each task force, recovery team, and work team utilized the guidance provided to inform and direct the work, resulting in this Continuity of Learning Plan. Up-to-date information will be posted to the "Learning together, forward together, #HCPStogether" webpage.

- 1 | Local school systems must have their recovery plans completed and posted to their websites by August 14, 2020.
- 2 | The local school system's equity plan must be reflected throughout the local recovery plan.
- 3 | Local school systems must establish a recovery plan stakeholder group that is representative of their schools and community.
- 4 | Early in the school year, schools must determine where their students are instructionally, identify the gaps in learning, and prepare a path for instructional success and recovery.
- 5 | All local school systems must ensure that MD College and Career Ready Standards PreK-12 are taught in all content areas and the state frameworks are followed for each content.
- 6 | Local school systems must follow the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act (ADA).
- 7 | Local school systems must follow procedures that are developed by the MSDE in collaboration with the MD Department of Health and guidance from the CDC for an individual who tests positive for COVID-19.
- 8 | Local school systems must follow safety protocols for collection of materials, cleaning of schools and other facilities, daily cleaning, and nutrition as established by MSDE in collaboration with the MD Department of Health and the CDC guidance.
- 9 | Local school systems must follow protocols for the safe transportation of students to and from schools.
- 10 | Local school systems must develop a system for tracking attendance when students are engaged in distance learning.
- 11 | Each local school system must develop its own plan for communication.
- 12 | The COVID-19 checklist (Appendix A) must be utilized in the development of the recovery plan.
- 13 | The Maryland Public Secondary School Athletic Association (MPSSAA) Roadmap Forward for Interscholastic Athletics and Activities must align with the Maryland State Department of Education and the LSS Educational and Health and Safety Decisions in order for education-based athletics and activities to resume during stage one and stage two of the Governor's *Maryland Strong: Roadmap to Recovery*.

Continuity of Learning Plan
2020/2021



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

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