Updated May 3, 2021

Contents

Vision for Reopening 2
Resources and Stakeholder Input 3
BCPS Guiding Principles for Reopening Schools 4
Health, Welfare, and Safety 5
High-Quality Teaching and Learning, Social-Emotional Learning, and Community Building 11
Equity, Resources, and Additional Supports 16
Key Dates 19
Appendix A: Safety Is Our True North (health and safety guidelines), Updated May 3, 2021 20
Appendix B: BCPS Fall Assessment Plan 21
Appendix C: Daily Attendance Procedures 23
Appendix D: Sample Schedules 25
Appendix E: Continuity of Learning Plan and Reopening Plan 34
Appendix F: BCPS Stakeholder Recovery Group and Design Team, Updated January 7, 2021 35
Appendix G: Transportation Services 37
Appendix H: Professional Learning for Staff 39
Appendix I: Academic Support Centers (school-aged childcare), September 17, 2020 41
Appendix J: SAT Offered at BCPS High Schools - October 13, 2020 45
Appendix K: Athletics First-Semester Re-Engagement Plan, October 27, 2020 46
Appendix L: Public Separate Day School Reentry Plan, Updated November 2, 2020 (Phase I) 55
Appendix M: Preschool–Grade 2 Reentry Plan, Updated November 11, 2020 (Phase II) 66
Appendix N: Students in Grades 3 – 12 Receiving Special Education Services Outside of General Education and Career and Technical Education Reentry Plan, Updated January 7, 2021 (Phase III) 85
Appendix O: All Students Grades 3 – 12, Updated January 7, 2021 (Phase IV) 105
Appendix P: Second-Semester Return-to-Play Plan: Interscholastic Fall Season Sports, Updated February 1, 2021 126
Appendix Q: 4 Days of In-Person Learning, May 3, 2021 141

Vision for Reopening

Baltimore County Public Schools (BCPS) is committed to providing a high-quality education for all students that focuses on equity, raises the bar, closes gaps, and prepares each student for the future. Following the worldwide COVID-19 pandemic and the subsequent mandated closure of schools during the spring and summer of 2020, BCPS has created this reopening plan to ensure that the safety of our students, families, and staff is prioritized while seeking to maximize learning, as that is our core purpose.

Requirements

In accordance with *Maryland Together*, the Maryland State Department of Education (MSDE) recovery plan for education, the following is a list of non-negotiables that each local school system must include in its recovery plan.

School systems must:

1. Publish their recovery plans by August 14, 2020;
2. Establish a Recovery Plan Stakeholder Group;
3. Ensure that the MD College and Career Readiness Standards are taught;
4. Determine where students are instructionally early in the school year;
5. Include the system's equity plan in its recovery planning;
6. Develop a plan for monitoring and tracking attendance when students are engaged in distance learning;
7. Adhere to the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and Title II of the Americans with Disabilities Act;
8. Follow procedures that are developed by the Maryland State Department of Education (MSDE), the Maryland Department of Health, and guidance from the Centers for Disease Control and Prevention (CDC) for an individual who tests positive for COVID-19;
9. Follow the safety protocols for collection of materials, cleaning of schools and facilities, daily cleaning, and nutrition as established by MSDE in collaboration with the Maryland Department of Health and CDC guidance;
10. Follow protocols for the safe transportation of students to and from school;
11. Develop a communication plan;
12. Utilize the COVID-19 Checklist in the development of the recovery plan; and
13. Align local decisions for the resumption of athletics with the *MPSSAA Roadmap Forward for Interscholastic Athletics*, MSDE, and local school system educational and health and safety decisions.

Resources and Stakeholder Input

The following documents, along with stakeholder input, informed the BCPS recovery plan. This plan was assembled in collaboration and consultation with the BCPS Design Team; BCPS Recovery Stakeholder Group; national, state, and school system leaders; and other educators and experts.

- *Maryland Together: Maryland's Recovery Plan for Education*
- *Maryland's Recovery Plan for Education Appendix A: COVID 19 Checklist*
- BCPS Fall Reopening Survey
- The BCPS Recovery Plan Stakeholder Group
- Sixteen (16) stakeholder input sessions, including input from:
    - AFSCME, BCPSOPE, CASE, ESPBC, and TABCO;
    - Superintendent's Advisory Councils (Student, Parent, Teacher, Business, Principal);
    - Area Education Advisory Councils;
    - International Parent Leadership Academy (parents of students who are English Learners);
    - Special Education Citizens Advisory Council (SECAC);
    - Citizens Advisory Committee for Gifted and Talented Education (GTCAC);
    - NAACP; and
    - Parents, students, and staff from communities disproportionately impacted by COVID-19.

BCPS Guiding Principles for Reopening Schools

As reopening planning began, BCPS developed guiding principles that serve as the lamppost against which our efforts are compared.

1. We will promote the **health, welfare, and safety** of our students, staff, and families while **maximizing learning**.
2. We will prioritize **social-emotional learning** and community building.
3. We will provide **high-quality teaching and learning** to all students.
4. We will **mitigate educational inequities** by utilizing structures and supports that respond to the conditions that impact our varied populations as informed by data.
5. We will provide **additional supports and differential learning opportunities for the students who need them most**. For example, students with interrupted access to education, students with disabilities, English learners, and students living in poverty.
6. We will provide our students and families with the **resources that enable the varied populations to fully participate** in and take advantage of our instructional model.

Given these guiding principles, the BCPS Reopening Plan is organized around the pillars of health, welfare, and safety; high-quality teaching and learning, social-emotional learning, and community building; and equity and additional supports.

Health, Welfare, and Safety

COVID-19 in Baltimore County

Throughout the mandated closure of schools, Baltimore County, Maryland, has had the state's third highest count of confirmed COVID-19 cases, outpaced only by Prince George's and Montgomery counties. As of July 16, 2020, Baltimore County had more than 9,153 confirmed cases on COVID-19, with all areas and zip codes within the county experiencing positive COVID-19 cases.

The Start of School Year 2020-2021

The 2020-2021 school year will begin on Tuesday, September 8, 2020. **Students will begin the school year engaging in virtual instruction, which will continue through the end of the first semester on January 29, 2021.** Prior to the start of the school year, BCPS will provide school staff with a day to report to their classrooms to gather the necessary materials to teach and provide services from home. Additional opportunities to refresh materials and teaching supplies during the period of virtual instruction will be offered as conditions allow and as needed by school staff. Staff with documented needs will be provided reasonable accommodations in accordance with Title II of the American with Disabilities Act (ADA). Adults and children ages 2 and older will be required to wear face coverings in all public areas while on BCPS property and adhere to health guidelines.

Schools will maintain a bell schedule, and the amount of live instruction provided by teachers will increase as compared to what was provided during the Continuity of Learning this past spring. Schools will have flexibility in creating a bell schedule that maximizes learning based on student need. Students will receive live instruction daily from teachers. On four days out of each five-day week, for a minimum of 2 hours (kindergarten) or a minimum of 3.5 hours (Grades 1-12) and will then have up to 3 hours of independent work and/or small group instruction. Wednesdays will also include a modified schedule of live and anytime instruction. Principals will design school schedules so that the average live instructional time, K-12, will be at least 3.5 hours daily. Instruction at all levels will include teaching and learning in all content areas as required by The Code of Maryland Regulation (COMAR 13.A.04). Adjusted scope and sequence documents will ensure instruction of the Maryland College and Career Ready standards through use of the PreK-12 MCCRS curricular frameworks. The delivery structure or instructional interval for the hours of live instruction will vary based upon the developmental age of the students, research on effective models for online instruction, and course enrollment. Preschool and pre-kindergarten students will receive resources in the mail for each curricular unit. Preschool and pre-kindergarten teachers will contact students and families for direct instruction opportunities. BCPS has ordered devices for all pre-K and preschool students and as those resources become available, we will distribute to families and adjust our instructional approach to include online resources. Student attendance will be recorded daily and teachers will follow traditional grading and reporting procedures for student work and assignments. Special education, related services will be provided in accordance with all applicable local, state, and federal regulations. Ongoing, job-specific, targeted professional learning will be provided to all BCPS staff in order to promote health and safety and to promote the effective implementation of the instructional program (see Appendix H for more detail).

As the first semester ends, and if it is safe to do so, BCPS will implement a hybrid-instructional approach for the second half of the school year. This hybrid approach will prioritize bringing identified and targeted students back for in-person instruction for a few days a week on a rotating basis while still offering parents the choice of a full-time virtual learning approach. This plan prioritizes the health, welfare, and safety of students and staff while maximizing learning for students given the prevalence of COVID-19 in Baltimore County. In order to promote continuous improvement, at the end of each marking period BCPS will survey stakeholders regarding the virtual instruction approach. Details on the window of parent choice and identified students will follow.

Provision of Special Education, Related Services, and Section 504

Baltimore County Public Schools (BCPS) will adhere to federal guidance acknowledging that the national health crisis does not abridge the rights of students with disabilities to a Free Appropriate Public Education (FAPE) and equal opportunity to educational services as their non-disabled peers, as required under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the ADA. Under Title II of the ADA, students with disabilities must have an equal opportunity to participate in and benefit from state and local governments' programs, services, and activities. BCPS will make reasonable modifications to policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability for students, staff and caregivers as required by law.

BCPS continues to provide FAPE to students with disabilities. FAPE will be provided in the virtual setting to address each student's unique needs through supports and services to impact their academic growth, communication skills, emotional/behavioral, mental and physical health as identified in their Individualized Education Program (IEP). FAPE will be provided consistent with the need to protect the health and safety of the students and those individuals providing special education and related services.

Special Education

Baltimore County Public Schools students with disabilities will continue to receive special education and related services and supports in a virtual learning environment. BCPS will offer the full continuum of educational services (e.g., fully included in the general education program for part or most of the day, special day school program); core instruction aligned to grade level standards; related services; supplementary aids, services and supports; and specially designed instruction in a variety of alternative delivery models to meet the needs of students. Special education supports and services will be provided within classrooms, small group, and individualized settings to ensure IEP goals relating to core instruction are supported and time with general education peers is realized.

Students may receive academic, behavioral, and functional living instruction/interventions, and strategies in a small group or individual setting. BCPS will provide related services (e.g., speech, occupational, physical therapy, vision) through individual or small group, tele-visits, or in-class services. Special education teachers and service providers will work with school staff to develop

schedules that collaboratively allow for implementation of instructional/behavioral interventions and related services throughout the instructional day.

While students receive their instruction in a distance learning format, students may continue to have their services documented in the current IEP, the previous amendment (as appropriate), or conduct an IEP Team meeting to review and update to address current student needs. Each student's IEP shall describe the delivery of special education services in the distance format and may address service in a physical building (dually) if appropriate as in, or if BCPS transitions into, a hybrid instructional model. Special education teachers/case managers/related service providers will communicate and update the IEP as appropriate in collaboration with parents/guardians.

Child Find screening and evaluations for students aged three to five will be conducted virtually. Screening and assessment measures include an extensive parent interview, a review of the preschool teacher questionnaire and other documents when available. Standardized measures, including parent rating scales, are administered virtually when possible, given the parameters of each assessment and the individualized needs of the student. Evaluations conducted by occupational therapists, physical therapists, speech/language pathologists and other related service providers are conducted virtually. Evaluations may include parent interviews, student observations and standardized measures as appropriate. In-person assessments may be considered on an individual basis and must meet all established health and safety protocols.

Assistive Technology

Baltimore County Public Schools will continue to offer support to students that will benefit using Assistive Technology (AT) tools and offer new technology options for students with more significant disabilities for distance learning. Additional AT online tools and equipment will allow teachers to engage and support more students with disabilities and allow from-home access for more of these supports. Factors such as accessibility, providing assistive technology in the new learning environment, type and quality of materials, and the duration of distance learning may be considered by school staff as they develop individualized proposals for IEP implementation, including how AT devices and/or services may be delivered during virtual and/or distance learning. As the IEP Team reviews current IEPs, they shall consider, as appropriate, existing assistive technology devices or services required and how they can be implemented, to the greatest extent possible, to support learning in the virtual setting and through the transition to live instruction as needed. Professional learning has been and will continue to be provided to special education teachers, para educators, assistants, and related service providers to support students in the virtual setting. In addition to the ongoing professional learning, weekly job-alike coaching and informational sessions will be provided. When planning to implement current, amended, or revised IEPs during the transition from distance learning to either hybrid or fully in-person instruction, teams shall consider the ways to thoughtfully integrate AT devices and/or services.

Implementation of Section 504 Plans

Section 504 plans for students are developed as a part of the established student support team (SST) process at each school. Schools will continue to hold SST meetings while instruction is virtual in order to promote equal access to students with disabilities. BCPS will ensure that students

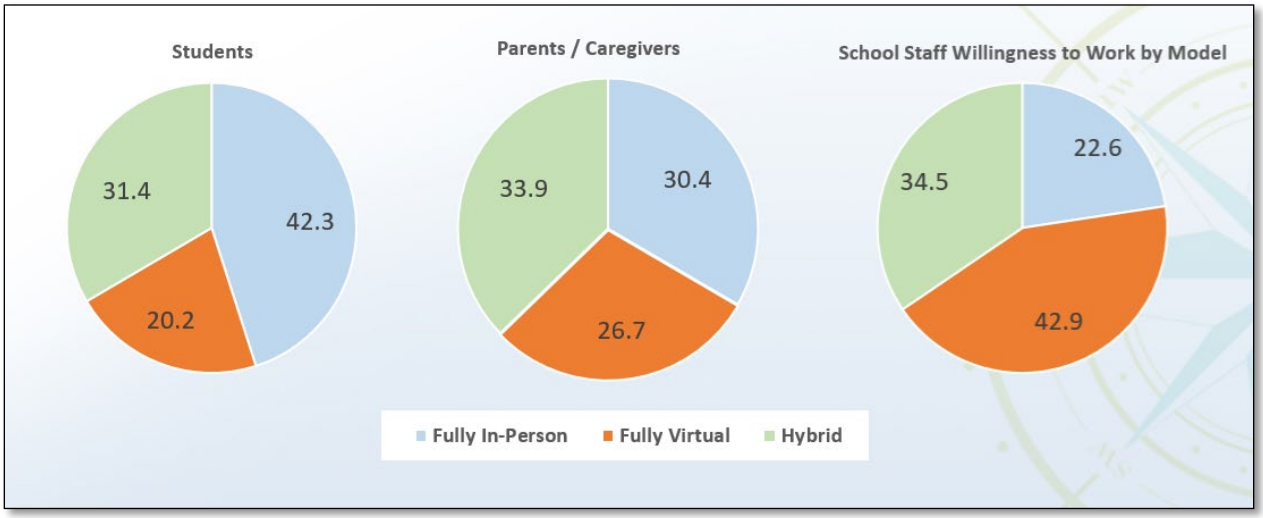
with qualifying Section 504 plans have equal access to the virtual instruction model and other opportunities through the student's individual plan in compliance with federal guidelines. Students with Section 504 plans at all levels will engage in the same teacher-lead synchronous instruction, asynchronous assignments, technology resources, and additional individual supports. School-based staff will share with families of students who have Section 504 plans how equal access to virtual instruction is provided.

The Decision on Virtual Learning

BCPS issued a public reopening survey after the end of the 2019-2020 school year. In addition to the 16 stakeholder input sessions, the public survey garnered over 52,000 responses from students, parents/caregivers, community members, and central office and school-based staff. The survey asked, among other considerations, for respondents to rank their preferred model of instruction to start the coming school year: 100% in-person instruction, a combination of in-person and virtual instruction, and 100% virtual instruction. There was not clear agreement among the model preferences of students, school-based staff, and parents/caregivers, so the BCPS Design Team continued to consider starting the 2020-2021 school year with a 100% virtual learning or a hybrid model of synchronous (live) and asynchronous (anytime) instruction.

As the team examined these models further, several implementation challenges detailed below emerged that reduced the feasibility of implementing each model. Therefore, the decision to begin the school year with 100% virtual instruction was made based on the rising COVID-19 infection rates as of July 16, 2020, and the medical models, which predict a second increase in COVID-19 infections after the start of the 2020-2021 school year. Reopening model preferences by stakeholder group and implementation challenges of in-person and hybrid instruction are shown below.

Reopening Model Preferences



Implementation Challenges to In-Person and Hybrid Instruction

Safety

- Enforcing compliance with social distancing and health guidelines.
- Increasing risk of COVID-19 exposure.
- Potential staffing challenges.

Transportation

- Social distancing guidelines that reduce bus capacity to between 9-22 passengers.
- On a typical day BCPS transports over 80,000 students to and from school.
- At least 72% of parents said they would want their children to take the bus with social distancing rules.

Meal Service

- Providing safe and efficient meal service without cafeteria utilization.

High-Quality Teaching and Learning, Social-Emotional Learning, and Community Building

BCPS will institute enhancements to its virtual instructional approach in order to maximize teaching and learning. These enhancements are a product of the many lessons learned during the emergency school closure in the spring and feedback from students, parents, teachers, and administrators. Beginning in the fall of 2020, the virtual instructional approach will differ from the spring Continuity of Learning in ways that will enhance the instructional experience.

Virtual instruction will now address: (1) new learning aligned to all of the MD College and Career Ready Standards; (2) include diagnostic curriculum tasks to determine unfinished student learning; (3) provide live instruction with teachers on the designated school days for every course; (4) include a minimum 3.5 hours of daily synchronous (live) teaching; and (5) include up to 3 hours of daily independent, asynchronous (anytime) learning, which may include additional small group instruction on a rotation.

Teachers will be on duty Monday through Friday with Wednesday held as a day for synchronous targeted student support and intervention, asynchronous (anytime) instruction, individual and collaborative planning, and professional learning. In order to maximize instructional time during virtual instruction, any calendar week with fewer than five (5) school days will follow the schedule for instruction as outlined on a typical Monday, Tuesday, Thursday, or Friday. Teachers will take student attendance daily and will adhere to traditional grading and reporting procedures as outlined in the *BCPS Grading and Reporting Procedures Manual*.

Sample Teacher Week-at-a-Glance*

	Monday and Tuesday	Wednesday	Thursday and Friday
AM	Instruction (Live and Anytime)	Live Individualized Student Support, Check-ins for Identified Students	Instruction (Live and Anytime)
	Lunch/Planning	Lunch	Lunch/Planning
PM	Instruction (Live and Anytime)	Professional Learning, Meetings, Collaborative and Individual Planning	Instruction (Live and Anytime)

**Actual time periods of classes, lunch, and planning time will vary based on the school bell schedule.*

Sample Student Week-at-a-Glance**

	Monday and Tuesday	Wednesday	Thursday and Friday
AM	AM Classes with Teachers, Independent Work	Individualized Support, Teacher Check-ins*	AM Classes with Teachers, Independent Work
	Lunch/Recess/Break	Lunch	Lunch/Recess/Break
PM	PM Classes with Teachers, Independent Work	Independent Work	PM Classes with Teachers, Independent Work

*** Actual time periods of classes, lunch, and independent work time will vary based on the student's schedule.*

Daily Learning Expectations

Each day, elementary students will have an opportunity to:

- ✓ Receive live, virtual instruction from their teacher daily, flexibly delivered as whole-group, small-group, or individual support. Math and English Language Arts instruction will occur each day in all grade levels. Science, Social Studies and Health content instruction will occur daily with units of study alternating between contents each week and ensuring implementation of all specific subject areas as required by the Code of Maryland Regulation (COMAR.13A.04).
- ✓ Join their classmates for class meetings and social-emotional learning.
- ✓ Engage in small groups for instruction as needed.
- ✓ Work independently on assignments and projects.
- ✓ Take movement and screen breaks throughout the day and have lunch and playtime independently and with family.
- ✓ Receive special area class instruction on a daily rotation in art, music, library, and physical education.

Each day, middle or high school students will have an opportunity to:

- ✓ Receive live, virtual instruction in all of their courses daily. Instruction will include all courses as required by the Code of Maryland Regulation (COMAR.13.A.04) including specific subject areas by level and in alignment with all state and local graduation requirements. For example, instruction will include World Languages and Environmental Literacy where required..
- ✓ Engage in small groups for instruction as needed.
- ✓ Request individual support from their school counselor.
- ✓ Work independently on assignments and projects.

- ✓ Take movement, lunch, and screen breaks throughout the day.

Social-Emotional Learning

In addition to our enhanced instructional approach, BCPS will emphasize social-emotional learning (SEL) and community-building for students, staff, and families. Every effort will be made to reconnect, heal, and build as staff and students convene in virtual spaces. Research and guidance into the reopening of schools stresses the importance of SEL instruction, SEL supports, and community building. To support reopening, the Department of Social-Emotional Supports is developing professional learning that will include additional strategies, support documents, and recommendations/guidance in the following areas for student and staff well-being. The professional learning will be provided to Department of Social-Emotional Support staff, including social workers, school counselors, psychologists, pupil personnel workers; and school staff, including principals, assistant principals and teachers.

Student Well-Being	Staff Well-Being
• Promote healing and build community (in light of COVID-19, race and racism issues). • Use universal strategies to identify student concerns and needs. • Provide a system of supports and interventions for student social-emotional well-being, mental health, and overall wellness. • Continue student and family outreach and support. • Offer professional learning for related services providers to address student social-emotional well-being. • Expand the Culture of Care initiative and Mind Over Matters campaign.	• Promote healing and build community (in light of COVID-19, race and racism issues). • Support staff's social-emotional well-being, mental health, and overall wellness. • Support school leaders and central office-based leaders. • Expand the Culture of Care initiative and Mind Over Matters campaign.

Safety and Security

To promote the safety and security of any staff working at school sites, visitors to school buildings will be restricted during virtual learning, and visits will be on an appointment-only basis. Emergency plans and procedures are in place and BCPS has determined that safety drills will occur when in-person instruction resumes. An updated Student Handbook and code of conduct has been created to promote positive behavior and support virtual classroom management.

Food and Nutrition Services

BCPS recognizes that meal provision is an essential support to many of our students. Mobile Meal sites will be available for all students to pick up meals, as they were this past spring. Food and Nutrition team members will wear face coverings and gloves to keep safe, and social distancing

will be maintained as meals are distributed. In addition, all food items will be wrapped and bagged appropriately, and distribution areas (tables, carts) will be sanitized frequently throughout meal service.

When students return for in-person instruction, the meals service model will include meals served in the classroom and mobile meals sites, as necessary, to meet the needs of the students who are not present for in-person instruction. Standard operating procedures related to sanitation and use of PPE products will be incorporated according to CDC guidelines and available for all cafeteria staff engaged in food preparation and service. Social distancing guidelines will be incorporated into the food services workflow along with a reduction of the number of staff working at any given time. A two-week menu cycle will be implemented and prepared according to Maryland Health Department Guidelines. Food items will be individually wrapped and packaged with temperatures taken and maintained throughout service. Foods will be served using disposable containers, trays and utensils. Trash cans will be available for all classrooms during meal service, either inside or directly outside the room in the hallway. A cashless meal payment system will be employed and daily meal counts will be maintained for integrity of the program.

Athletics and Extra-Curricular Activities

Following the release of detailed guidance in the *Roadmap for Return to Interscholastic Athletics*, BCPS convened a Return to Play Committee with membership representing areas of the organization as outlined in the MPSSAA's Roadmap. COMAR waivers allow each school system to administer out-of-season practice and engagement activities within the defined start and end dates as determined by the Maryland Public Secondary Schools Athletic Association. The Return to Play Committee worked with local health offices within the system and county health department leadership to determine the extent to which athletic activities may occur safely. MPSSAA's Roadmap identifies four stages in the Return to Play: preparation, pre-season, participation, and post-season. BCPS secondary schools will begin with preparation activities that incur the lowest possible risk. Based on student and adult safety and the current prevalence of COVID, BCPS will start the school year allowing lowest risk activities such as virtual sports conditioning and coaching. The fall virtual coaching program during the first semester of the school year will allow coaches to interact with athletes and will focus on goal setting, mentoring, social emotional support, and may include independent conditioning. The start of the fall and winter athletic seasons will be postponed while instruction is virtual and until it is safe to conduct all the various facets of organized team sports (e.g., group practice, equipment sharing, use of locker room facilities, etc.). Staff sponsors should work with school administrators and students to use system-approved platforms to maintain and sustain approved extra-curricular activities virtually where possible. The Office of Athletics is working to reimagine how interscholastic athletics may proceed with a condensed, three-season phase during the second semester in alignment with MPSSAA guidance. As conditions warrant, adjustments may be made to allow additional athletic activities.

Use of BCPS Facilities

Typically, BCPS allows outside organizations to use BCPS facilities for various activities. Examples of these organizations include outside childcare vendors, parent teacher associations,

and other volunteer organizations. Currently, and while instruction is virtual, BCPS facilities are not open for use by outside organizations. Applications to use BCPS facilities during this time will be denied. Volunteer and other outside organizations are encouraged to operate virtually while 100% virtual instruction occurs. As conditions warrant and safety levels improve, BCPS will revisit the use of facilities by outside organizations.

Equity, Resources, and Additional Supports

BCPS is guided by Board of Education Policy 0100 *Equity* which clearly states that achieving equity means implicit biases and students' identities will neither predict nor predetermine their success in school. It further states that disparities on the basis of race, special education status, gender, ethnicity, sexual orientation, gender identity (including gender expression), English language learner (ELL) status, immigration status or socio-economic status are unacceptable and are directly at odds with the belief that all students can achieve. Furthermore, while complex societal and historical factors contribute to the inequities our students face, rather than perpetuating disparities, the school system must address and overcome inequity by providing all students with the opportunity to succeed. Educational equity involves providing each student what he, she or they need in order to assist them in reaching their potential and preparing them for college and/or careers. Utilizing a data-based approach as specified below in the mitigation of barriers section along with typical school-based IEP, SST and Multi-Tiered Systems of Support (MTSS) processes, BCPS will target technological, instructional, and programmatic supports to students and families who need them most and /or who are experiencing difficulty engaging in the instructional program. BCPS will continue to provide the technological resources and additional supports to students who need these supports the most. Among those students whose needs demand equity are our students who are disproportionately impacted by structural inequities, students with disabilities, English learners, students who are living in and experiencing poverty, students who are experiencing homelessness, students who are gifted and require additional academic rigor, and students with limited to no educational engagement during the Continuity of Learning this past spring. Additional consideration may also be given to students at the transitional grade levels: Kindergarten, Grade 6, and Grade 9.

ESOL supports and services will be provided. ESOL teachers will continue to teach specific ESOL classes and courses virtually, while ESOL teachers who are co-teachers will provide push in support during live instruction in collaboration with general educators. Communication resources for students and parents will continue to be provided. These resources include, but are not limited to: (1) translation of official communications into up to 8 languages; (2) updates to the public website with pages in multiple languages; (3) the development of translated support documents for parents to access BCPS One, Schoology, and Google Meets; (4) provision of voicemail lines in Spanish, Chinese, Russian, and Urdu; (5) written FAQs on Virtual Learning Readiness for EL Parents; and (6) the provision of interpreting services, as required.

Students who are receiving advanced academic services will continue to be provided with additional academic rigor while instruction is virtual. Elementary students will have access to content area enrichment menus that are available for Grades K-5 as well as differentiated digital content in Grades 3-5. Middle and high school students will continue to have access to a variety of rigorous courses including GT coursework and Advanced Placement (AP) offerings.

Our educational options programs will continue to operate virtually and will offer additional educational supports for students who have traditionally needed them. Our Extended Day Learning Program (EDLP) will provide instruction and support to high school students seeking credit recovery and/or acceleration of course completion from September – June in alignment with the BCPS academic calendar. The EDLP provides access to students during weeknight evening hours and on Saturday mornings. BCPS will continue to ensure that students are receiving timely, frequent, and direct supports during virtual implementation of self-paced blended learning in the EDLP.

Additionally, the School Programs for the Acceleration and Recovery of Credits (SPARC) will continue to provide instruction and support to high school students seeking credit recovery and/or acceleration of course completion at each BCPS high school site. The SPARC program implementation is determined at the school level based upon student needs and may be implemented during the day, after school or on weekends. High schools will continue to ensure that students are receiving timely, frequent, and direct supports during virtual implementation of self-paced blended learning in SPARC.

Technology

Throughout the spring and summer, BCPS gathered data from students and families via community outreach via the public website and community based outreach from principals and schools in order to identify those families who required additional technological support. A database of students requiring technology supports was created and will be maintained while any form of virtual instruction occurs. Data are examined in real time and on a daily basis by both principals and the Department of Information Technology so that these resources can be immediately deployed. BCPS will continue to provide technology and resources to students and families in order to enable their full participation in our instructional program. Chromebook distribution will continue in Grades K-12 until a 1:1 student to device ratio is achieved. BCPS will continue to provide mobile hot spots for students without home Internet connectivity, including students who are experiencing homelessness. Additionally, BCPS will purchase Bluetooth headsets and web-cameras for teachers in order to improve their ability to deliver instruction virtually. Paraeducators will also be provided with devices so that they may support virtual instruction.

Additional Supports for Students Who Need Them Most

Additional small group instruction/intervention/support sessions will be provided to identified students noted above in order to meet their need for additional academic or social-emotional support and intervention. This will occur weekly on Wednesday mornings as well as during small group instruction time within classes and courses as determined the teacher. Moreover, each school will provide extended learning opportunities that are site-based, and occur either before school, after school, and/or on weekends. These extended learning opportunities may include one-on-one and/or small group instructional support from teachers and paraeducators.

Identifying and Mitigating Barriers to Engagement

Beginning with the Continuity of Learning in the spring of 2020, BCPS used a variety of methods and resources to monitor, track and examine student engagement in order to identify and mitigate barriers to learning and connection. Student engagement was collected and measured in three ways: (1) student attendance as taken by teachers during live instruction, (2) telephonic and/or email conferences and contact with students or parents/caregivers, and (3) student engagement in learning activities embedded in the learning management system, Schoology, based on the system's analytics combined with the reporting features of Microsoft Power BI. These analytic tools enable BCPS to examine extremely detailed data, including but not limited to: student logins as well as individual student access to and completion of each unique learning resource and/or assignment. During the spring, BCPS identified 3% of students as disengaged. Based on these data additional targeted outreach was performed by school attendance committees and pupil personnel workers. This outreach will continue during the 2020-2021 school year.

During the summer of 2020, BCPS offered its traditional summer programs in a virtual format. The traditional programs are targeted at students with disabilities, students experiencing poverty and/or homelessness, English Learners with level 1 or 2 proficiency, and middle and high school students requiring academic intervention and those requiring or desiring credit recovery or advancement. Additionally, and in order to promote ongoing learning, BCPS implemented a universal Summer Learning Hike, available to any returning BCPS student rising to grades 1-12. The universal summer learning hike was an adaptive program that provided self-paced instructional activities in reading and mathematics after an initial individualized student assessment. The Division of Curriculum and Instruction and the BCPS academic team analyzed summer learning hike data weekly to understand patterns of student engagement by race, service group and grade level. School level reports will be provided to principals; these reports highlight student engagement as well as academic progress in reading and mathematics.

All secondary schools held virtual early entry and orientation sessions for rising Grade 6 and 9 students in order to promote greater connection to and engagement with their new school community as students transitioned to a new level of schooling. Based on the collective data between spring and summer outlined above, schools identified reasons and barriers to student engagement. Each school then offered a reengagement program targeted to their students and school community. These reengagement programs included small, in-person, outdoor activities and supports; virtual or in-person (outdoor) academic supports; and additional outreach designed by each schools leadership team. These reengagement programs began prior to the start of the school year and will continue during the fall. Fall reengagement and academic support will include school-based tutoring programs provided with the support of a variety of funding sources, including grants.

Family Supports and Communication

The senior communications officer coordinates systemic communication working closely with the Reopening Plan Design Team and leaders from across the organization (including schools), with the guidance of the chief of staff and support from the Department of Communications and Community Outreach. BCPS will follow its communication protocol that outlines the process by

which internal and external stakeholders are notified of critical and emergent information, including the Board of Education, school and central office leadership and staff, parents and students, and the public. BCPS will support families and staff in planning for virtual learning through both traditional and new outreach strategies. While clear information on the BCPS website will continue to be a priority, staff will reach out to families with a back-to-school campaign using multiple and ongoing strategies including automated messages, informational events, and by providing practical tips through Parent University, TV and radio, and through parent networks. These supports will include virtual learning tips, access to learning materials including technology, tech support, and family health education (e.g., COVID-19, mental health). Translated resources will continue to be available via the public website.

BCPS will welcome students and staff back by celebrating the first week of school and launching a social media campaign focused on what students and staff are learning. Principals will use a variety of tools, including SchoolMessenger and our learning management system, Schoology, to promote ongoing outreach and engagement within the school community. Each school will host a virtual back-to-school night during the first few weeks of the school year. Parent Teacher Associations (PTAs) will be another important school-level partner in this work and schools will continue to partner with their local PTAs in order to promote parent and family involvement. In preparation for phasing in hybrid learning at some grade levels, outreach will focus on helping parents make an informed choice between continuing with 100% virtual learning and opting for a mix of in-person and virtual lessons. We will also help families prepare for new routines and expectations at school, including checking for symptoms at home, social distancing, and wearing face coverings on BCPS property. Throughout the coming months, BCPS will seek opportunities for students to promote healthy messages and habits.

Key Dates

September 8, 2020 – First Day of School: Virtual learning will begin for all students, preK/preschool/K-12, and end on January 29, 2021.

December 1-18, 2020: BCPS will survey families. If safe to do so, families will have the option to continue virtual learning or to opt into hybrid instruction for the remainder of the school year.

February – June 2021: If it is safe to do so, BCPS will implement a hybrid instructional model with in-person and virtual learning. Full-time virtual learning will remain an option for parents.

Appendix A: Safety Is Our True North (health and safety guidelines), Updated May 3, 2021

Safety Is Our True North

Appendix B: BCPS Fall Assessment Plan

Diagnostic Tasks and Curriculum-Based Assessments

BCPS is creating diagnostic tasks in each grade level, content area, and course in order to diagnose unfinished learning during the spring 2020 Continuity of Learning. These diagnostic tasks were developed as a bridge between the prerequisite skills and standards of the prior course/grade level and those of the current course/grade level and are aligned to each unit of instruction. According to The New Teacher Project publication *The Learning Acceleration Guide* "To accelerate students' progress, system leaders and educators need to identify exactly what unfinished learning needs to be addressed, when, and how. We recommend identifying the content knowledge and skills your students might struggle with in their current grade level, and filling those potential gaps "just in time," when the material occurs in the school year." These diagnostic assessments will provide teachers with information on students' mastery of critical content and prerequisite skills. The diagnostic tasks will be administered early in the school year, during the first marking period as well as pre-assessments included at the beginning of each unit of instruction moving forward. Teachers will then be able to use students' present performance levels along with the adjusted curricular scopes and sequences, to develop instruction and learning pathways tailored to student needs. Revised scope and sequence documents include opportunities for small group instruction built in to revised curriculum frameworks to address students who need additional support as well as to allow students who are ready the opportunity for independent application. Teachers will also utilize Wednesday small group instruction time as an opportunity for further differentiation guided by both the diagnostic tasks/pre-assessments in each unit, as well as ongoing formative and summative assessments.

In addition to the diagnostic tasks, teachers will continue to administer the BCPS end-of-unit curriculum-based (periodic) assessments in order to monitor student progress. Details regarding the assessment windows for each course, content and grade level will be shared once the adjusted curriculum scopes and sequences have been finalized. Schools are organized into grade-level and department-level professional learning communities (PLC) which are tasked with data-analysis to support continuous improvements in teaching and learning. PLCs are led by principals, assistant principals, department chairs, staff development teachers and/or grade level teacher leaders. In BCPS, school-level PLCs will be tasked with analyzing the unfished learning from the spring Continuity of Learning and developing instructional support plans for accelerating student progress as outlined by the New Teacher Project.

System-wide Assessments: MAP, PSAT, and SAT

The fall administration of the Measures of Academic Progress (MAP) is cancelled. The winter administration will be postponed and is tentatively scheduled to occur beginning in February 2021.

BCPS has investigated the possibility of offering a fall SAT Day and our regular administrations of the PSAT. As school is 100% virtual and buildings are not open to groups of students in order to promote the health, welfare and safety of students and staff, the fall administrations of SAT Day and the PSAT will be cancelled through November 13, 2020, which is the end of marking period one. During this time, BCPS high schools will not host Saturday administrations of the SAT while

buildings remain closed to the public. BCPS will monitor health conditions and make adjustments these decisions as conditions warrant. The offices of college and career readiness and assessment are investigating how BCPS can support students who wish to participate in private administrations of these assessments. Additional information will be forthcoming.

Selected Individual Student Assessments

In order to remain in compliance with local, state, and/or federal requirements, BCPS may hold in-person, one-on-one assessment opportunities for students in unique circumstances, including, but not limited to students seeking early entry into Kindergarten and/or students with disabilities who require assessment as a part of the initial or reevaluation processes as required by law. During these assessments, all individuals will be required to follow health and safety guidelines as outlined by Baltimore County Public Schools and the Baltimore County Department of Health to promote the health, welfare, and safety of students and staff.

State-mandated Assessments: Kindergarten Readiness Assessment

The Kindergarten Readiness Assessment (KRA) cannot be administered virtually, so BCPS will not be providing this assessment this fall.

Appendix C: Daily Attendance Procedures

BCPS teachers will take attendance using the BCPS Student Information System (SIS). BCPS has outlined the following attendance procedures during virtual instruction that are in alignment with MSDE's COVID-19 Guidance Requirements. In these procedures, attendance is defined as presence and will be recorded for official reporting purposes and for the identification of additional student supports. Middle and high school teachers will continue to take period attendance at the secondary level and which will be recorded in the SIS.

Live (Synchronous) Attendance Procedures - Monday, Tuesday, Thursday and Friday

Elementary	Middle and High School
Student logs in to their first scheduled Google Meet session.	Student logs in to Google Meet for their first meeting period.
Homeroom teacher takes roll call during the first scheduled Google Meet session of the morning and afternoon.	In the first meeting period of each day, the first meeting period teacher will take roll call.
By the end of the homeroom teacher's duty day, the homeroom teacher goes into the SIS and marks the official attendance for that day.	In the first meeting period of each day, the first meeting period teacher will go into the SIS by the end of their duty day and mark official attendance for that day.
	All other meeting period teachers record period attendance in SIS.

Anytime (Asynchronous) Attendance Procedures - Wednesday

Elementary	Middle and High School
Student logs into Schoology during a specific time frame (12:01AM-3:00 PM).	Student logs into Schoology during a specific time frame (12:01AM-3:00 PM).
Homeroom teacher checks the Schoology analytics for the student's last log in.	The designated teacher (recommended homeroom or period one teacher) checks the Schoology analytics for the student's last log in.
By the end of the homeroom teacher's duty day, the teacher goes into the SIS and marks the students that have logged into Schoology as present. Students that have not logged in should be marked as absent. If the homeroom teacher is aware of a mitigating issue after they have recorded attendance, the teacher is able to go back to the SIS and manually correct the attendance record for the student.	By the end of the designated teacher's duty day, the designated teacher (recommended homeroom or period one teacher) goes into the SIS and marks the students that have logged into Schoology as present. Students that have not logged in should be marked as absent. If the designated teacher is aware of a mitigating issue after they have recorded attendance, the teacher is able to go back to the SIS and manually correct the attendance record for the student.

Monitoring Student Attendance and Engagement

In order to track student attendance and engagement, BCPS implemented a monitoring and student support strategy that includes multiple data sources and mobilizes staff and resources across the system and county in order to meet individual student and family needs. During virtual instruction, we will continue to analyze and track individual student attendance and engagement at the school and central office level with a focus on students consistently marked absent, create agile outreach and case management efforts to address student needs, and analyze the quality of student engagement in addition to quantifying student engagement.

During this virtual learning period, pupil personnel workers (PPW) are available to support teachers and administrators in their efforts to support consistent student attendance and to keep students fully engaged with school, progressing in their academic studies, and connected to the school community.

The chart below outlines recommended steps by level of responsibility.

Teacher-Level	School-Based Team-Level	Pupil Personnel Worker-Level
• Outreach to students using multiple mediums (phone, email, classroom meeting check-ins) • Outreach to parents regarding students' experience with participating in virtual instruction • Monitor assignment completion in *Schoology* to determine which students need a home visit and refer students to school-based teams • Document efforts in *SIS* general notes section each week for school-based teams and pupil personnel workers to be kept apprised	• Conferencing with all teachers of students for updated information • Documentation of outreach efforts in *SIS* general notes section each week for PPW to have a full understanding of collective outreach efforts • Host school-based team virtual attendance meetings that include PPW • Contact PPW for support as needed	• Support students when concerns are raised • Participate in virtual meetings (as scheduled by school-based teams) • Invite other personnel (internal/external) as appropriate to support students and families • Document efforts in *SIS* general notes section each week • Support students and families through home visits and connections with points of contacts in other agencies

Appendix D: Sample Schedules

The sample schedules included below are for school planning purposes only and are not intended to display the entirely of system and school adherence to instructional course and subject requirements outlined in COMAR. As previously stated, BCPS will offer all requires courses and subjects as required by COMAR regulations and the PreK-12 Maryland College and Career Ready Standards and Curriculum Frameworks in all content areas across schools.

Sample Preschool/PreK Teacher and Student Schedule (Wednesday)

Time	Teacher	Student
3 hours	Small group content (Health, Science, Social Studies) instruction, 15 minutes Individualized Student Support, Check-ins for Identified Students	Small group content (Health, Science, Social Studies) instruction, 15 minutes Individual Support, Check-ins with Teachers* Screen Break
30 minutes	Lunch	Lunch
3 hours	2 Hours: Professional Learning or School Meetings 1 hour: Individual or Collaborative Planning	Screen and Stretch Break, Independent Work

*As invited by the teacher.

Sample Teacher and Student Schedule, K-12 (Wednesday)

Time	Teacher	Student
3 hours	Individualized Student Support, Check-ins for Identified Students	Individual Support, Check-ins with Teachers* Screen Break
30 minutes	Lunch	Lunch
3 hours	2 Hours: Professional Learning or School Meetings 1 hour: Individual or Collaborative Planning	Screen and Stretch Break, Independent Work

*As invited by the teacher.

Sample Half-Day Preschool/PreK Teacher and Student Schedule (Monday, Tuesday, Thursday, and Friday)

Subject	**Teacher Schedule**	**Student Schedule**
Class Meeting and ELA (Mondays & Tuesdays) or Math (Thursdays & Fridays) lesson *Every day*	Whole Group 15 minutes Synchronous	Whole Group 15 minutes Synchronous
Movement and Play Based Learning	30 minutes Asynchronous	30 minutes Asynchronous
Small group instruction *Note:* ELA- Reading/Content Instruction (Mondays & Tuesdays) Mathematics (Thursdays & Fridays)	Small Group 15 minutes Synchronous	Small Group 15 minutes Synchronous
Movement and Play Based Learning	30 minutes Asynchronous	30 minutes Asynchronous
ELA or Math Direct Instruction *Every day*	Whole Group 15 minutes Synchronous	Whole Group 15 minutes Synchronous
	Teacher lunch, office hours, and planning between AM and PM pre-k sessions.	

*Content Instruction includes Science, Social Studies and Health content integration.

Sample Preschool/PreK Full-Day Teacher and Student Schedule (Monday, Tuesday, Thursday, and Friday)

Subject	**Teacher Schedule**	**Student Schedule**
Class Meeting & ELA lesson *Every day*	Whole Group 15-20 minutes Synchronous	Whole Group 15-20 minutes Synchronous
Movement and Play-Based Learning	30 minutes Asynchronous	30 minutes Asynchronous
Small group instruction *Note:* 2 days- ELA-Reading/Content Instruction 2 days- Mathematics	Small Group 15 minutes Synchronous	Small Group 15 minutes Synchronous
	30 minutes- Lunch 30 minutes- Office Time	60 minutes- Lunch/Recess
Math Lesson *Every day*	Whole Group 15 minutes Synchronous	Whole Group 15 minutes Synchronous
Movement and Play-Based Learning	30 minutes Asynchronous	30 minutes Asynchronous
Special Area *Every day*	Planning Time 50 minutes	Special Area 30 minutes Synchronous + 20 minutes Asynchronous

*Content instruction includes Science, Social Studies, and Health content integration

Sample Kindergarten Schedule (Monday, Tuesday, Thursday, and Friday)

Subject	**Teacher Schedule**	**Student Schedule**
Class Meeting *Every day*	Whole Group 15-20 minutes Synchronous	Whole Group 15-20 minutes Synchronous
Phonics Instruction- *Note: Phonics Instruction will be delivered in small group* ***every day*** *for every child.*	2-4 groups 15-20 minutes Synchronous	15-20 minutes Synchronous
Small Group Instruction *Note:* 2 days- ELA/Reading 2 days- Mathematics	Small Group 20 minutes Synchronous	Small Group 20 minutes Synchronous
	30 minutes- Lunch 30 minutes- Office Time	60 minutes- Lunch/Recess
Math- Direct Instruction *Every day*	Whole Group 20 minutes Synchronous	Whole Group 20 minutes Synchronous
Special Area *Every day*	Planning Time	Special Area 30 minutes Synchronous

*ELA/Literacy instruction includes content integration with Science, Social Studies, and Health.

Sample Elementary Schedule: Grades 1-3 (Monday, Tuesday, Thursday, and Friday)

*Content Area instruction refers to Science, Social Studies, and Health instruction implemented in a unit-by-unit rotation.

Subject	Teacher Schedule	Student Schedule
Class Meeting	Whole Group 15-20 minutes Synchronous	Whole Group 15-20 minutes Synchronous
Phonics- Direct Instruction	Whole Group 30 minutes Synchronous	Whole Group 30 minutes Synchronous
Phonics- Small Group	Small Group 30 minutes Synchronous	Independent Practice 30 minutes Asynchronous **or** Small Group 30 minutes Synchronous
ELA Direct Instruction- Comprehension/ Writing	Whole Group 30 minutes Synchronous	Whole Group 30 minutes Synchronous
ELA Small Group Instruction- Comprehension/ Writing	Small Group 30 minutes Synchronous	Independent Practice 30 minutes Asynchronous **or** Small Group 30 minutes Synchronous
	30 minutes- Lunch 30 minutes- Office Time	60 minutes- Lunch/Recess
Math Direct Instruction	Whole Group 45 minutes Synchronous	Whole Group 45 minutes Synchronous
Math Small Group	Small Group 30 minutes Synchronous	Independent Practice 30 minutes Asynchronous **or** Small Group 30 minutes Synchronous
Content Area*	Whole Group 30 minutes Synchronous	Whole Group 30 minutes Synchronous
Special Area	Planning Time	Special Area 50 minutes Synchronous and/or Asynchronous

Sample Elementary Schedule: Grades 4 and 5 (Monday, Tuesday, Thursday, and Friday)

Subject	Teacher Schedule	Student Schedule
Class Meeting	Whole Group 15-20 minutes Synchronous	Whole Group 15-20 minutes Synchronous
ELA- Comprehension Direct Instruction	Whole Group 30 minutes Synchronous	Whole Group 30 minutes Synchronous
ELA Comprehension and/or Fluency and/or Word Work- Small Group	Small Group 30 minutes Synchronous	Independent Practice 30 minutes Asynchronous **or** Small Group 30 minutes Synchronous
ELA Writing- Direct Instruction	Whole group 30 minutes Synchronous	Whole Group 30 minutes Synchronous
ELA Writing- Small Group (Writer's Workshop)	Small Group 30 minutes Synchronous	Independent practice 30 minutes Asynchronous **or** 30 minutes small group Synchronous
	30 minutes- Lunch 30 minutes – Office Time	60 minutes- Lunch/Recess
Mathematics- Direct Instruction	Whole Group 45 minutes Synchronous	Whole Group 45 minutes Synchronous
Mathematics- Small Group	Small Group 30 minutes Synchronous	Independent Practice 30 minutes Asynchronous **or** Small Group 30 minutes Synchronous
Content Area* - Direct Instruction	Whole Group 30 minutes Synchronous	Whole Group 30 minutes Synchronous
Content Area* - Small Group	Small Group 30 minutes Synchronous	Independent Practice 30 minutes Asynchronous **or** Small Group 30 minutes Synchronous
Special Area	Planning	Special Area 50 minutes Synchronous and/or Asynchronous

Sample Middle and High School Schedules

Sample 4 X 4 Teacher and Student Schedule (Monday, Tuesday, Thursday, and Friday)

Time	Teacher	Student
50 minutes	Period 1 Synchronous	Period 1 Synchronous
40 minutes	Period 1 Small Group Instruction, Targeted Support	Period 1 Independent Time - Asynchronous
50 minutes	Planning	Period 2 Synchronous
40 minutes	Planning	Period 2 Independent Time- Asynchronous
30 minutes	Lunch	Lunch
50 minutes	Period 3 Synchronous	Period 3 Synchronous
40 minutes	Office Hours	Period 3 Independent Time - Asynchronous
50 minutes	Period 4 Synchronous	Period 4 Synchronous
40 minutes	Meeting Times	Period 4 Independent Time- Asynchronous

*Secondary schedules will ensure all students are enrolled in coursework aligned to the subject area requirements set forth in The Code of Maryland Regulation (COMAR 13.A.04) and to ensure all students meet Maryland graduation requirements (COMAR 13.A.03.02)

Sample A Day/ B Day Schedule: Student (Monday, Tuesday, Thursday, and Friday)

Minutes	Monday and Thursday (A Day)	Tuesday and Friday (B Day)
50 minutes	Period 1A Synchronous	Period 1B Synchronous
50 minutes	Period 2A Synchronous	Period 2B Synchronous
50 minutes	Period 3A Synchronous	Period 3B Synchronous
60 minutes	30 minutes lunch 30 minutes Lunch Bunch (Tuesday)	30 minutes lunch 30 minutes Lunch Bunch (Thursday)
50 minutes	Period 4A Synchronous	Period 4B Synchronous
90 minutes	Independent Work Time, Access Teacher Individual and Small Group Support	Independent Work Time, Access Teacher Individual and Small Group Support

Sample A Day/ B Day Schedule: Teacher (Monday, Tuesday, Thursday, and Friday)

Minutes	Monday and Thursday (A Day)	Tuesday and Friday (B Day)
50 minutes	Section 1 Synchronous	Section 4 Synchronous
50 minutes	Section 2 Synchronous	Planning
50 minutes	Planning Synchronous	Section 5 Synchronous
60 minutes	Lunch	Lunch
50 minutes	Section 3 Synchronous	Section 6 Synchronous
90 minutes	Office Hours, Individual and Small Group Support	Office Hours, Individual and Small Group Support

*Secondary schedules will ensure all students are enrolled in coursework aligned to the subject area requirements set forth in The Code of Maryland Regulation (COMAR 13.A.04) and to ensure all students meet Maryland graduation requirements (COMAR 13.A.03.02)

Sample 7 Period A Day/ B Day: Student (Monday, Tuesday, Thursday, and Friday)

Minutes	Monday and Thursday (A Day)	Tuesday and Friday (B Day)
50 minutes	Homeroom Advisory, Social-emotional support, College and Career Support Synchronous	Independent Work Time
50 minutes	Period 1 Synchronous	Period 5 Synchronous
50 minutes	Period 2 Synchronous	Period 6 Synchronous
60 minutes	Lunch	Lunch
50 minutes	Independent Work Time, Access Teacher Individual and Small Group Support	Independent Work Time
50 minutes	Period 3 Synchronous	Period 7 Synchronous
50 minutes	Period 4 Synchronous	Independent Work Time

Sample 7 Period A Day/ B Day: Teacher (Monday, Tuesday, Thursday, and Friday)

Minutes	Monday and Thursday (A Day)	Tuesday and Friday (B Day)
50 minutes	Homeroom Advisory, Social-emotional support, College and Career Support Synchronous	Small Group Support
50 minutes	Section 1 Synchronous	Section 4 Synchronous
50 minutes	Section 2 Synchronous	Planning
60 minutes	Lunch	Lunch
50 minutes	Office Hours	Collaborative Planning or Team Meeting
50 minutes	Planning	Section 5
50 minutes	Section 3 Synchronous	Office Hours, Individual and Small Group Support

*Secondary schedules will ensure all students are enrolled in coursework aligned to the subject area requirements set forth in The Code of Maryland Regulation (COMAR 13.A.04) and to ensure all students meet Maryland graduation requirements (COMAR 13.A.03.02)

Appendix E: Continuity of Learning Plan and Reopening Plan

During the emergency closure in the spring of 2020, BCPS implemented a Continuity of Learning Plan as required by MSDE. The Fall 2020 Reopening Plan builds on the lessons learned from the Continuity of Learning Plan implementation. Included in the Continuity of Learning Plan were staff roles and responsibilities, methodologies of instruction, delineation of supports for various student groups (e.g., students with disabilities, students who are experiencing homelessness, English Learners, and students who gifted and talented), as well as sample student and teacher schedules. The Fall 2020 Reopening plan builds upon and greatly expands on the Continuity of Learning Plan as a foundation. As detailed in this Reopening plan, the BCPS approach to virtual instruction for the 2020-2021 school year is designed to ensure the delivery of a high-quality education and robust instruction for all students while school occurs virtually. Taken together, the Continuity of Learning and the Reopening Plan show the continuum of services and supports available to all BCPS learners. As such, the Continuity of Learning plan and associated resources will remain posted on the public Web site, in addition to this Reopening Plan.

Appendix F: BCPS Stakeholder Recovery Group and Design Team, Updated January 7, 2021

Stakeholder Recovery Group

- Cabinet Lead: William Burke, Chief, Division of Organizational Effectiveness
- Dr. Renard Adams, Senior Executive Director, Division of Curriculum and Instruction
- Nick Argyros, President, BCPS Organization of Professional Employees
- Jackie Brewster, Chair, Southeast Area Education Advisory Council
- Barbara Burnopp, Senior Executive Director, Division of Business Services
- Allison Carter, Teacher, Teachers Association of Baltimore County
- Tom DeHart, Executive Director, Council of Administrative and Supervisory Employees
- Bryan Epps, President, American Federation of State, County and Municipal Employees
- Bre Fortkamp, Principal Representative, Association of Elementary School Administrators
- Aimee Freeman, Chair, Central Area Education Advisory Council
- Seleste Harris, UniServ Director, Maryland State Education Association
- Matthew Jochmans, Teacher, Teachers Association of Baltimore County
- Jane Lee, President, Baltimore County PTA Council
- Charlene Maul, Principal Representative, Secondary School Administrators Association
- Ray Moseley, President, NAACP, Randallstown Branch
- Marlene Pearson-Colleton, Chair, Southwest Area Education Advisory Council
- Lori Phelps, President, Association of Elementary School Administrators
- Craig Reed, President, Secondary School Administrators Association
- Sandra Reed, Principal Representative, Secondary School Administrators Association
- Cindy Sexton, President, Teachers Association of Baltimore County
- Donna Sibley, Coordinator, Area Education Advisory Council
- Deb Somerville, Coordinator, Health Services
- Tiffany Stith, Co-Chair, Northeast Area Education Advisory Council
- Samantha Warfel, Interim President, Baltimore County Student Councils
- Jeanette Young, President, Education Support Professionals of Baltimore County

BCPS Design Team

Cabinet Members: Dr. Mary Boswell-McComas, Chief Academic Officer; Mr. William Burke, Chief of Organizational Effectiveness; Ms. Christina Byers, Community Superintendent, Dr. Racquel Jones, Community Superintendent; Ms. Maria Lowry, Acting Chief of Human Resources; Dr. George Roberts, Community Superintendent; Dr. Brian Scriven, Chief Administrative and Operations Officer; Dr. Michael Zarchin, Chief of School Climate and Safety

Communications Liaison: Ms. Alyssa Alston

Workgroups

Health and Safety – *Lead:* Dr. Michael Zarchin, Chief of School Climate and Safety
Members: Ms. Heather Denmyer, Principal, Seventh District Elementary; Ms. Jenn Drury, Supervisor, Copy and Print School; Mr. Tom DeHart, Executive Director of CASE; Ms. Sharonda Gregory, Executive Director, School Support; Ms. Seleste Harris, UniServ Director, Maryland State Education Association; Ms. April Lewis, Executive Director of School Safety; Ms. Deborah Magness, Principal, Pine Grove Middle School; Dr. Amalio Nieves, Executive Director, School Climate; Ms. Assata Peterson, EMP Absence and Risk Management Manager, Ms. Lori Phelps, Principal, Woodbridge Elementary School; Mr. Chris Roberts, Director, Physical Facilities; Ms. Deborah Somerville, Coordinator of Health Services; Mr. Paul Taylor, Director, Strategic Planning; Ms. Jeannette Young, President, ESPBC

Operations – *Lead:* Ms. Barbara Burnopp, Senior Executive Director, Business Services
***Members*:** Dr. Renard Adams, Senior Executive Director, Curriculum and Instruction; Mr. Nick Argyros, President, OPE; Dr. Hope Baier, Principal, Fort Garrison Elementary School; Mr. Bryan Epps, President, AFCSME; Mr. Mark Gingerich, Supervisor, Student Data and Reporting; Dr. Jess Grim, Director, Transportation; Mr. Michael Hodge, Director, Staffing; Ms. Kyria Joseph, Principal, Milford Mill Academy; Ms. Karen Levenstein, Director, Food Services; Mr. Homer McCall, Director, Staffing; Dr. Eric Minus, Executive Director, Research and Data Analytics; Mr. Murray (Buddy) Parker, Principal, Western Technical High School; Ms. Deborah Somerville, Coordinator, Health Services; Mr. Mike Sye, Coordinator, Athletics; Ms. Brook Wagner, Principal, Essex Elementary School; Dr. Myriam Yarbrough, Executive Director, School Support

Instructional Model – *Leads:* Dr. Kathrine Pierandozzi, Executive Director, Special Education and Ms. Megan Shay, Executive Director, Academics
Members: Dr. Renard Adams, Senior Executive Director, Curriculum and Instruction; Instruction; Ms. Rochelle Archelus, Principal, Woodlawn Middle School; Ms. Taylor Boren, Teacher, Elementary Art; Ms. Paula Boykin, Coordinator; Birth to Five; Mr. Jim Corns, Executive Director, Information Technology; Ms. Lisa Dingle, Supervisor, Early Childhood; Dr. Michael Grubbs, Coordinator, Career and Technical Education; Mr. Douglas Handy, Director, Career and Technical Education and Fine Arts; Ms. Jennifer Hernandez, Director, ESOL and World Languages; Ms. Joslyn Lear, Supervisor, Enterprise Applications; Ms. Lori Phelps, Principal, Woodbridge Elementary School; Tara Greenwood, Elementary School Teacher; Dr. Jess Grim, Director, Transportation; Sheila Harte-Dimitrev, UniServ Director, Maryland State Education Association; Alexis Mileto, Elementary Teacher; Dr. Jennifer Mullenax, Executive Director, School Support; Mr. Craig Reed, Principal, Perry Hall High School; Ms. Allison Robinson, High School Teacher; Ms. Cindy Sexton, President, TABCO; Dr. Erin Sullivan, Coordinator, ESOL; Ms. Danielle Weyant, Middle School Teacher; Dr. Melissa Whisted, Executive Director, Academic Services; Ms. Jeannette Young, President, ESPBC

Appendix G: Transportation Services

BCPS is committed to the safe transportation of students when schools offer in-person instruction. BCPS will provide transportation services as defined in Board of Education Policies and Rules 3410 and 3420, and in adherence and in accordance with COVID-19 guidelines. These Board policies and rules outline the options and procedures for students travelling to and from school. Three annual safety inspections and a preventive maintenance inspection shall be conducted on each school vehicle servicing BCPS in accordance with COMAR and Motor Vehicle Administration regulations and inspection standards. Further, operators will conduct pre-and post-trip inspections, per normal procedure. When it is safe to do so, busses will operate at limited capacity—between 9 and 22 students on a bus—depending on current social distancing guidelines. School system procedures for contact tracing will be followed if a student tests positive for COVID-19 who rides the bus to or from school. The following mitigation strategies will be utilized during transportation:

- School bus drivers will receive professional learning on mitigation procedures before transportation of students resumes.
- Bus drivers and bus attendants will wear face coverings. Bus attendants will also wear face shields when working in close proximity with students.
- Students will be required to wear face coverings. Students may be granted a waiver as part of the IEP/504 process, if a medical condition exists documenting why they cannot comply with stated expectations.
- School bus drivers will have additional face coverings available if a student forgets their face covering.
- Students will be seated with consideration of the limited capacity of the bus due to current social distancing guidelines.
- Barring inclement weather, buses will operate to support airflow and ventilation. For example, roof hatches and windows may be opened during operation.

Cleaning and disinfecting kits will be provided for each bus, including buses that are used to support meal distribution. As a part of the post-trip inspection, drivers will clean and disinfect all high-touch surfaces as outlined below. In addition, safety equipment for students with disabilities will also be cleaned and disinfected at regular intervals.

Cleaning will involve spraying and wiping the following surfaces:

- The service door – inside and outside, focusing on door handles
- Handrails, barrier wall and dash (where students usually touch while boarding)
- Driver's seat, seatbelt, steering wheel, driver controls – all switches, knobs, gearshift, turn signals, emergency brake (excluding footbrake)
- All seats – seat bottoms, seat backs (top, front and back)
- Sidewalls and windows
- Roof hatch handles

- Rear emergency door and handle
- Lift door handle, lift controller, lift rails, seatbelt and door cable, if applicable

Disinfecting will include spraying the following areas of the bus:

- All seats – seat bottoms, seat backs (top, front and back)
- Driver's seat, seatbelt, steering wheel, driver controls – all switches, knobs, gearshift, turn signals, emergency brake (excluding footbrake)
- Handrails, barrier wall and dash (where students usually touch while boarding)

Appendix H: Professional Learning for Staff

BCPS recognizes that instructional practice improves through the provision of job-embedded professional learning that is targeted to the needs of staff and students. As such, BCPS is committed to providing systemic ongoing professional learning both prior to the start of the academic year and on designated system-wide professional learning Wednesday afternoons. In addition, principals will provide ongoing, school-based professional learning to staff on an ongoing basis.

Professional Learning for All Staff

The office of health services has created a mandatory training on COVID-19 that all employees are required to complete. The mandatory on-line module includes background information on COVID-19 and details the various mitigation strategies to which staff must adhere in order to slow and prevent the spread of the virus.

Professional Learning for Educators and Substitute Teachers

During the system-wide professional study day, educators were grouped in role-alike audiences and provided live professional learning with was facilitated by either central office or school-based staff. In addition and in order to support school leaders planning for the virtual fall reopening, three required modules for professional learning were developed to be utilized during school-based professional learning days during preservice week. Each module was developed so that it could be completed asynchronously and included resources for school-based facilitation with grade level, department or school level teams. The modules indicated with an asterisk below were required to be completed during preservice week, while the third required module indicated with two asterisks had a completion date of no later than September 16, 2020. Substitute teachers were provided with professional learning on modules 2 and 5 to support their effectiveness and understanding out our virtual instructional model.

*Module 1: The Current COVID Context (1.5 hours)

> *In this module educators will consider the disproportionate impact of the COVID pandemic and virtual learning on the communities we serve. Using a racial equity lens and tools of reflection and analysis this session will cultivate awareness, and challenge educators to consider the impact versus the intent of their practices. This module centers the work of teaching and learning around the needs of our most marginalized students and families.*

*Module 2: Expectations for Teaching and Learning in an Online Environment (1.5 hours)

> *In this module, participants will explore the BCPS Teaching and Learning Framework and examine the expectations for effective first instruction in the context of an online learning environment. This module will provide foundational information about teaching and learning expectations for the return to school.*

**Module 3: Teaching Learners to Support Executive Function Online (1.5 hours)

In this module, participants will define executive function and explore tools and strategies that support short-term memory, flexibility and self-regulation in an online learning environment.

Additional Optional Modules. Any teacher who was not able to attend the following professional learning opportunities in August was encouraged to view the recordings of the sessions outlined below.

Module 4: Developing a Virtual Learning Environment to Facilitate Effective Online Instruction (1.5-2 hours)

In this module, participants will learn about the digital tools and resources available for teachers to create an engaging online learning experience for their students. Teachers will explore basic structures and platforms for facilitating effective online teaching as they align with BCPS pedagogical and technical expectations.

Module 5: Basics Bootcamp (1.5-2 hours)

In this module, participants will receive a refresher on Schoology and Google Meet. This module will take teachers back to basics to learn about how to navigate Schoology and Google Meet to support online learning.

Professional Learning for Paraeducators

Professional learning modules created for classroom teachers will be tailored to support paraeducators performance of their responsibilities. Paraeducators will be issued devices and will provide ongoing instructional and social emotional support as directed by teachers. Professional learning targeted to paraeducators will promote ongoing high-quality support to students.

Professional Learning for Support Staff

Transportation, Facilities and Grounds, and Food Services staff will be provided with job specific professional learning tailored to the responsibilities involved in the safe transportation of students and the safe provision of meals.

Professional Learning for School-based Administrators

BCPS will provide ongoing professional learning for principals and assistant principals. Bi-monthly opportunities will be offered with sessions tailored to administrators in their ongoing work of leading through a pandemic, leading virtual learning, maximizing student engagement and success, and promoting the wellness of staff and students. Additional topics will be identified through ongoing feedback from school-based leaders following each professional development session and weekly check-ins with the staff in the Division of School Support and Achievement.

Appendix I: Academic Support Centers (school-aged childcare), September 17, 2020

County Executive Olszewski, Superintendent Williams Announce New Initiatives to Support Baltimore County Families

Childcare subsidies available for families receiving SNAP; academic support centers to open

TOWSON, MD — Baltimore County Executive Johnny Olszewski and Baltimore County Public Schools Superintendent Dr. Darryl L. Williams today announced two new initiatives – Childcare Subsidies and Academic Support Centers – designed to help support families of young children during the challenging COVID-19 pandemic.

"We have an obligation to support the working families hit hard by this pandemic as they navigate the multi-faceted challenges presented by COVID-19, a struggling economy and remote learning," Olszewski said. "These programs will provide support for working parents, and our subsidy will ensure that our lowest-income residents can access the care they need to allow them to continue working."

"We are pleased that county government and local service providers are working to provide structured environments to assist students with virtual learning and assist families with childcare," said Superintendent Williams. "Simultaneously, BCPS is continuing to develop its plans to bring small groups of students back into our classrooms are early as November. Today, I will be releasing a timeline with more details about how we will schedule staff and student reentry."

Childcare Subsidies

Olszewski has allocated up to $7 million to provide childcare subsidies for working families with children ages 5 to 12. The program aims to support low-income working parents who are not able to stay home to manage their children's remote learning. Eligible families will receive a subsidy of up to $250 per week per child to cover the cost of care at any childcare provider licensed by the Maryland State Department of Education (MSDE). Families receiving Supplemental Nutrition Assistance Program (SNAP) benefits where all parents or guardians in the household are employed will be eligible.

To streamline program access, potentially eligible families will receive a letter with instructions on how to access the online application portal. Letters will be mailed to families by September 28. Families that believe they may be eligible but are not receiving SNAP can apply for SNAP and other assistance at the state's Department of Human Resources website or call 311 to be connected to the Maryland CASH campaign for a benefits eligibility screening.

Academic Support Centers

In addition, the Baltimore County Department of Recreation and Parks, the Y of Central Maryland, and other local daycare providers will open academic support centers to provide full-day, in-person childcare for families of children in Kindergarten to Grade 5. The centers will offer support for virtual learning as well as recreational activities. Students will be grouped in cohorts of up to 14 students. Social distancing and mitigation strategies will be followed, and meals will be provided. SNAP recipients who receive County Childcare Subsidies may use them at the academic support centers.

The Baltimore County Department of Recreation and Parks will host Learning Centers at its nine PAL Centers sites around the County. These centers are designed to serve disconnected youth identified by the Baltimore County Department of Social Services. These families will be invited to participate, and care will be offered at no cost to the families. Transportation will be available. Meals will be provided by the Maryland Food Bank. Following MSDE approval, these centers will run daily Monday through Friday from 8 a.m. - 6 p.m.
A second group of centers, operated by the Y of Central Maryland, will open in five BCPS elementary schools. The centers will operate beginning Monday, October 5, and will run daily Monday through Friday from 7 a.m. – 6 p.m. Meals will be provided by Baltimore County Public Schools. Fees range from $225 - $250 per week per child. Interested families can apply online now. SNAP recipients who receive County Childcare Subsidies may use them at the academic support centers.

An additional 40 centers, located in BCPS elementary schools, will open Monday, Oct. 12, and will be operated by local daycare providers – Hot Spots Extended Care Program, Kids Place Baltimore, Open Door Before and After School Care, and Play Centers, Inc. Depending on the provider, these centers will begin offering care either at 7 a.m. or 8 a.m. All will end at 6 p.m. Meals will be provided by Baltimore County Public Schools. These centers will charge $250 - $275 per week per child for fulltime care. Families interested in these centers should contact the appropriate daycare provider for registration information. SNAP recipients who receive County Childcare Subsidies may use them at the academic support centers.

In total, the 54 academic support centers will be able to serve 1,552 students across Baltimore County.

The list of Baltimore County's Academic Support Centers is below:

Opening Schedule for Baltimore County Academic Support Centers
Operated by the Department of Recreation and Parks

Cockeysville PAL Center, 9836 Greenside Dr., 21030
Dundalk PAL Center, 15 Commerce Pl., 21222
Hillendale PAL Center, 1111 Halstead Rd., 21234
Lansdowne PAL Center, 2301 Alma Rd., 21227
Mars Estates PAL Center, 1498 East Homberg Ave., 21221t
Scotts Branch PAL Center, 3651 Rolling Rd., 21244
Shady Spring PAL Center, 8876 Goldenwood Rd., 21237
Winfield PAL Center, 8304 Carlson Ln., 21244
Woodmoor PAL Center, 7111 Croydon Rd., 21207

Locations scheduled to open Monday, Oct. 5
Operated by the Y
Catonsville Elementary School
Cedarmere Elementary School
Johnnycake Elementary School
Westowne Elementary School
Woodmoor Elementary School

Locations scheduled to open Monday, Oct. 12
Operated by licensed local daycare providers with approved, pre-existing relationships with BCPS (name of daycare provider in parentheses)
Carney Elementary School (Open Door)
Carroll Manor Elementary School (Play Centers)
Chapel Hill Elementary School (Hot Spots)
Chatsworth Elementary School (Kid's Place)
Church Lane Elementary School (Kid's Place)
Cromwell Elementary School (Play Centers)
Elmwood Elementary School (Play Centers)
Fort Garrison Elementary School (Hot Spots)
Franklin Elementary School (Open Door)
Fullerton Elementary School (Open Door)
Glyndon Elementary School (Kid's Place)
Hampton Elementary School (Open Door)
Harford Hills Elementary School (Open Door)
Honeygo Elementary School (Open Door)
Jacksonville Elementary School (Play Centers)
Joppa View Elementary School (Open Door)
Kingsville Elementary School (Open Door)
Lutherville Lab Elementary School (Open Door)
Lyons Mill Elementary School (Hot Spots)
Mays Chapel Elementary School (Open Door)

New Town Elementary School (Kid's Place)
Oakleigh Elementary School (Hot Spots)
Owings Mills Elementary School (Open Door)
Padonia Elementary School (Hot Spots)
Pine Grove Elementary School (Open Door)
Pinewood Elementary School (Play Centers)
Pleasant Plains Elementary School (Hot Spots)
Pot Spring Elementary School (Open Door)
Reisterstown Elementary School (Kid's Place)
Relay Elementary School (Open Door)
Riderwood Elementary School (Open Door)
Rodgers Forge Elementary School (Hot Spots)
Seven Oaks Elementary School (Open Door)
Seventh District Elementary School (Hot Spots)
Sparks Elementary School (Play Centers)
Stoneleigh Elementary School (Play Centers)
Summit Park Elementary School (Kid's Place)
Timber Grove Elementary School (Hot Spots)
Timonium Elementary School (Open Door)
Villa Cresta Elementary School (Hot Spots)
Vincent Farm Elementary School (Hot Spots)
Vincent Farm Elementary School (Open Door)
Warren Elementary School (Play Centers)
Wellwood Elementary School (Hot Spots)
West Towson Elementary School (Play Centers)
Westchester Elementary School (Open Door)
Woodbridge Elementary School (Open Door)
Woodholme Elementary School (Open Door)

Appendix J: SAT Offered at BCPS High Schools - October 13, 2020

Dec. 5 SAT exam to be administered at 10 BCPS high schools

Interested students encouraged to register early

TOWSON, MD. – The College Board's SAT exam will be offered at 10 Baltimore County Public Schools high schools as National Administration Test Sites on Saturday, Dec. 5.

BCPS is opening facilities at the following schools for the weekend SAT:

- Catonsville High School, 421 Bloomsbury Ave., 21228
- Eastern Technical High School, 1100 Mace Ave., 21221
- Hereford High School, 17301 York Rd., 21120
- Kenwood High School, 501 Stemmers Run Rd., 21221
- Loch Raven High School, 1212 Cowpens Ave., 21286
- Milford Mill Academy, 3800 Washington Ave., 21244
- New Town High School, 4931 New Town Blvd., 21117
- Parkville High School, 2600 Putty Hill Ave., 21234
- Perry Hall High School, 4601 Ebenezer Rd., 21236
- Randallstown High School, 4000 Offutt Rd., 21133

Students interested in taking the test at one of these sites must register by Thursday, Nov. 5, on the College Board website. Early registration is recommended as these sites will be open for all area students, not just BCPS students. Information on fees and fee waivers also can be found on the College Board website. Fee waivers are available to certain Grade 11 and 12 students from low-income families.

Information about precautions being taken to protect students during testing related to COVID-19 can be found on the College Board website.

Appendix K: Athletics First-Semester Re-Engagement Plan, October 27, 2020

Return to Play

COVID-19- Return to Play: Small Group Practice

Voluntary Conditioning and Skill Based Workout Sessions for BCPS Student-Athletes

Rationale

The physical and social emotional benefits of education-based activities are numerous. Students who participate in school activities learn life lessons in an environment that cannot be duplicated, and benefit from such things as academic, physical, emotional, mental, and social well-being. Re-engaging in sports activity with friends has both physical and psychological health benefits for children and adolescents. These activities will allow BCPS students to stay connected with their classmates, teammates, coaches, and schools in a safe, controlled, and responsible manner.

Guiding Principle

- The health and safety of BCPS students, student-athletes, coaches, and stakeholders will continue to be our top priority and drive in all decision making.
- The office of athletics will follow the health metrics outlined in local and federal guidance to determine the extent to which any in-person athletic activities can he held. These metrics will be monitored on at-least a weekly basis to determine the ongoing nature of athletic activities in BCPS.

(These activities may be modified or cancelled at any time.)

Voluntary Conditioning and Skill Development

All BCPS students are eligible to participate in the voluntary conditioning and skill development workouts.

All students who attend the voluntary workouts must have the following turned in prior to participation:

1) **Registration -** Submitted through FormRELeaf and on file with the school athletic director.
2) **Pre-Participation Physicals** - Students must continue to follow the state regulations regarding completion of an annual pre-participation physical examination. The MPSSAA (Maryland Public Secondary Schools Athletic Association) Medical Advisory Committee has added a supplementary sheet to this physical form for the use of appropriate health care providers. This form is attached to the linked PPE form below. Local school systems should use the preparation phase to ensure all students have an up-to-date physical on file. The recommended preparticipation physical form is available.

3) **Parent/Student-Athlete Participation Acknowledgement Statements** - Included among pre-participation forms, it is recommended local school systems implement a sign off
acknowledging both parent/guardian and student has read provided information on the risk of COVID-19 as it relates to their participation in interscholastic athletics and activities. This form also includes acknowledgement of the symptom-free requirements from the CDC for attendance at any gathering or event.

All students participating in voluntary workouts are strongly encouraged to do the following:

1) **Flu Shot.** BCPS strongly encourages students to get a flu shot.
2) **Personal Water Bottle and Hand Sanitizer.** Students should bring their own container of bottled water in order to remain hydrated during voluntary workouts. Hydration stations will not be provided by BCPS. Additionally, students should bring their own travel-sized container of hand sanitizer to promote hand hygiene. In the event a student forgets his, her, or their water, BCPS coaches will have a limited supply of bottled water to distribute. BCPS coaches will also have hand sanitizer available during voluntary training.

Tentative Schedule for Voluntary Conditioning and Workouts

- Winter Workouts: Nov. 16 – Dec. 4
- Fall Workouts: Dec. 7 – Dec. 30
- Spring Workouts: Jan. 4 – Jan. 22

BCPS Guidelines for Voluntary Workouts

- Due to the variety and uniqueness of Baltimore County Public Schools, the athletic directors, after consultation with the Office of Athletics, may vary this plan regarding the number of pods, time of day, etc. However, under no circumstances will the following absolute guidelines be varied:

Staff and Student Expectations

Maintenance of a safe and healthy workplace is a component of our strategic plan. The COVID- 19 pandemic necessitates that Baltimore County Public Schools (BCPS) establish health screening expectations for all employees and student athletes. The expectations listed below have been adopted in accordance with CDC and Health Department recommendations. By reporting to conditioning or practice, the employee/student confirms that they do not have symptoms of COVID-19 infection and do not have an increased risk for spreading infection while on BCPS property.

Specifically, the employee/student should:

- Verify that they do not have a fever. It is recommended that each employee/student check their temperature at home prior to reporting to work.
- Not report if they have a temperature of 100.4+ degrees or higher.
- Not report to if they have symptoms of illness that could be COVID-19 infection. Symptoms of COVID-19 infection include: fever, new onset cough or shortness of breath difficulty breathing, and/or new loss of taste or smell
  and/or two of the following symptoms: fatigue, muscle or body aches, headache, chills, sore throat, congestion, nausea or vomiting, diarrhea.

- Consult with their health care provider if they have a fever or COVID-19 symptoms.
- Not report if they are awaiting COVID-19 test results.
- Not report if they are under isolation due to current COVID-19 infection.
- Not report if they have been told to quarantine due to recent close contact with a COVID-19 patient.
- Report the following situations to their supervisor or coach: a positive COVID-19 test, recent exposure to a person with COVID-19 and/or being tested for COVID-19.
- Agree to follow all mitigation requirements established for their school such as, maintaining social distancing and use of face coverings.

Absolute Guidelines

Students who do not follow proper return to play guidelines will be removed from program and not permitted to return.

- *Voluntary*: All activities will be voluntary for both students and coaches.
- *Tryouts*: There are no tryouts during this time. (conditioning/skill development and social/emotional well-being only)
- *Face Covering*: Face coverings must be worn at all times. Students should bring their own face coverings.
    - Face coverings should be changed/washed daily.
    - Face coverings should be worn over the nose and mouth and fit snugly against the chin.
    - Face coverings should not have a valve.
    - Face covering breaks will be provided as follows: one three-minute face covering break will be provided for every 20 minutes of physical activity.
- *Social Distancing*: Social distancing is in affect at all times on school grounds. (This includes during workouts) Prior to and after conditioning sessions, students are not permitted to gather or congregate at or outside the school facilities.
- *Water*: Students must bring their own water with their names clearly marked. Students' water bottles should be at least 16 oz. Hydration stations are not permitted.
- *Hand Sanitizer:* Students should bring hand sanitizer with them to workouts.
- *Hygiene*: Proper hygiene must be followed at all times.
    1) Use hand sanitizer whenever possible.
    2) Students are encouraged to bring their own hand sanitizer.
    3) Students should be reminded not to touch their faces.
    4) Students may not share water bottles, towels, or equipment.
    5) Team huddles, handshakes, fist bump, hugs, spitting, chewing sunflower seeds, and other activities that promote transmission of illness is not permitted.

Entrance/Exit Strategies

- Cars will drop off students and leave school grounds.
- Drop off and pickup locations and times may be staggered in order to further promote social distancing.
- In order to promote safety, parents may NOT attend and watch a workout. In the event a parent relies on public transportation or walks, each coach shall identify a designated area where parents may wait, while maintaining social distance from other parents and student athletes and coaches.
- Students must be picked up immediately after workout session has ended.
- Carpooling is not recommended for non-household members.
- Students who individually transport themselves or walk are to leave the premises immediately following the conclusion of each assigned workout session.

Check-In Procedures

- Each coach will check in with the athletic director prior to workout.
- The athletic director is responsible for oversight of coach's COVID screening procedures and adherence to all mitigation strategies.
- Each coach will have a designated drop off/pick-up location.
- Students should arrive promptly and remain in their vehicles until the coach for their pod is present.
- Coaches will use the BCPS screening/attendance tracking sheet to sign in all students for the day.

Pod Considerations

- Student will be assigned to pods of no more than 20 by their coach. Daily conditioning/skill development sessions will be conducted with the assigned pods of students. (most school systems are creating pods of between 15 and 20 students).
- Each pod will remain constant throughout workout session. There will be no changing of pod individuals once they are assigned.
- Scrimmages may only happen within a single pod.
- Students cannot change their pod for any reason once assigned.
- Students trying to enter another pod will be dismissed from workout program.
- Pods will be sport specific whenever possible, to ensure safety and motivation of the students.

Workout Times

- Due to each schools' unique field design and availability, workout times may vary anywhere from 3 p.m. until 7:30 p.m. Students must be off campus by 7:30 p.m.
- Workouts may run Monday through Saturday with no pod meeting more than 3 times a week.
- The first three days workouts are conducted will be conditioning-based only.
- Beginning on the fourth day, skill-based instruction can be introduced.
- Workouts cannot run on consecutive days.
- Workouts should be no more than 1 hour each day to ensure all pods can be safe and have access to fields.
- Athletic Trainers must be present on campus during all workout sessions.

Sample Daily Schedules

Example A

Time	Stadium 1	Stadium 2	Field 1	Field 2	Field 3	Field 4	Field 5	Field 6	GYM
3pm-3:55pm									Not Permitted
4pm-4:55pm									Not Permitted
5pm-5:55pm									Not Permitted
6pm-6:55pm									Not Permitted

Example B

Time	Stadium 1	Stadium 2	Field 1	Field 2	Field 3	Field 4	Field 5	Field 6	GYM
									Not Permitted
3:30pm-4:25pm									Not Permitted
4:30pm-5:25pm									Not Permitted
5:30pm-6:25pm									Not Permitted
6:30pm-7:25pm									Not Permitted

Example Shows:

- Where pods could be stationed.
- No more than 8 pods per time slot.
- Schedules will vary based on uniqueness of school.
- Saturday time slots may vary.

The athletic director is required to submit the school pod plan to the principal and Office of Athletics prior to the first day. This plan should also be shared with the athletic trainer.

Equipment Used for Workouts

- Any individual equipment issued by the school shall be kept by the student until the end of the season. Students should sanitize personal equipment prior to and immediately after each workout.
- Balls should be modified whenever possible, to ensure safety.
- Equipment and facilities must be cleaned and sanitized at the end of each session per CDC guidelines and in accordance to sanitization as outlined in the BCPS Reopening Plan.
- Blocking pads, track and field mats, and cheerleading mats are not permitted at this time.
- Practice jerseys/pinnies are not permitted.
- Only contactless scrimmages are permitted.

Considerations for Coaches

- Coaches must complete all BCPS required COVID training.
- Coaches will complete and submit to the Athletic Director the COVID-19 questions prior to start of in-person workout sessions.
- Coaches must wear a face covering.
- Coaches must document attendance every day for contact tracing purposes.
- Coaches must monitor students for symptoms prior to and during workouts by filling out the daily screening and observing for symptoms.
- Coaches will design workouts that implement social distancing.
- Coaches will design workouts to resume gradual return to play to avoid student injury. Coaches need to consider all students have some level of detraining and may not be returning at the same fitness level. It is important to adjust accordingly and design workouts with gradual conditioning.
- Conditioning breaks should be scheduled to accommodate social distancing, hand washing, etc.
    - All conditioning/skill development sessions must be scheduled through the athletic director and follow the facility use protocol.

Use of Face Covering

- Except during high-intensity physical activity, ***all*** participants must wear face coverings.
- All students and coaches must have their approved face covering with them (on their person) at all times.
- Face coverings should be changed/washed daily.
- Face coverings should be worn over the nose and mouth, be secured under the chin, and fit snuggly against the sides of the face. Face coverings should not have a valve.

Considerations for Students

- Students must bring their own water with their names clearly marked. Students' water bottles should be at least 16 oz.
- Students must wear approved face coverings. This includes travel to/from workout areas.
- Students will have their own equipment where possible and clean all equipment and clothing after workouts. Equipment should not be shared.
- Students should gradually work up intensity of activity.
- Students must communicate health and fitness-related concerns to coaches and athletic directors immediately.
- Students should arrive and leave facility promptly. There is no loitering permitted on BCPS property.

Accommodations for Students with Special Needs

- Exceptions may be needed for some of these conditions based on circumstances.
- For parents/caregivers who rely on public transportation or who walk, an area away from practice should be set aside that allows for social distancing.
- Schools and organizations will have disposable extra masks/face coverings available, in the event a student's face covering is damaged, soiled or forgotten.
- Additional situations may arise based on social vulnerabilities. Schools and organizations should attempt to think of these situations and develop solutions that continue to practice the key elements of preventing COVID-19 transmission.

Considerations for Transportation

- As more information becomes available, procedures for busing will be forthcoming. See the BCPS Reopening Plan for mitigation and sanitization procedures for the safe transportation of students.

Considerations for Facilities

- Adequate cleaning schedules should be created and implemented for all athletic facilities to mitigate the chance of any communicable diseases in accordance with CDC procedures and in alignment with procedures outlined in the BCPS Reopening Plan.
- Prior to any use of facilities, all surfaces should be wiped down and sanitized.
- Restrooms will be designated for use by school and athletic administration.
- Individuals should wash hands with soap and water for a minimum of 20 seconds before touching any surfaces or participating in workouts.
- Hand sanitizer or hand washing should be used as students transfer from place to place.
- Appropriate clothing should be worn by students to minimize sweat from transmitting onto surfaces.
- There will be no indoor facility use (e.g., locker rooms and weight rooms)

Considerations for Inclement Weather Procedures

- Schools must identify a location that will provide shelter and safety in the event of unforeseen inclement weather.
- Inclement weather procedures will be created by the school athletic department with input by school administration, school safety manager, custodial staff, grounds crew, school nurse, and athletic trainer. All social distancing guidelines must remain in effect.
- The Office of Athletics will notify BCPS schools regarding inclement weather cancellations of small group workouts by 11 a.m. that day.

Responding to Positive COVID-19 Cases

If a student or staff member with recent presence in a BCPS school or office tests positive for COVID-19 or has had close contact in the community with a person diagnosed with COVID-19 (quarantine), the following procedures will be followed:

1. Staff members/coaches will be required to notify principal/athletic director of positive test or quarantine due to exposure. Parents will be directed to notify the school nurse/athletic director of positive test or quarantine due to exposure.
2. Persons with confirmed cases of COVID-19 will receive verbal and written guidance on the length of their isolation from work/school as well as the requirement for medical or health department clearance to return.
3. Persons with close contact in the community will receive verbal and written guidance on the length of their quarantine from school/work, information about testing, and steps to take should they develop symptoms or test positive.
4. Schools/offices notify Office of Health Services (OHS) of all cases of COVID-19. The OHS will identify and notify close contacts immediately in accordance with Baltimore County Department of Health (BCDH) protocols.
5. Office of Health Services will notify the BCHD of all cases.
6. Office of Health Services will notify the entire facility (school or building staff) of confirmed case by next workday.
7. School cleaning and closing decisions, either for specific areas or the entire facility, based on the presences of a person who has tested positive, will be made based on BCDH guidance.
8. Persons who test positive will isolate at home for minimum of 10 days including 3 days symptom-free.
9. Close contacts will quarantine for 14 days.
10. The school nurse will monitor and enforce clearance to return for students. The Office of Employee Absences will provide clearance for all employees.

Inclement Weather Index and Procedures

Index measurements determine the risk of potential danger to participants. Activities will be modified or cancelled in accordance with the recommendations outlined below.

Wind Chill Chart

Wind (mph)	Temperature (°F)																	
Calm	40	35	30	25	20	15	10	5	0	-5	-10	-15	-20	-25	-30	-35	-40	-45
5	36	31	25	19	13	7	1	-5	-11	-16	-22	-28	-34	-40	-46	-52	-57	-63
10	34	27	21	15	9	3	-4	-10	-16	-22	-28	-35	-41	-47	-53	-59	-66	-72
15	32	25	19	13	6	0	-7	-13	-19	-26	-32	-39	-45	-51	-58	-64	-71	-77
20	30	24	17	11	4	-2	-9	-15	-22	-29	-35	-42	-48	-55	-61	-68	-74	-81
25	29	23	16	9	3	-4	-11	-17	-24	-31	-37	-44	-51	-58	-64	-71	-78	-84
30	28	22	15	8	1	-5	-12	-19	-26	-33	-39	-46	-53	-60	-67	-73	-80	-87
35	28	21	14	7	0	-7	-14	-21	-27	-34	-41	-48	-55	-62	-69	-76	-82	-89
40	27	20	13	6	-1	-8	-15	-22	-29	-36	-43	-50	-57	-64	-71	-78	-84	-91
45	26	19	12	5	-2	-9	-16	-23	-30	-37	-44	-51	-58	-65	-72	-79	-86	-93
50	26	19	12	4	-3	-10	-17	-24	-31	-38	-45	-52	-60	-67	-74	-81	-88	-95
55	25	18	11	4	-3	-11	-18	-25	-32	-39	-46	-54	-61	-68	-75	-82	-89	-97
60	25	17	10	3	-4	-11	-19	-26	-33	-40	-48	-55	-62	-69	-76	-84	-91	-98

Frostbite Times: 30 minutes, 10 minutes, 5 minutes

$$\text{Wind Chill (°F)} = 35.74 + 0.6215T - 35.75(V^{0.16}) + 0.4275T(V^{0.16})$$

Where, T= Air Temperature (°F) V= Wind Speed (mph)

Effective 11/01/01

Wind Chill	Recommendation
Below 0°F	Recommend no outside activities. **Activities will be cancelled**.
1°F – 15°F	Recommend no more than 20 minutes of outdoor practice. Students should warm up prior to arriving at school. Additional outdoor warm ups will occur.
16°F – 25°F	Recommend no more than 1 hour of outdoor practice. Students should warm up prior to arriving at school. Additional outdoor warm ups will occur.
26°F – 30°F	Students should warm up prior to arriving at school. Additional outdoor warm ups will occur.

Appendix L: Public Separate Day School Reentry Plan, Updated November 2, 2020 (Phase I)

Battle Monument, Maiden Choice, Ridge Ruxton, and White Oak schools (Phase I)

The reentry plan for Public Separate Day Schools is organized into three sections:

- Health and Safety
- School Operations
- Instructional Model

Part 1: Health and Safety

For more information about health and safety guidelines, please refer to Appendix A: Safety Is Our True North.

Health Metrics

In accordance with guidance from the Maryland Department of Health and MSDE, BCPS will implement its reopening plan when the county positivity rate is 5% or lower and the cases per 100,000 residents is below 15.

The direction and pace of reopening will be guided by two primary indicators:

- Cumulative Cases per 100,000 persons over 14 days (to provide a measure of the extent of disease in Baltimore County) and
- Percentage Change in New Cases per 100,000 persons over 7 days (to provide an indicator of trends.)
- These two measures will allow the system to gauge the extent of disease in the community and the overall trend and will be called the COVID-19 School Opening Score.

COVID-19 School Opening Scores will be calculated weekly (on Fridays) as follows:

Percent change in new cases per 100,000 (previous 7 days)	**-10% or more**	**-10% to – 5%**	**-5% to no change**	**0-10%**	**More than 10%**
Score	**-2**	**-1**	**0**	**1**	**3**
Cumulative Cases/100,000 (14-day total)	**< 5**	**5 to <20**	**20 to <50**	**50 to ≤ 200**	**>200**
Score	**0**	**1**	**3**	**6**	**9**

COVID-19 School Opening Scores will be categorized as follows:

- Score of 12: Highest Concern, consider reducing or closing programs
- Score of 7-11: Concern, monitor; consider whether to halt further reopening or reducing programs if overall trend is upward for past month
- Score of 6 or below: Continue reopening plans

Baltimore County Health Department and Baltimore County Public Schools meet weekly to discuss recommendations about whether to continue the gradual reopening of schools, pause the reopening plan for a week, or stop the reopening plan and consider a return to remote learning. Except in situations involving a rapid increase in cases, decisions to pause or stop the reopening plan will occur only after two consecutive weeks of concerning metrics.

Mitigation Strategies

CDC identified five key mitigation practices that schools should use to slow the spread:
(1) consistent and correct use of face masks;
(2) social distancing to the extent possible;
(3) hand hygiene and respiratory etiquette;
(4) cleaning and disinfecting; and
(5) contact tracing in collaboration with the local health department.

(1) Face Coverings
Requirements: Face coverings are required for all persons in a BCPS facility, vehicle as well as on BCPS property. Face coverings are required during transportation to/from school on a bus as well as while outdoors on campuses. Face coverings must be worn at all times unless one of the below applies:

- the person is alone in a private space,
- the person is eating at scheduled mealtime or break,
- the person is six feet away from others and requires a brief mask break,
- the person is outdoors and engaged in strenuous physical activity while 6 feet away from others,
- the person is receiving health care or experiencing trouble breathing,
- the person is not able to remove the face covering by themselves,
- the person is under the age of 2 or functions at a developmentally equivalent level with regards to face covering use.

Resources: Each school, office and school bus have a supply of disposable face coverings for students and employees who forget their face covering or whose face covering becomes soiled or damaged. Posters reminding staff and students about proper use of face coverings are posted at the entrance of all schools and offices as well as in strategic locations throughout the buildings.

(2) Social Distancing to the Extent Possible
Requirements: To maximize social distancing for employees and students, the following practices will be used as appropriate in each setting:

- staggered scheduling of employees to reduce occupancy,
- alternative schedules for students to reduce classroom and bus occupancy (e.g., hybrid schedules, option for full remote learning based on parent choice),
- revised classroom configuration (e.g., desks separated by 6 feet and facing one direction) to provide six-foot separation between students when developmentally appropriate,

- improved traffic flow plans for arrival, dismissal and change of classes to reduce gathering of students in any area (e.g., use of one-way traffic in hallways, sending students immediately to classrooms upon arrival at school, staggered departure at end of day),
- revised plan for school mealtimes that reduce occupancy of cafeteria (e.g., assigned seating in classroom, altered meal schedules, increased use of meals in classroom),
- reduced occupancy of restrooms by closing every other stall and sink or making them single occupancy.

Resources: To support decisions about classroom, lunchroom, and hallway configurations and flow, BCPS is designing sample floor plans that will be distributed to all principals. In addition, BCPS has created stickers that schools can place on floors to reflect six-foot separations and on seats in classrooms to reflect seats are too close and should not be used. Posters reminding staff and students to maintain social distancing are posted in strategic locations in all schools and offices.

(3) Hand Hygiene and Respiratory Etiquette
Requirements: Employees and students will be instructed to adhere to best practices in hand hygiene and respiratory etiquette:

- Hands should be washed thoroughly with soap and water. If soap and water are not available, alcohol-based hand sanitizer that contains at least 60% alcohol should be used.
- Times for hand washing include before and after meals, upon arrival to school/offices and home, before and after use of any shared items, after use of the restroom, after sneezing/coughing, and any other time hands are contaminated.
- Whenever possible, face coverings should remain in place during coughs and sneezes and the person should cover the cough or sneeze with their arm or sleeve.

Resources: To support regular handwashing, BCPS has ordered additional supplies of soap, paper towels and alcohol-based hand sanitizer. BCPS has installed hand sanitizer stations in school lobbies and outside of each cafeteria. Schools and offices may supplement this supply of hand sanitizer units by purchasing stand-alone units for locations where access to soap and water is limited and there is increased risk/frequency of use of shared items or contact between students/staff. Posters reminding students and staff to regularly wash hands are posted in strategic locations in all schools and offices.

(4) Cleaning & Disinfection
Requirements: BCPS has enhanced its daily cleaning protocols by the addition of mid-day cleaning of frequently touched surfaces (e.g., doorknobs, bathrooms, countertops.) All cleaning will involve the use of EPA approved germicidal agents that kill coronavirus. Areas recently occupied by a person with COVID-19 infection and/or COVID-19 like illness will be closed off for use and cleaned in accordance with CDC protocols before reuse.

- Frequent cleaning and disinfection of high contact surfaces and any shared items, at least daily and mid-day.
- Promote hand-washing before and after touch of shared use items.

- Frequent hand-washing with regular stocking of soap and paper towels and use of hand sanitizer if soap and water not readily available. BCPS will implement more frequent and high-impact cleaning and sanitization practices in accordance with Baltimore County Department of Health (BCDH) and CDC guidelines.
- Hand sanitizer stations will be provided in school lobbies, in addition to the current hand sanitizer stations located outside of each cafeteria.
- Shared use of items will be discouraged. When shared use is necessary (e.g., office copiers or manipulatives for assessments) users will be directed to wash or sanitize hands before and after touching the shared use item. The shared used item will be cleaned in accordance with manufacturer's guidance for the item.

(5) Contact Tracing in Collaboration with Local Health Department
Requirements: In collaboration with the Baltimore County Department of Health, the Office of Health Services has established protocols for response to persons with COVID-19 illness, exposure to COVID-19 and/or symptoms of COVID-19. See BCPS Contact Tracing and Testing FAQs.

All employees with recent presence in a BCPS building are required to report to their supervisor the following situations:

- having a positive test for COVID-19,
- having contact with a person with COVID-19 illness, and/or
- being tested for COVID-19 to their supervisor.

Parents of students with the above situations will be directed to report this to their school nurse.

Response to COVID –19 Case:

- Persons with confirmed COVID-19 are excluded from in person work and school for at least 10 days from symptoms onset and until symptoms have resolved.
- A community notice is issued whenever there is a confirmed case in a school.
- Persons with close contact with a confirmed case are quarantined (excluded from in person school) for 14 days
- Baltimore County Department of Health notified if case is an employee who has had recent contact with students. All student cases are reported to the Baltimore County Department of Health.

Response to Close Contact with a COVID-19 Case:

- Persons with recent close contact to a person with COVID-19 are excluded from in person work and school for 14 days from the last close contact.
- Testing 5-7 days after exposure is recommended. Persons are given information about community testing resources.
- Response to Person Being Tested:
- Persons being tested for COVID-19 are excluded from in person work or school until they receive test results.
- If symptomatic for COVID-19, exclusion may last longer.

Response to Persons with COVID-19-Like Illness (CLI)

- Students who develop symptoms of CLI will be removed from the classroom and cared for in an isolation room. They will be sent home immediately and excluded from in person school per the COVID-Like Illness Protocol.
- Persons with close contact with the student with CLI will be notified and excluded from in person school.
- Employees with CLI will be sent home immediately.
- Persons with CLI will be excluded from school for 10 days unless they have a negative COVID test.

Compliance Monitoring

BCPS' Department of School Safety has established a mitigation checklist. This checklist will be distributed to principals as a support for implementing key practices. In addition, zone safety managers will conduct spot checks on schools (randomly and in response to concerns) to ensure compliance with the mitigation plan and to structure feedback to school leaders.

Screening

- Employees must attest that they are fever and symptom free, not under quarantine, not awaiting test results, and/or not under isolation order due to current infection.
- Employees are strongly encouraged to check their temperature each day before reporting to work.
- Parents must attest that their student is fever and symptom free, not under quarantine, not awaiting test results, and/or isolation order due to current infection. Parents are strongly encouraged to check each student's temperature immediately prior to sending the student to school.
- Teachers identify symptoms of COVID-19 infection in students and immediately refer students to school nurse for enhanced screening.
- Employees who experience symptoms of COVID19 infection during the school day are immediately excused and excluded from work.

Personal Protective Equipment (PPE)

In collaboration with medical experts at the Baltimore County Department of Health, BCPS staff reviewed CDC and OSHA guidelines regarding PPE and developed guidance documents on appropriate PPE for classroom staff and for school nurses. BCPS has purchased supplies and will distribute the following PPE to school staff:

- KN95 masks for school health personnel;
- face shields for school health personnel and all classroom staff;
- gloves for persons who come into contact with body fluids;
- gowns for persons caring for students with COVID-like illness and for persons who may come in contact with body fluids.
- clear face masks for all staff in public separate day school for optional use.

Ventilation

- The heating, ventilating, and air-conditioning systems in the schools were all designed, installed, and tested by professional mechanical/electrical engineers and by qualified

HVAC manufacturing companies in accordance with applicable local and national codes and guidelines.
- Upon installation, they were tested and balanced by licensed and qualified mechanical contractors to ensure proper operation.
- These systems are operated by and maintained by qualified in-house and contracted technicians, as well as qualified HVAC manufacturers to ensure optimum performance.
- Our actions, since the beginning of the pandemic, have been guided by the Centers for Disease Control (CDC) Guidelines and Recommendations and those from the American Society of Heating, Refrigerating, and Air-conditioning Engineers (ASHRAE) for minimizing the risk of the spread.

The focus of these actions has been to:
- ensure ventilation systems are operating as designed;
- increase the circulation of outside air as much as is practicable, based on occupancy, outside temperature, and humidity conditions.

The primary recommendations for minimizing the risk in accordance with CDC and ASHRAE guidelines are to increase the ventilation, circulation, and filtration to the extent of the existing systems' capability.
The reduced occupancy in buildings also ensures that ventilation is increased.
BCPS will proactively address all concerns that arise during the transition back to school.

Health Services Protocols
Each school is staffed with a full-time registered school nurse.

Every school has identified an isolation room. Students who develop symptoms of COVID-19 during the school day will be cared for in the isolation room until they are picked up by parents.

Protocols have been developed for care of students with COVID-19 like-illness and response to cases.

Related Documents
- Reducing the Risk
- Tips to Support Mask-Wearing for Students with Disabilities
- COVID-19 Guidelines for the Workplace
- Face Covering FAQs
- FAQ on Social Distancing
- COVID-19 FAQs
- CDC Guidelines for Operating Schools

Part 2: School Operations

Parent Drop-off & Pick-up
Face coverings are required for all persons in a BCPS facility, vehicle as well as on BCPS property.

Parents will no longer be permitted in the school building. Parents will pull up to the designated drop off location and wait for a staff member to greet the student and assist them into the building.

At dismissal, school staff will escort students from their school building to their parent's vehicle (or school bus). Parents will wait in the vehicle until the staff member brings the student to the vehicle.

If a parent needs to bring a student to school after arrival, they should call the front office and wait for a staff member to come to the car, greet the student, and assists them into the school building.

If a parent needs to pick up a student for early dismissal, the parent will call the front office, indicate the request, and wait in the car for a staff member to bring the student to the car. The parent should be prepared to show identification before the student is released to the parent.

Transportation

Bus Operations

- Buses will operate at limited capacity based on current social distancing guidelines. There will be documented assigned seating on the buses.
- School system procedures for contact tracing will be followed if a student tests positive for COVID-19 who rides the bus to or from school
- School bus drivers will receive professional learning on mitigation procedures before transportation of students resumes.
- Bus drivers and bus attendants will wear face coverings. Bus attendants will also wear face shields when working in close proximity with students.
- Students will be required to wear face coverings. Students may be granted a waiver, if a medical condition or disability exists documenting why they cannot comply with stated expectations.
- School bus drivers will have additional face coverings available if a student forgets their face covering.
- Students will be seated with consideration of the limited capacity of the bus due to current social distancing guidelines.
- Barring inclement weather, buses will operate to support airflow and ventilation. For example, roof hatches and windows may be opened during operation.

Bus Cleaning Protocols

- The service door – inside and outside, focusing on door handles

- Handrails, barrier wall and dash (where students usually touch while boarding)
- Driver's seat, seatbelt, steering wheel, driver controls – all switches, knobs, gearshift, turn signals, emergency brake (excluding footbrake)
- All seats – seat bottoms, seat backs (top, front and back)
- Sidewalls and windows
- Roof hatch handles
- Rear emergency door and handle
- Lift door handle, lift controller, lift rails, seatbelt and door cable, if applicable
- All seats – seat bottoms, seat backs (top, front and back)
- Driver's seat, seatbelt, steering wheel, driver controls – all switches, knobs, gearshift, turn signals, emergency brake (excluding footbrake)

Safety Equipment for Students with Special Needs:

- After the AM run, the driver/attendant will spray a cloth and wipe down equipment, belts and straps: Besi seat, safety vest, car seat, Star seat or integrated seats.
- At the end of each day, all safety equipment will be sprayed directly with cleaner and disinfectant and allowed to dry overnight.

Food and Nutrition

In-person instruction

- The meals service model will include meals served in the classroom and mobile meals sites, as necessary, to meet the needs of the students who are not present for in-person instruction.
- Standard operating procedures related to sanitation and use of PPE products will be incorporated according to CDC guidelines and available for all cafeteria staff engaged in food preparation, service, and delivery.
- Social distancing guidelines will be incorporated into the food services workflow along with a reduction of the number of staff working at any given time.
- A two-week menu cycle will be implemented and prepared according to Maryland Health Department Guidelines. Special dietary needs of students will be accommodated.
- Food items will be individually wrapped and packaged with temperatures taken and maintained throughout service.
- Food will be delivered to classrooms by cafeteria staff and if needed identified from the school.
- Food will be served using disposable containers, trays and utensils, except when feeding equipment identified in students' IEPS is being used. Trash cans will be available for all classrooms during meal service, either inside or directly outside the room in the hallway.
- A cashless meal payment system will be employed and daily meal counts will be maintained for integrity of the program.

Mobile Meal Distribution

- When students are receiving virtual instruction, they continue to access meals through the current Mobile Meal Distribution plan.

Determining Hybrid or Virtual Instruction
Parents will need to make a decision and inform the school by the end of the school day on October 30, 2020 for students to receive transportation and begin the hybrid model the week of November 16, 2020.

If a parent decides after October 30, 2020 to return to begin the hybrid model, the following process will be used:

- Parent calls school and asks to speak to principal or assistant principal and makes verbal request to begin the hybrid model. Administrator documents the request.
- Students may begin the hybrid model one calendar week after the request is made in order to:
    - allow staff to plan,
    - access transportation, and
    - ensure student cohort guidelines are followed.

(Note: Requests made between October 31st and November 13th would receive transportation beginning on November 23rd)

In cases where a student is experiencing homelessness, schools will need to consult with the Office of Title One.

Attendance Procedures in Hybrid Model
If a child is in Cohort A or B and does not attend in person instruction on a specific date yet attends a portion of virtual instruction, they should be coded present.

Visitors to Building
In order to visit a BCPS school, visitors must have an appointment. Visits will be conducted remotely or outside, whenever possible. If an indoor visit is required, visitors will be required to wear face coverings and abide by social distancing practices. Office staff should monitor the number of people admitted to the building at one time.

Part 3: Instructional Model

Cohorting and Class Assignments
Cohort A- Attends face to face Monday and Tuesday with virtual Wednesday, Thursday, and Friday
Cohort B- Attends face to face Thursday and Friday with virtual Monday, Tuesday, Wednesday
Cohort C- All virtual instruction

Cohort Assignments

- Once a parent determines their child is returning to in-person instruction, the child will be assigned to either Cohort A or B.
- In order to begin face to face the week of November 16th, a parent must indicate intent by October 30th. All further request would begin one calendar week after the request is made.

(Note: Requests made between October 31st and November 13th would receive transportation beginning on November 23rd)

Schools will notify parents of the student' cohort assignment and class placement.

Cohort Changes
If a parent wants a change in cohort, the parent will call the school and ask to speak to principal or assistant principal and make a verbal request. If approved, a change in cohort may result in a change in classroom placement.

Parents will be notified if the request has been approved within 2 school days of the request.

- If a child must change from Cohort A to Cohort B (or vice versa), if approved, he/she must participate in Cohort C for a minimum of 14 days (14 days from the last in-person school day). If a child wants to move from Cohort C to Cohort A or B, there is no need for a 14 day wait.
- If approved, students moving from Cohort C to Cohort A or B will begin **one calendar week** after the request is approved in order to:
    - allow staff to plan,
    - access transportation, and
    - ensure student cohort guidelines are followed.

At any time, a parent may choose to change to Cohort C (all virtual instruction) by notifying the principal or assistant principal.

Staff Assignments Considerations
Staff will be assigned to the smallest possible group of students within the scope of their job description.

Students will be assigned to the smallest possible number of staff.

Related services providers will provide service through both push in and pull out service models depending on the size of the classroom and needs of the student.

Related services will still be provided virtually for those students remaining in the virtual cohort and for in-person cohort students needing related services on the days they are receiving virtual instruction.

School Scheduling

- Once cohorts and class assignments are finalized, schedules for in-person and virtual instruction will be revised and shared with staff and families by November 9, 2020.
- School schedules must continue to meet the MSDE requirements for asynchronous and synchronous instruction.
- Principals will create a coverage schedule to ensure that teachers have their duty-free lunch.

Staffing Substitutes

- Principals will utilize existing staff to provide coverage when possible, while adhering to Master Agreement guidelines.

Use of Devices and Assistive Technology

- Identified students are assigned communication devices. They are not shared between students.

- Staff interact with the devices by getting them out of students' backpacks, to turn them on, place them on a students' desk or wheelchair, and/or to model its use with students.
- Staff will wash hands before and after touching the students' devices.
- Staff will clean devices per manufacturer's guidance.

Classroom Layout

- For students who can sit in desks, desks will adhere to social distancing guidelines to the extent possible.
- For non-ambulatory students, designated learning zones will adhere to social distancing guidelines to extent possible.
- There will be documented assigned seating, where and when appropriate, in the classrooms.
- Adults desks should adhere to social distancing guidelines or be moved to an alternate location.

Aspects of this plan may be adjusted as conditions warrant. Please check the BCPS website for updates on the reopening of schools for 2020-2021 school year.

Appendix M: Preschool–Grade 2 Reentry Plan, Updated November 11, 2020 (Phase II)

This plan includes students in our 3-year-old programs, 4-year-old programs, PreKindergarten, Kindergarten, and Grades 1 and 2. This plan also includes Grade 3 students in a Grades 2/3 class in a special education regional program. (Phase II)

The reentry plan for our students age 3 through Grade 2 is organized into three sections:

- Health and Safety
- System and School Operations
- Instructional Model

Part 1: Health and Safety

For more information about health and safety guidelines, please refer to Appendix A: Safety Is Our True North.

Health Metrics

In accordance with guidance from the Maryland Department of Health and the Maryland State Department of Education, BCPS will implement its reopening plan when the county positivity rate is 5% or lower and the number of cases per 100,000 residents is below 15.

The direction and pace of reopening will be guided by two primary indicators:

- Cumulative Cases per 100,000 persons over 14 days (to provide a measure of the extent of disease in Baltimore County) and
- Percentage Change in New Cases per 100,000 persons over 7 days (to provide an indicator of trends.)

These two measures will allow the system to gauge the extent of disease in the community and the overall trend and will be called the COVID-19 School Opening Score.

COVID-19 School Opening Scores will be calculated weekly (on Fridays) as follows:

Percent change in new cases per 100,000 (previous 7 days)	**-10% or more**	**-10% to – 5%**	**-5% to no change**	**0-10%**	**More than 10%**
Score	**-2**	**-1**	**0**	**1**	**3**
Cumulative Cases/100,000 (14-day total)	**< 5**	**5 to <20**	**20 to <50**	**50 to ≤ 200**	**>200**
Score	**0**	**1**	**3**	**6**	**9**

COVID-19 School Opening Scores will be categorized as follows:

- Score of 12: Highest concern, consider reducing or closing programs
- Score of 7-11: Concern, monitor; consider whether to halt further reopening or reducing programs if overall trend is upward for past month
- Score of 6 or below: Continue reopening plans

The Baltimore County Health Department and Baltimore County Public Schools meet weekly to discuss recommendations about whether to continue the gradual reopening of schools, pause the reopening plan, or stop the reopening plan and consider a return to remote learning. Except in situations involving a rapid increase in cases, decisions to pause or stop the reopening plan will occur only after two consecutive weeks of metrics that do not meet state standards or a local score of 12 or above.

Mitigation Strategies

CDC identified five key mitigation practices that schools should use to slow the spread:
(1) consistent and correct use of face masks;
(2) social distancing to the extent possible;
(3) hand hygiene and respiratory etiquette;
(4) cleaning and disinfecting; and
(5) contact tracing in collaboration with the local health department.

(1) Face Coverings
Requirements: Face coverings are required for all persons in a BCPS facility, vehicle as well as on BCPS property. Face coverings are required during transportation to/from school on a bus as well as while outdoors on campuses. Face coverings must be worn at all times unless one of the below applies:

- the person is alone in a private space,
- the person is eating at scheduled mealtime or break,
- the person is six feet away from others and requires a brief mask break,
- the person is outdoors and engaged in strenuous physical activity while 6 feet away from others,
- the person is receiving health care or experiencing trouble breathing,
- the person is not able to remove the face covering by themselves,
- the person is under the age of 2 or functions at a developmentally equivalent level with regards to face covering use.

Resources: Each school, office and school bus have a supply of disposable face coverings for students and employees who forget their face covering or whose face covering becomes soiled or damaged. Posters reminding staff and students about proper use of face coverings are posted at the entrance of all schools and offices as well as in strategic locations throughout the buildings.

(2) Social Distancing to the Extent Possible
Requirements: To maximize social distancing for employees and students, the following practices will be used as appropriate in each setting:

- staggered scheduling of employees to reduce occupancy,
- alternative schedules for students to reduce classroom and bus occupancy (e.g., hybrid schedules, option for full remote learning based on parent choice),
- revised classroom configuration (e.g., desks separated by 6 feet and facing one direction) to provide six-foot separation between students when developmentally appropriate,

- improved traffic flow plans for arrival, dismissal and change of classes to reduce gathering of students in any area (e.g., use of one-way traffic in hallways, sending students immediately to classrooms upon arrival at school, staggered departure at end of day),
- revised plan for school mealtimes that reduce occupancy of cafeteria (e.g., assigned seating in classroom, altered meal schedules, increased use of meals in classroom),
- reduced occupancy of restrooms by closing every other stall and sink or making them single occupancy.

Resources: To support decisions about classroom, lunchroom, and hallway configurations and flow, BCPS is designing sample floor plans that will be distributed to all principals. In addition, BCPS has created stickers to reflect six-foot separations that can be placed on floors and on seats in classrooms to reflect seats are too close and should not be used. Posters reminding staff and students to maintain social distancing are posted in strategic locations in all schools and offices.

(3) Hand Hygiene and Respiratory Etiquette
Requirements: Employees and students will be instructed to adhere to best practices in hand hygiene and respiratory etiquette:

- Hands should be washed thoroughly with soap and water. If soap and water are not available, alcohol-based hand sanitizer that contains at least 60% alcohol should be used.
- Times for hand washing include before and after meals, upon arrival to school/offices and home, before and after use of any shared items, after use of the restroom, after sneezing/coughing, and any other time hands are contaminated.
- Whenever possible, face coverings should remain in place during coughs and sneezes and the person should cover the cough or sneeze with their arm or sleeve.

Resources for each school: To support regular handwashing, BCPS has ordered additional supplies of soap, paper towels and alcohol-based hand sanitizer. BCPS has installed hand sanitizer stations in school lobbies and outside of each cafeteria. Schools and offices may supplement this supply of hand sanitizer units by purchasing stand-alone units for locations where access to soap and water is limited and there is increased risk/frequency of use of shared items or contact between students/staff. Posters reminding students and staff to regularly wash hands are posted in strategic locations in all schools and offices.

(4) Cleaning & Disinfection
Requirements: BCPS has enhanced its daily cleaning protocols by the addition of mid-day cleaning of frequently touched surfaces (e.g., doorknobs, bathrooms, countertops.) All cleaning will involve the use of EPA-approved germicidal agents that kill coronavirus. Areas recently occupied by a person with COVID-19 infection and/or COVID-19 like illness will be closed off for use and cleaned in accordance with CDC protocols before reuse.

- Frequent cleaning and disinfection of high contact surfaces and any shared items, at least daily and mid-day.
- Promote handwashing before and after touching shared use items.
- Frequent handwashing with regular stocking of soap and paper towels and use of hand sanitizer if soap and water not readily available. BCPS will implement more frequent and

high-impact cleaning and sanitization practices in accordance with Baltimore County Department of Health (BCDH) and Centers for Disease Control and Prevention (CDC) guidelines.

- Hand sanitizer stations will be provided in school lobbies, in addition to the current hand sanitizer stations located outside of each cafeteria.
- Shared use of items will be discouraged. When shared use is necessary (e.g., office copiers or manipulatives for assessments), users will be directed to wash or sanitize hands before and after touching the shared use item. The shared used item will be cleaned in accordance with the manufacturer's guidance for the item.

(5) Contact Tracing in Collaboration with Local Health Department
Requirements: In collaboration with the Baltimore County Department of Health, the Office of Health Services has established protocols for response to persons with COVID-19 illness, exposure to COVID-19 and/or symptoms of COVID-19. See BCPS Contact Tracing and Testing FAQ.

Any employee who has recently been in a BCPS building is required to report to their supervisor the following situations:

- having a positive test for COVID-19,
- having contact with a person with COVID-19 illness, and/or
- being tested for COVID-19.

Parents of students with the above situations will be directed to report this to their school nurse.

Response to COVID –19 Case:

- Persons with confirmed COVID-19 are excluded from in-person work and school for at least 10 days from symptoms onset and until symptoms have resolved.
- A community notice is issued whenever there is a confirmed case in a school.
- Persons with close contact with a confirmed case are quarantined (excluded from in-person school) for 14 days
- Baltimore County Department of Health notified if case is an employee who has had recent contact with students. All student cases are reported to the Baltimore County Department of Health.

Response to Close Contact with a COVID-19 Case:

- Persons with recent close contact to a person with COVID-19 are excluded from in-person work and school for 14 days from the last close contact.
- Testing 5-7 days after exposure is recommended. Persons are given information about community testing resources.

Response to Person Being Tested:

- Persons being tested for COVID-19 are excluded from in-person work or school until they receive test results.
- If symptomatic for COVID-19, exclusion may last longer.

Response to Persons with COVID-19-Like Illness (CLI)

- Students who develop symptoms of CLI will be removed from the classroom and cared for in an isolation room. They will be sent home immediately and excluded from in-person school per the COVID-Like Illness Protocol.
- Persons with close contact with the student with CLI will be notified and excluded from in-person school.
- Employees with CLI will be sent home immediately.
- Persons with CLI will be excluded from school for 10 days unless they have a negative COVID test.

Compliance Monitoring

BCPS' Department of School Safety has established a mitigation checklist. This checklist will be distributed to principals as a support for implementing key practices. In addition, zone safety managers will conduct spot checks on schools (randomly and in response to concerns) to ensure compliance with the mitigation plan and to structure feedback to school leaders.

Screening

- Employees must attest that they are fever and symptom free, not under quarantine, not awaiting test results, and/or not under isolation order due to current infection.
- Employees are strongly encouraged to check their temperature each day before reporting to work.
- Parents must attest that their student is fever and symptom free, not under quarantine, not awaiting test results, and/or isolation order due to current infection. Parents are strongly encouraged to check each student's temperature immediately prior to sending the student to school.
- Teachers identify symptoms of COVID-19 infection in students and immediately refer students to school nurse for enhanced screening.
- Employees who experience symptoms of COVID-19 infection during the school day are immediately excused and excluded from work.

Personal Protective Equipment (PPE)

In collaboration with medical experts at the Baltimore County Department of Health, BCPS staff reviewed CDC and Occupational Safety and Health Administration (OSHA) guidelines regarding PPE and developed guidance documents on appropriate PPE for classroom staff and for school nurses. BCPS has purchased supplies and will distribute the following PPE to school staff:

- KN95 masks for school health personnel;
- face shields for school health personnel and all classroom staff;
- gloves for persons who come into contact with body fluids;
- gowns for persons caring for students with COVID-like illness and for health personnel;
- clear face masks for all staff in all schools are for optional use.

Ventilation

- The heating, ventilating, and air-conditioning systems (HVAC) in the schools were all designed, installed, and tested by professional mechanical/electrical engineers and by qualified HVAC manufacturing companies in accordance with applicable local and national codes and guidelines.
- Upon installation, they were tested and balanced by licensed and qualified mechanical contractors to ensure proper operation.
- These systems are operated by and maintained by qualified in-house and contracted technicians, as well as qualified HVAC manufacturers to ensure optimum performance.
- Since the beginning of the pandemic, BCPS has followed guidelines and recommendations from the CDC and those from the American Society of Heating, Refrigerating, and Air-conditioning Engineers (ASHRAE) for minimizing the risk of the spread.

The focus of these actions has been to:

- ensure ventilation systems are operating as designed;
- increase the circulation of outside air as much as is practicable, based on occupancy, outside temperature, and humidity conditions.

The primary recommendations for minimizing the risk in accordance with CDC and ASHRAE guidelines are to increase the ventilation, circulation, and filtration to the extent of the existing systems' capability. The reduced occupancy in buildings also improves ventilation in the building. BCPS will proactively address all concerns that arise during the transition back to school.

Health Services Protocols

- Each school is staffed with a full-time registered school nurse.
- Every school has identified an isolation room. Students who develop symptoms of COVID-19 during the school day will be cared for in the isolation room until they are picked up by parents.
- Protocols have been developed for care of students with COVID-19 like-illness and response to cases.

School Safety Plans and Drills

School-based safety plan modifications:

- Drill requirements and training have been revised due to COVID-19 closures. Exemptions for drill requirements in September and October have been entered.
- Drills will resume once students return to in-person learning. Social distancing and face coverings will be required for all drills.

Social Emotional Learning

BCPS will emphasize social-emotional learning (SEL) and community-building for students, staff, and families. Every effort will be made to reconnect, heal, and build as staff and students convene in virtual spaces. Research and guidance into the reopening of schools stresses the importance of SEL instruction, SEL supports, and community building. To support reopening, the Department of Social-Emotional Supports is developing additional strategies, support documents, and recommendations/guidance in the following areas for student and staff well-being.

Student:

- Promote healing and build community (in light of COVID-19 and racial reckoning).
- Use universal strategies to identify student concerns and needs.
- Provide a system of supports and interventions for student social-emotional well-being, mental health, and overall wellness.
- Continue student and family outreach and support.
- Offer professional learning for related service providers to address student social-emotional well-being.
- Expand the Culture of Care initiative and Mind Over Matters campaign.

Staff:

- Promote healing and build community (in light of COVID-19 and racial reckoning).
- Support staff's social-emotional well-being, mental health, and overall wellness.
- Support school leaders and central office-based leaders.
- Expand the Culture of Care initiative and Mind Over Matters campaign

Health Department Related Documents

- Reducing the Risk
- Tips to Support Mask-Wearing for Students with Disabilities
- COVID-19 Guidelines for the Workplace
- Face Covering FAQs
- FAQ on Social Distancing
- COVID-19 FAQs
- CDC Guidelines for Operating Schools

Part 2: System and School Operations

Questionnaire Process

Families and staff will receive a questionnaire regarding the reopening of schools for students in this phase of reopening.

Families

- Impacted families will be asked to respond to an online questionnaire. In that questionnaire, families will select one of two instructional pathways:
    - Return to school on a hybrid schedule, with some instruction in the school building and some virtual instruction. If this option is selected, families will also indicate if transportation is needed.
    - Continue with full-time virtual instruction.
- Families with multiple students will complete one questionnaire for each student.
- Principal or school-based designee will send questionnaire to families.
- If a family does not indicate a selection, the student will be scheduled to continue with full-time virtual instruction.

Staff

- A general questionnaire link will be created for all staff in elementary schools to complete.
- Staff will be identifiable as they will indicate if they intend to return, apply for a specific accommodation, or apply for a specific leave.

Cohort Development

Students will be organized in one of three cohorts.
Cohort A- Attends face to face Monday and Tuesday with virtual Wednesday, Thursday, and Friday
Cohort B- Attends face to face Thursday and Friday with virtual Monday, Tuesday, Wednesday
Cohort C- All virtual instruction

- In cases where a student is experiencing homelessness, schools will need to consult with the Office of Title One.
- Criteria includes completing the cohort groups by address to ensure that siblings attend on the same days.
- Once cohorts and class assignments are finalized, schedules for in-person and virtual instruction will be revised and distributed to staff and families prior to the assigned starting date.
- School schedules must continue to meet the Maryland State Department of Education requirements for asynchronous and synchronous instruction.
- Students would still have to meet immunization requirements to participate in cohort A or B.

Parent Drop-off & Pick-up

Face coverings are required for all persons in a BCPS facility, vehicle as well as on BCPS property. Parents will no longer be permitted in the school building. Parents will pull up to the designated drop off location and wait for a staff member to greet the student and assist them into the building.

At dismissal, school staff will escort students from their school building to their parent's vehicle (or school bus). Parents will wait in the vehicle until the staff member brings the student to the vehicle. If a parent needs to bring a student to school after arrival, they should call the front office and wait for a staff member to come to the car, greet the student, and assist them into the school building. If a parent needs to pick up a student for early dismissal, the parent will call the front office, indicate the request, and wait in the car for a staff member to bring the student to the car. The parent should be prepared to show identification before the student is released to the parent.

Transportation

Bus Operations

- Buses will operate at limited capacity based on current social distancing guidelines.
- School system procedures for contact tracing will be followed if a student tests positive for COVID-19 who rides the bus to or from school.
- Barring inclement weather, buses will operate to support airflow and ventilation. For example, roof hatches and windows may be opened during operation.
- Students will be seated with consideration of the limited capacity of the bus due to current social distancing guidelines.
- School bus drivers will receive professional learning on mitigation procedures before transportation of students resumes.

Face Masks and Face Shields

- Bus drivers and bus attendants will wear a face mask that covers their mouth and nose.
- At their discretion, bus drivers may remove their face mask while driving in order to safely operate the vehicle; however, there must be 6 feet between the driver and a passenger unless there is a partition or barrier, and they are expected to wear a face covering as students enter or exit the bus.
- In addition to the face mask, bus attendants will also wear a face shield when working in close proximity with students.
- Students will be required to wear a face mask that covers the mouth and nose during transport on a school bus. Students may be granted a waiver as part of the IEP (individualized education program)/504 process.
- Principals will notify the Office of Transportation of students who will not be wearing masks.

Bus Cleaning Protocols
Cleaning will involve spraying and wiping the following surfaces:

- The service door – inside and outside, focusing on door handles
- Handrails, barrier wall and dash (where students usually touch while boarding)
- Driver's seat, seatbelt, steering wheel, driver controls – all switches, knobs, gearshift, turn signals, emergency brake (excluding footbrake)
- All seats – seat bottoms, seat backs (top, front and back)
- Sidewalls and windows
- Roof hatch handles
- Rear emergency door and handle
- Lift door handle, lift controller, lift rails, seatbelt and door cable, if applicable

Disinfecting will include spraying the following areas of the bus:

- All seats – seat bottoms, seat backs (top, front and back)
- Driver's seat, seatbelt, steering wheel, driver controls – all switches, knobs, gearshift, turn signals, emergency brake (excluding footbrake)
- Handrails, barrier wall and dash (where students usually touch while boarding)

Safety Equipment for Students with Special Needs:

- After the morning run, the driver/attendant will spray a cloth and wipe down equipment, belts and straps: Besi seat, safety vest, car seat, Star seat or integrated seats. Please DO NOT spray cleaner or disinfectant directly onto equipment, as this may cause saturation of belts and soft surfaces. This avoids students being placed in wet belts or equipment and avoids students placing saturated belts and straps into their mouths.
- At the end of each day, all safety equipment will be sprayed directly with cleaner and disinfectant and allowed to dry overnight.

Food and Nutrition

The meal service model will include meals served in the classroom and mobile meal sites, as necessary, to meet the needs of the students who are not present for in-person instruction.

- Standard operating procedures related to sanitation and use of PPE products will be incorporated according to CDC guidelines and available for all cafeteria staff engaged in food preparation, service, and delivery.
- Social distancing guidelines will be incorporated into the food services workflow along with a reduction of the number of staff working at any given time.
- A two-week menu cycle will be implemented and prepared according to Maryland Department of Health guidelines. Special dietary needs of students will be accommodated.
- Food items will be individually wrapped and packaged with temperatures taken and maintained throughout service.

Meal Service for In-Person Instruction

- Food will be served using disposable containers, trays and utensils. Trash cans will be available for all classrooms during meal service, either inside or directly outside the room in the hallway.
- A cashless meal payment system will be employed, and daily meal counts will be maintained for integrity of the program.
- For breakfast, all students will pick up breakfast on their way into school and eat in the classroom. Garbage cans will be provided outside of the classroom.
- For lunch, as outlined below, principals may pick an option or implement a combination of the two options for their school, based on the availability of school-based staff to support the in-school meal program.
    - Option 1: Students eat in the cafeteria by class cohort, and socially distanced. Students would line up for meal pickup by class, requiring staggered shifts. Students would need to have assigned seats and be monitored by lunchroom assistants and other school-based staff, while in the cafeteria. There will be markers on the floor to maintain 6-feet distance for any student in line. Cafeteria tables will be cleaned between students, as is routine. Teachers receive duty-free lunch.
    - Option 2: Meals would be delivered to the students in the classroom and students would eat with their class. Principals would need to provide staff (lunchroom assistants) to deliver food to the classrooms. Principals would need to coordinate a schedule for staff to cover the lunch period to allow teachers to have a duty-free lunch.
- Lunchroom Assistants – Employees will be utilized to assist with classroom meal delivery, monitoring meal service, and assisting with classroom sanitation after lunch.

Meal Service for Virtual Instruction

Multiple meals will be available on Mondays and Wednesdays for pick up at all middle and high schools. In addition, a number of elementary schools will be selected as pickup sites, based on the highest percentage of participation in the program and geographic area. A few targeted community sites will be identified for delivery into the community. Community delivery will continue to be evaluated for expansion based on availability of food service's staff and vehicles.

Attendance Procedures in Hybrid Model

If a child is in Cohort A or B and does not attend in-person instruction on a specific date yet attends a portion of virtual instruction, they should be coded present.

Consulting Teacher Support

Consulting Teachers provide support to our new teachers and they work on multiple campuses. Staff persons assigned to more than one school campus will comply with BCPS' mitigation plan, including strict social distancing, face mask use and daily screening. To support contact tracing, staff will be required to follow an established schedule for their school visits, maintain a daily list of students serviced, and sign in at all schools.

Visitors to Building
In order to visit a BCPS school, visitors must have an appointment. Visits will be conducted remotely or outside, whenever possible. If an indoor visit is required, visitors will be required to wear face coverings and abide by social distancing practices. Office staff should monitor the number of people admitted to the building at one time.

Part 3: Instructional Model

Class Assignments and Staff Considerations

Once a parent indicates that their child is returning to in-person instruction, the child will be assigned to either Cohort A or B.

Principals will use cohort information to organize a schedule for students participating in a hybrid model and for those participating in a fully virtual model. Depending on cohorts, a student may be assigned to a different class. Staff will be assigned to the smallest possible group of students within the scope of their job description. Students will be assigned to the smallest possible number of staff.

Special area teachers assigned to multiple locations will collaborate with the school administrators to develop a rotation schedule to report to only **one** location **each day** for in-person instruction and provide virtual instruction to classes at the other location(s) as needed. This will ensure that, over time, teachers assigned to multiple locations will provide a blend of in-person and virtual instruction to students.

Switching from Virtual to Hybrid

If a family decides, after the questionnaire has closed, that they wish for their student to participate in the hybrid model, the following process will be used:

- Parent calls school and asks to speak to principal or assistant principal and makes verbal request to begin the hybrid model. Administrator documents the request.
- The administrator will consult with the Office of Health Services to ensure that the change will not impact the implementation of all mitigation strategies.
- If approved, students may begin the hybrid model within two calendar weeks after the request is made in order to:
    - allow staff to plan;
    - access transportation; and
    - ensure student cohort guidelines are followed.

Changing Cohorts

If a parent wants a change in cohort, the parent will call the school and ask to speak to the principal or assistant principal and make a verbal request. If approved, a change in cohort may result in a change in classroom placement.

Parents will be notified if the request has been approved within 2 school days of the request.

- If a child must change from Cohort A to Cohort B (or vice versa), if approved, he/she must participate in Cohort C for a minimum of 14 calendar days (14 days from the last in-person school day). If a child wants to move from Cohort C to Cohort A or B, there is no need for a 14-calendar day wait.
- If approved, students moving from Cohort C to Cohort A or B will begin within two weeks after the request is approved in order to:
    - allow staff to plan,
    - access transportation, and
    - ensure student cohort guidelines are followed.

At any time, a parent may choose to change to Cohort C (all virtual instruction) by notifying the principal or assistant principal.

School Scheduling

- Once cohorts and class assignments are finalized, schedules for in-person and virtual instruction will be revised and shared with staff and families prior to the return of students.
- School schedules must continue to meet the MSDE requirements for asynchronous and synchronous instruction.
- Schedules will be developed based on the instructional model.

Elementary School Instructional Model – Grades PK-2

The weekly framework for the hybrid instructional model includes two consecutive days per week of in-person instruction and three days of learning in the virtual environment. Students will be assigned to a cohort that considers personal, academic, and staffing needs and accommodations while also meeting safety guidelines.

All parents/guardians will be given the choice to return to in-person instruction on a rotation or remain fully virtual. All students electing to return for in-person instruction will be assigned to Cohort A or Cohort B. Students electing to remain fully virtual will be assigned to Cohort C. Students in Cohort A will attend school for in-person instruction on Monday and Tuesday and participate in virtual learning on Wednesday, Thursday and Friday. Students in Cohort B will participate in virtual learning on Monday, Tuesday and Wednesday and attend school for in-person instruction on Thursday and Friday. Students in Cohort C will participate in virtual instruction Monday through Friday.

In this model, schools would use the 2-Hour Early Dismissal schedule for students attending face-to-face. This will allow teachers to teach the in-person group for 4 hours with some virtual small group time for students learning virtually. In the afternoon, after the early dismissal, the teacher will meet with students learning virtually for the remainder of the day in both small group and whole group settings. This will help maintain the quality of the virtual experience for our youngest learners.

In-School Instruction by Cohort on Monday, Tuesday, Thursday, and Friday

Monday	Tuesday	Thursday	Friday
Student Cohort A	Student Cohort A	Student Cohort B	Student Cohort B

Virtual Instruction by Cohort on Monday, Tuesday, Thursday, and Friday

Monday	Tuesday	Thursday	Friday
Student Cohort B	Student Cohort B	Student Cohort A	Student Cohort A
Student Cohort C	Student Cohort C	Student Cohort C	Student Cohort C

On **Wednesdays**, all students learn from home through small group and asynchronous learning.

Hybrid Instructional Materials

Teachers will continue to teach the BCPS curriculum, aligned to Maryland College and Career Ready Standard Frameworks for both in-person and virtual learning. Teachers will continue to utilize Google Meet for live, virtual instruction and will post all course materials, assignments and assessments in Schoology.
School teams will continue to determine instructional materials needed for virtual learning and may schedule additional dates for materials and supply distributions as needed.

Modified Synchronous Instruction for Preschool – Grade 2

Current school master (bell) schedules for virtual instruction will be adjusted prior to the return of students for in-person instruction. Schedules must be revised to reflect transportation/bell schedules, class transitions, lunch schedules, special area instruction and time for arrival and dismissal.

Every effort will be made to preserve individual student schedules and class assignments. However, in order to prioritize safety and health of students and staff, cohort assignments may result in changes to student's class assignments. Revised schedules will be shared with students and families prior to students' return for in-person instruction.

Instructional times for students attending school in-person and virtual instruction will provide students with the appropriate time for direct instruction and independent work in core subjects.

General Teacher and Student Expectations

Teachers will plan instruction aligned to the BCPS curriculum and Maryland College and Career Ready Standard Frameworks and that best meet the needs of students in each learning environment, which may require planning differentiated lessons. Initially, teachers may use the same blended learning lesson plan as they learn to manage multiple groups, but the goal is for in-person instruction to reflect best practices including hands-on learning opportunities that may not be suitable or possible for those learning in a virtual environment.

Students in both settings (in-person and virtual instruction) are expected to be active participants in their learning and complete all assignments to their best of their ability. Teachers are expected to provide multiple opportunities for students to demonstrate learning and to provide additional time and support as needed. Grades must be based on a body of evidence and in alignment with BCPS Policy and Rule 5210 and as outlined in the BCPS Grading Manual.

Students with devices attending in-person instruction are expected to bring a charged device to school on their assigned day.

Students Receiving English for Speakers of Other Languages (ESOL) Services in a Hybrid Model

In both a hybrid setting or fully virtual setting, all English learners must continue to receive services in accordance with federal law mandates. Further, as English learners have significant academic and linguistic needs, it is essential that English learners receive sufficient instructional time to ensure that ESOL curricula is implemented with fidelity.

Based on in-person student enrollment, ESOL teacher assignments will be re-evaluated by the Office of ESOL to ensure appropriate staffing for a hybrid setting. Every effort will be made to maintain teacher assignments, but adjustments may be necessary due to staff shortages. After assignments are confirmed, ESOL teachers will work with their school administrators and the Office of ESOL to develop schedules to support both in-person and virtual instruction. Schedules will be developed with consideration to current ESOL staffing, student language proficiency, student academic needs, classroom schedules, and health protocols.

Students may receive their ESOL instruction in-person, virtually, or a combination of in-person and virtually. Student progress monitoring will continue through ELLevation and other data points including recently developed formative assessments.

On Wednesdays, ESOL teachers will provide additional support to students receiving instruction in-person or virtually through scheduled check-ins or one-on-one meetings with students and families. Translations and interpreting supports are also available to ensure effective communication with families.

The Office of ESOL will continue to provide ongoing professional development on instructional strategies and will offer weekly targeted office hours to support the hybrid instructional model.

Special Education Services in a Hybrid Model

In both a hybrid setting or fully virtual setting, all students with individualized education programs (IEPs), receiving special education services, must continue to receive services in accordance with federal law mandates. Further, as students with IEPs have significant academic, behavioral, and/or functional living needs, it is essential that students with IEPs receive sufficient instructional time to ensure that the appropriate curriculum, accommodations, and the identified supports and services are implemented with fidelity.

Based on in-person student enrollment, special education teacher assignments will be re-evaluated by the school-based administrators to ensure appropriate staffing for a hybrid setting. Every effort will be made to maintain teacher assignments, but adjustments may be necessary due to staff shortages. After assignments are confirmed, general education and/or special education teachers will work with their school administrators to develop schedules to support both in-person and virtual instruction. Schedules will be developed with consideration to current staffing, student IEP needs in the identified areas of supports and services, classroom schedules, and health protocols.

On Wednesdays, general education and/or special education teachers will provide additional support to students receiving instruction in-person or virtually through scheduled check-ins or one-on-one meetings with students and families.

The Department of Special Education's Office of Teaching and Learning will continue to provide ongoing professional development on instructional strategies and will offer weekly targeted office hours to support the hybrid instructional model.

Elementary special education teachers typically work across multiple grade levels and schools. During in-person instruction, the movement of students with IEPs should be limited. To accomplish this while maintaining adequate supports and services, students may receive their services and instruction in-person, virtually, or a combination of in-person and virtually. Student progress monitoring will continue through a combination of informal and formal assessments embedded within their instructional day and by the IEP Team for consideration as appropriate.

Additional instruction can be provided by general education and special education teachers to support content classes according to the identified needs of the IEP. Special education teachers may provide the support in a consultation model, inclusion model, co-teaching or a self-contained teaching model. Special education teachers may instruct and/or support students with IEPs during in-person instruction or in a small group during virtual instruction.

Related Services for Students with IEPs
(Speech/Language, Occupational Therapy, Physical Therapy, Vision, Deaf Hard of Hearing, Art/Music Therapy)

In both a hybrid setting or fully virtual setting, all students with IEPs receiving related services must continue to receive services in accordance with federal law mandates. Further, as students with IEPs have significant academic, behavioral, and/or functional living needs, it is essential that students with IEPs receive sufficient related service therapies to ensure that the appropriate supports, services, and accommodations are implemented with fidelity.

Based on in-person student enrollment, related service providers' schedules will be re-evaluated by the school-based administrators and/or the Office of Related Services in the Department of Special Education to ensure appropriate staffing for a hybrid setting. Every effort will be made to maintain related service provider assignments, but adjustments may be necessary due to staff shortages. After assignments are confirmed, related service providers will work with their school administrators and/or the Office of Related Services to develop schedules to support both in-person and virtual instruction. Schedules will be developed with consideration to current staffing, student IEP needs in the identified areas of supports and services, classroom or office schedules, and health protocols.

On Wednesdays, related service providers will provide consultative services and/or support to students receiving therapies in-person or virtually through scheduled check-ins or one-on-one meetings with students and families.

The Department of Special Education's Office of Teaching and Learning will continue to provide ongoing professional development on instructional strategies and will offer weekly targeted office hours to support the hybrid instructional model.

Staffing Substitutes

Principals may utilize existing staff to provide coverage when possible, while adhering to Master Agreement guidelines.

Daily Substitutes
Schools will select two daily substitutes to support school needs and provide appropriate access to training specific for the school needs.

- Job assignments are entered and verified in Smart Find Express for teachers and substitutes.
- Smart Find Express will not call out for available jobs; substitutes must log in to view and accept open jobs or be assigned by the school.
- Professional learning focused on virtual learning is provided.

Long-term Substitute Teachers

- Employee will be processed as needed at the request of the school.
    - Assignments are a minimum of 10 consecutive days for the same staff member.
- Long-term substitute paraeducators – Employee will be processed as needed at the request of the school.
- All substitutes
    - Training is provided by the school to support school plan.
    - Take COVID 101 course.

Temporary Employees

Additional adults, Kindergarten assistants, PreK paid helpers - Employee will be utilized to provide direct student assistance.

- Health/cleaning guideline training will be completed at the school.
- Hours worked will be processed as directed by Payroll.
- Take COVID 101 course.

Classroom Layout

There will be documented assigned seating, where and when appropriate, in the classrooms. Adults' desks should adhere to social distancing guidelines or be moved to an alternate location. Sample classroom layouts are available.

Assessment

Curriculum-Based Assessments (Unit/Periodic Assessments) - In order to monitor progress and plan responsive instruction, Curriculum Based Assessments (CBA) will be administered according to the Scope and Sequence for each course. Assessments will be administered through Schoology and scores will be entered into the Practice category. Teachers will determine the appropriate setting for assessment administration including small group or whole group opportunities.

State Assessments - All state mandated assessments will be administered in accordance with guidelines and schedules issued by the Maryland State Department of Education.

Appendix N: Students in Grades 3 – 12 Receiving Special Education Services Outside of General Education and Career and Technical Education Reentry Plan, Updated January 7, 2021 (Phase III)

This plan includes students in students in Grades 3 – 12 whose Individualized Education Program includes a least restrictive environment that is primarily outside of the general education classroom setting. This plan also includes students in select Career and Technical Education programs that require hands-on learning experiences for credentialing. (Phase III)

The reentry plan is organized into three sections:

- Health and Safety
- System and School Operations
- Instructional Model

Part 1: Health and Safety

For more information about health and safety guidelines, please refer to Appendix A: Safety Is Our True North.

Health Metrics

In accordance with guidance from the Maryland Department of Health and MSDE, BCPS will implement its reopening plan when the county positivity rate is 5% or lower and the cases per 100,000 residents is below 15.

The direction and pace of reopening will be guided by two primary indicators:

- Cumulative Cases per 100,000 persons over 14 days (to provide a measure of the extent of disease in Baltimore County) and
- Percentage Change in New Cases per 100,000 persons over 7 days (to provide an indicator of trends.)
- These two measures will allow the system to gauge the extent of disease in the community and the overall trend and will be called the COVID-19 School Opening Score.

COVID-19 School Opening Scores will be calculated weekly (on Fridays) as follows:

Percent change in new cases per 100,000 (previous 7 days)	**-10% or more**	**-10% to – 5%**	**-5% to no change**	**0-10%**	**More than 10%**
Score	**-2**	**-1**	**0**	**1**	**3**
Cumulative Cases/100,000 (14-day total)	**< 5**	**5 to <20**	**20 to <50**	**50 to ≤ 200**	**>200**
Score	**0**	**1**	**3**	**6**	**9**

COVID-19 School Opening Scores will be categorized as follows:

- Score of 12: Highest Concern, consider reducing or closing programs
- Score of 7-11: Concern, monitor; consider whether to halt further reopening or reducing programs if overall trend is upward for past month
- Score of 6 or below: Continue reopening plans

Baltimore County Health Department and Baltimore County Public Schools meet weekly to discuss recommendations about whether to continue the gradual reopening of schools, pause the reopening plan, or stop the reopening plan and consider a return to remote learning. Except in situations involving a rapid increase in cases, decisions to pause or stop the reopening plan will occur only after two consecutive weeks of metrics that do not meet state standards or a local score of 12 or above.

Mitigation Strategies

CDC identified five key mitigation practices that schools should use to slow the spread:
(1) consistent and correct use of face masks;
(2) social distancing to the extent possible;
(3) hand hygiene and respiratory etiquette;
(4) cleaning and disinfecting; and
(5) contact tracing in collaboration with the local health department.

(1) Face Coverings
Requirements: Face coverings are required for all persons in a BCPS facility, vehicle as well as on BCPS property. Face coverings are required during transportation to/from school on a bus as well as while outdoors on campuses. Face coverings must be worn at all times unless one of the below applies:

- the person is alone in a private space,
- the person is eating at scheduled mealtime or break,
- the person is six feet away from others and requires a brief mask break,
- the person is outdoors and engaged in strenuous physical activity while 6 feet away from others,
- the person is receiving health care or experiencing trouble breathing,
- the person is not able to remove the face covering by themselves,
- the person is under the age of 2 or functions at a developmentally equivalent level with regards to face covering use,
- students may be granted a waiver as part of the IEP/504 process.

Resources: Each school, office and school bus have a supply of disposable face coverings for students and employees who forget their face covering or whose face covering becomes soiled or damaged. Posters reminding staff and students about proper use of face coverings are posted at the entrance of all schools and offices as well as in strategic locations throughout the buildings.

(2) Social Distancing to the Extent Possible
Requirements: To maximize social distancing for employees and students, the following practices will be used as appropriate in each setting:

- staggered scheduling of employees to reduce occupancy,
- alternative schedules for students to reduce classroom and bus occupancy (e.g., hybrid schedules, option for full remote learning based on parent choice),
- revised classroom configuration (e.g., desks separated by 6 feet and facing one direction) to provide six-foot separation between students when developmentally appropriate,
- improved traffic flow plans for arrival, dismissal and change of classes to reduce gathering of students in any area (e.g., use of one-way traffic in hallways, sending students immediately to classrooms upon arrival at school, staggered departure at end of day),
- revised plan for school mealtimes that reduce occupancy of cafeteria (e.g., assigned seating in classroom, altered meal schedules, increased use of meals in classroom),
- reduced occupancy of restrooms by closing every other stall and sink or making them single occupancy.

Resources: To support decisions about classroom, lunchroom, and hallway configurations and flow, BCPS is designing sample floor plans that will be distributed to all principals. In addition, BCPS has created stickers to reflect six-foot separations that can be placed on floors and on seats in classrooms to reflect seats are too close and should not be used. Posters reminding staff and students to maintain social distancing are posted in strategic locations in all schools and offices.

(3) Hand Hygiene and Respiratory Etiquette
Requirements: Employees and students will be instructed to adhere to best practices in hand hygiene and respiratory etiquette:

- Hands should be washed thoroughly with soap and water. If soap and water are not available, alcohol-based hand sanitizer that contains at least 60% alcohol should be used.
- Times for hand washing include before and after meals, upon arrival to school/offices and home, before and after use of any shared items, after use of the restroom, after sneezing/coughing, and any other time hands are contaminated.
- Whenever possible, face coverings should remain in place during coughs and sneezes and the person should cover the cough or sneeze with their arm or sleeve.

Resources for each school: To support regular handwashing, BCPS has ordered additional supplies of soap, paper towels and alcohol-based hand sanitizer. BCPS has installed hand sanitizer stations in school lobbies and outside of each cafeteria. Schools and offices may supplement this supply of hand sanitizer units by purchasing stand-alone units for locations where access to soap and water is limited and there is increased risk/frequency of use of shared items or contact between students/staff. Posters reminding students and staff to regularly wash hands are posted in strategic locations in all schools and offices.

(4) Cleaning & Disinfection
Requirements: BCPS has enhanced its daily cleaning protocols by the addition of mid-day cleaning of frequently touched surfaces (e.g., doorknobs, bathrooms, countertops.) All cleaning will involve the use of EPA approved germicidal agents that kill coronavirus. Areas recently occupied by a person with COVID-19 infection and/or COVID-19 like illness will be closed off for use and cleaned in accordance with CDC protocols before reuse.

- Frequent cleaning and disinfection of high contact surfaces and any shared items, at least daily and mid-day.
- Promote handwashing before and after touching shared use items.
- Frequent handwashing with regular stocking of soap and paper towels and use of hand sanitizer if soap and water not readily available. BCPS will implement more frequent and high-impact cleaning and sanitization practices in accordance with Baltimore County Department of Health (BCDH) and CDC guidelines.
- Hand sanitizer stations will be provided in school lobbies, in addition to the current hand sanitizer stations located outside of each cafeteria.
- Shared use of items will be discouraged. When shared use is necessary (e.g., office copiers or manipulatives for assessments) users will be directed to wash or sanitize hands before and after touching the shared use item. The shared used item will be cleaned in accordance with manufacturer's guidance for the item.

(5) Contact Tracing in Collaboration with Local Health Department
Requirements: In collaboration with the Baltimore County Department of Health, the Office of Health Services has established protocols for response to persons with COVID-19 illness, exposure to COVID-19 and/or symptoms of COVID-19. See BCPS Contact Tracing and Testing FAQs.

Any employee who has recently been in a BCPS building is required to report to their supervisor the following situations:

- having a positive test for COVID-19,
- having contact with a person with COVID-19 illness, and/or
- being tested for COVID-19 to their supervisor.

Parents of students with the above situations will be directed to report this to their school nurse.

Response to COVID –19 Case:

- Persons with confirmed COVID-19 are excluded from in person work and school for at least 10 days from symptoms onset and until symptoms have resolved.
- A community notice is issued whenever there is a confirmed case in a school.
- Persons with close contact with a confirmed case are quarantined (excluded from in person school) for 14 days
- Baltimore County Department of Health notified if case is an employee who has had recent contact with students. All student cases are reported to the Baltimore County Department of Health.

Response to Close Contact with a COVID-19 Case:

- Persons with recent close contact to a person with COVID-19 are excluded from in person work and school for 14 days from the last close contact.
- Testing 5-7 days after exposure is recommended. Persons are given information about community testing resources.
- Response to Person Being Tested:
- Persons being tested for COVID-19 are excluded from in person work or school until they receive test results.
- If symptomatic for COVID-19, exclusion may last longer.

Response to Persons with COVID-19-Like Illness (CLI)

- Students who develop symptoms of CLI will be removed from the classroom and cared for in an isolation room. They will be sent home immediately and excluded from in person school per the COVID-Like Illness Protocol.
- Persons with close contact with the student with CLI will be notified and excluded from in person school.
- Employees with CLI will be sent home immediately.
- Persons with CLI will be excluded from school for 10 days unless they have a negative COVID test.

Compliance Monitoring

BCPS' Department of School Safety has established a mitigation checklist. This checklist will be distributed to principals as a support for implementing key practices. In addition, zone safety managers will conduct spot checks on schools (randomly and in response to concerns) to ensure compliance with the mitigation plan and to structure feedback to school leaders.

Screening

- Employees must attest that they are fever and symptom free, not under quarantine, not awaiting test results, and/or not under isolation order due to current infection.
- Employees are strongly encouraged to check their temperature each day before reporting to work.
- Parents must attest that their student is fever and symptom free, not under quarantine, not awaiting test results, and/or isolation order due to current infection. Parents are strongly encouraged to check each student's temperature immediately prior to sending the student to school.
- Teachers identify symptoms of COVID-19 infection in students and immediately refer students to school nurse for enhanced screening.
- Employees who experience symptoms of COVID19 infection during the school day are immediately excused and excluded from work.

Personal Protective Equipment (PPE)

In collaboration with medical experts at the Baltimore County Department of Health, BCPS staff reviewed CDC and OSHA guidelines regarding PPE and developed guidance documents on appropriate PPE for classroom staff and for school nurses. BCPS has purchased supplies and will distribute the following PPE to school staff:

- KN95 masks for school health personnel;
- face shields for school health personnel and all classroom staff;
- gloves for persons who come into contact with body fluids;
- gowns for persons caring for students with COVID-like illness and for health personnel;
- clear face masks for all staff in all schools are for optional use.

Ventilation

- The heating, ventilating, and air-conditioning systems in the schools were all designed, installed, and tested by professional mechanical/electrical engineers and by qualified HVAC manufacturing companies in accordance with applicable local and national codes and guidelines.
- Upon installation, they were tested and balanced by licensed and qualified mechanical contractors to ensure proper operation.
- These systems are operated by and maintained by qualified in-house and contracted technicians, as well as qualified HVAC manufacturers to ensure optimum performance.
- Since the beginning of the pandemic, BCPS has followed guidelines and recommendations from Centers for Disease Control (CDC) and those from the American Society of Heating, Refrigerating, and Air-conditioning Engineers (ASHRAE) for minimizing the risk of the spread.

The focus of these actions has been to:

- ensure ventilation systems are operating as designed;
- increase the circulation of outside air as much as is practicable, based on occupancy, outside temperature, and humidity conditions.

The primary recommendations for minimizing the risk in accordance with CDC and ASHRAE guidelines are to increase the ventilation, circulation, and filtration to the extent of the existing systems' capability.
The reduced occupancy in buildings also improves ventilation in the building.
BCPS will proactively address all concerns that arise during the transition back to school.

Health Services Protocols

- Each school is staffed with a full-time registered school nurse.
- Every school has identified an isolation room. Students who develop symptoms of COVID-19 during the school day will be cared for in the isolation room until they are picked up by parents.
- Protocols have been developed for care of students with COVID-19 like-illness and response to cases.

School Safety Plans and Drills

School-based safety plan modifications:

- Drill requirements and training have been revised due to COVID-19 closures. Exemptions for drill requirements in September and October have been entered.
- Drills will resume once students return to in-person learning. Social distancing and face coverings will be required for all drills.

Social Emotional Learning

BCPS will emphasize social-emotional learning (SEL) and community-building for students, staff, and families. Every effort will be made to reconnect, heal, and build as staff and students convene in virtual spaces. Research and guidance into the reopening of schools stresses the importance of SEL instruction, SEL supports, and community building. To support reopening, the Department of Social-Emotional Supports is developing additional strategies, support documents, and recommendations/guidance in the following areas for student and staff well-being.

Student:

- Promote healing and build community (in light of COVID-19 and racial reckoning).
- Use universal strategies to identify student concerns and needs.
- Provide a system of supports and interventions for student social-emotional well-being, mental health, and overall wellness.
- Continue student and family outreach and support.
- Offer professional learning for related service providers to address student social-emotional well-being.
- Expand the Culture of Care initiative and Mind Over Matters campaign.

Staff:

- Promote healing and build community (in light of COVID-19 and racial reckoning).
- Support staff's social-emotional well-being, mental health, and overall wellness.
- Support school leaders and central office-based leaders.
- Expand the Culture of Care initiative and Mind Over Matters campaign

Health Department Related Documents

- Reducing the Risk
- Tips to Support Mask-Wearing for Students with Disabilities
- COVID-19 Guidelines for the Workplace
- Face Covering FAQs
- FAQ on Social Distancing
- COVID-19 FAQs
- CDC Guidelines for Operating Schools

Part 2: System and School Operations

Questionnaire Process
Impacted families and staff will receive a questionnaire regarding the reopening of schools for students in this phase of reopening.

Families
- Impacted families will be asked to respond to an online questionnaire. In that questionnaire, families will select one of two instructional pathways:
    - Return to school on a hybrid schedule, with some instruction in the school building and some virtual instruction. If this option is selected, families will also indicate if transportation is needed.
    - Continue with full-time virtual instruction.
- Families with multiple students will complete one questionnaire for each student.
- Principal or school-based designee will send questionnaire to families.
- If a family does not indicate a selection, the student will be scheduled to continue with full-time virtual instruction.

Staff
- A general questionnaire link will be created for all staff in middle and high schools to complete.
- Staff will be identifiable as they will indicate if they intend to return, apply for a specific accommodation, or apply for a specific leave.

Cohort Development

Students will be organized in one of three cohorts.
Cohort A- Attends face to face Monday and Tuesday with virtual Wednesday, Thursday, and Friday
Cohort B- Attends face to face Thursday and Friday with virtual Monday, Tuesday, Wednesday
Cohort C- All virtual instruction

- In cases where a student is experiencing homelessness, schools will need to consult with the Office of Title One.
- Criteria includes completing the cohort groups by address to ensure that siblings attend on the same days.
- Once cohorts and class assignments are finalized, schedules for in-person and virtual instruction will be revised and distributed to staff and families prior to the assigned starting dates.
- School schedules must continue to meet the Maryland State Department of Education requirements for asynchronous and synchronous instruction.
- Students would still have to meet immunization requirements to participate in cohort A or B.

Parent Drop-off & Pick-up

- Face coverings are required for all persons in a BCPS facility, vehicle as well as on BCPS property.
- Parents will no longer be permitted in the school building. Parents will pull up to the designated drop off location and wait for a staff member to greet the student and assist them into the building.
- If a parent needs to bring a student to school after arrival or pick up a student for early dismissal, the parent should call the front office and wait for a staff member to come to the car. When picking up a student for early dismissal, proper identification will be required.
- Elementary School: At dismissal, school staff will escort students from their school building to their parent's vehicle (or school bus). Parents will wait in the vehicle until the staff member brings the student to the vehicle.

Transportation

Bus Operations

- School start and end times will need to be adjusted to accommodate student delivery model and cleaning of buses for **full** day of instruction.
- Service for athletics re-entry needs to be re-evaluated based on returning students.
- Buses will operate at limited capacity based on current social distancing guidelines.
- School system procedures for contact tracing will be followed if a student tests positive for COVID-19 who rides the bus to or from school.
- Barring inclement weather, buses will operate to support airflow and ventilation. For example, roof hatches and windows may be opened during operation.
- Students will be seated with consideration of the limited capacity of the bus due to current social distancing guidelines.
- School bus drivers will receive professional learning on mitigation procedures before transportation of students resumes.

Face Masks and Face Shields

- Bus drivers and bus attendants will wear a face mask that covers their mouth and nose.
- At their discretion, bus drivers may remove their face mask while driving in order to safely operate the vehicle. However, they are expected to wear a face covering as students enter or exit the bus.
- In addition to the face mask, bus attendants will also wear a face shield when working in close proximity with students.
- Students will be required to wear a face mask that covers the mouth and nose during transport on a school bus. Students may be granted a waiver as part of the IEP/504 process.
- Principals will notify transportation of students who will not be wearing masks.

Bus Cleaning Protocols

- Cleaning will involve spraying and wiping the following surfaces:
- The service door – inside and outside, focusing on door handles
- Handrails, barrier wall and dash (where students usually touch while boarding)
- Driver's seat, seatbelt, steering wheel, driver controls – all switches, knobs, gearshift, turn signals, emergency brake (excluding footbrake)
- All seats – seat bottoms, seat backs (top, front and back)
- Sidewalls and windows
- Roof hatch handles
- Rear emergency door and handle
- Lift door handle, lift controller, lift rails, seatbelt and door cable, if applicable

Disinfecting will include spraying the following areas of the bus:

- All seats – seat bottoms, seat backs (top, front and back)
- Driver's seat, seatbelt, steering wheel, driver controls – all switches, knobs, gearshift, turn signals, emergency brake (excluding footbrake)
- Handrails, barrier wall and dash (where students usually touch while boarding)

Safety Equipment for Students with Special Needs:

- After the morning run, the driver/attendant will spray a cloth and wipe down equipment, belts and straps: Besi seat, safety vest, car seat, Star seat or integrated seats. Please DO NOT spray cleaner or disinfectant directly onto equipment, as this may cause saturation of belts and soft surfaces. This avoids students being placed in wet belts or equipment and avoids students placing saturated belts and straps into their mouths.
- At the end of each day, all safety equipment will be sprayed directly with cleaner and disinfectant and allowed to dry overnight.

Food and Nutrition

The meals service model will include meals served in the classroom and mobile meals sites, as necessary, to meet the needs of the students who are not present for in-person instruction.

- Standard operating procedures related to sanitation and use of PPE products will be incorporated according to CDC guidelines and available for all cafeteria staff engaged in food preparation, service, and delivery.
- Social distancing guidelines will be incorporated into the food services workflow along with a reduction of the number of staff working at any given time.
- A two-week menu cycle will be implemented and prepared according to Maryland Health Department Guidelines. Special dietary needs of students will be accommodated.
- Food items will be individually wrapped and packaged with temperatures taken and maintained throughout service.

Meal Service for In-Person Instruction

- Food will be served using disposable containers, trays and utensils, except when feeding equipment identified in students' IEPS is being used. Trash cans will be available for all classrooms during meal service, either inside or directly outside the room in the hallway.
- A cashless meal payment system will be employed, and daily meal counts will be maintained for integrity of the program.
- For Breakfast, all students will pick up breakfast on their way into school and eat in the classroom. Garbage cans provided outside of the classroom.
- For lunch, as outlined below, principals may pick an option or implement a combination of the two options for their school based on the availability of school-based staff to support the in-school meal program.
    - Option 1: Students eat in the cafeteria by class cohort, and socially distanced. Students would line up for meal pickup by class, requiring staggered shifts. Students would need to have assigned seats and monitored by lunchroom assistants and other school-based staff, while in the cafeteria. Cafeteria tables will be cleaned between students, as is routine. Teachers receive duty-free lunch.
    - Option 2: Meals would be delivered to the students in the classroom and students would eat with their class. Principals would need to provide staff (lunchroom assistants) to deliver food to the classrooms. Principals would need to coordinate a schedule for staff to cover the lunch period to allow teachers to have a duty-free lunch.
- Lunchroom Assistants – Employees will be utilized to assist with classroom meal delivery, monitoring meal service, and assisting with classroom sanitation after lunch.

Meal Service for Virtual Instruction

- To meet the needs of students who are not present for in-person instruction, multiple meals will be available on Mondays and Wednesdays for pick up at all middle and high schools. In addition, a number of elementary schools will be selected as pickup sites or targeted community sites based on highest percentage of participation in the program and geographic area.

Attendance Procedures in Hybrid Model

If a child is in Cohort A or B and does not attend in person instruction on a specific date yet attends a portion of virtual instruction, they should be coded present.

Consulting Teacher Support

Consulting Teachers provide support to our new teachers and they work on multiple campuses. Staff persons assigned to more than one school campus will comply with BCPS' mitigation plan, including strict social distancing, face mask use and daily screening. To support contact tracing, staff will be required to follow an established schedule for their school visits, maintain a daily list of students serviced, and sign in at all schools.

Visitors to Building

In order to visit a BCPS school, visitors must have an appointment. Visits will be conducted remotely or outside, whenever possible. If an indoor visit is required, visitors will be required to wear face coverings and abide by social distancing practices. Office staff should monitor the number of people admitted to the building at one time.

Part 3: Instructional Model

Class Assignments and Staff Considerations

Once a parent determines their child is returning to in-person instruction, the child will be assigned to either Cohort A or B.

Principals will use Cohort information to organize a schedule for students participating in a hybrid model and for those participating in fully virtual model. Depending on cohorts, a student may be assigned to a different class. Staff will be assigned to the smallest possible group of students within the scope of their job description. Students will be assigned to the smallest possible number of staff.

Special area teachers assigned to multiple locations will collaborate with the school administrators to develop a rotation schedule to report to only **one** location **each day** for in-person instruction and provide virtual instruction to classes at the other location(s) as needed. This will ensure that over time teachers assigned to multiple locations will provide a blend of in-person and virtual instruction to students.

Seniors enrolled in CTE programs that require hands-on learning experiences for technical skill attainment will be provided opportunities for in-person learning in small groups. These opportunities will follow the mitigation strategies identified in *Safety Is Our True North* while allowing students to have experience with hands-on technical skills instruction needed for credentialing. In order to maintain fidelity of virtual learning, these opportunities will be scheduled during asynchronous Wednesdays. Each school team will design a proposal based on the individual needs of their students, staffing, and facilities while ensuring access for all students.

Switching from Virtual to Hybrid

If a family decides, after the questionnaire has closed, that they wish for their student to participate in the hybrid model, the following process will be used:

- Parent calls school and asks to speak to principal or assistant principal and makes verbal request to begin the hybrid model. Administrator documents the request.
- The administrator will consult with the Office of Health Services to ensure that the change will not impact the implementation of all mitigation strategies.
- If approved, students may begin the hybrid model within two calendar weeks after the request is made in order to:
    - allow staff to plan;
    - access transportation; and
    - ensure student cohort guidelines are followed.

Changing Cohorts

If a parent wants a change in cohort, the parent will call the school and ask to speak to principal or assistant principal and make a verbal request. If approved, a change in cohort may result in a change in classroom placement.

Parents will be notified if the request has been approved within 2 school days of the request.

- If a child must change from Cohort A to Cohort B (or vice versa), if approved, he/she must participate in Cohort C for a minimum of 14 calendar days (14 days from the last in-person school day). If a child wants to move from Cohort C to Cohort A or B, there is no need for a 14-calendar day wait.
- If approved, students moving from Cohort C to Cohort A or B will begin within two weeks after the request is approved in order to:
    - allow staff to plan,
    - access transportation, and
    - ensure student cohort guidelines are followed.

At any time, a parent may choose to change to Cohort C (all virtual instruction) by notifying the principal or assistant principal.

School Scheduling

- Once cohorts and class assignments are finalized, schedules for in-person and virtual instruction will be revised and shared with staff and families by prior to the return of students.
- School schedules must continue to meet the MSDE requirements for asynchronous and synchronous instruction.
- Schedules will be developed based on the instructional model.

Instructional Model

The weekly framework for the hybrid instructional model includes two consecutive days per week of in-person instruction and three days of learning in the virtual environment. Students will be assigned to a cohort that considers personal, academic, and staffing needs and accommodations while also meeting safety guidelines.

All parents/guardians will be given the choice to return to in-person instruction on a rotation or remain fully virtual. All students electing to return for in-person instruction will be assigned to Cohort A or Cohort B. Students electing to remain fully virtual will be assigned to Cohort C. Students in Cohort A will attend school for in-person instruction on Monday and Tuesday and participate in virtual learning on Wednesday, Thursday and Friday. Students in Cohort B will participate in virtual learning on Monday, Tuesday and Wednesday and attend school for in-person instruction on Thursday and Friday. Students in Cohort C will participate in virtual instruction Monday-Friday.

In-School Instruction by Cohort on Monday, Tuesday, Thursday, and Friday

Monday	Tuesday	Thursday	Friday
Student Cohort A	Student Cohort A	Student Cohort B	Student Cohort B

Virtual Instruction by Cohort on Monday, Tuesday, Thursday, and Friday

Monday	Tuesday	Thursday	Friday
Student Cohort B	Student Cohort B	Student Cohort A	Student Cohort A
Student Cohort C	Student Cohort C	Student Cohort C	Student Cohort C

On **Wednesdays**, all students learn from home through small group and asynchronous learning, except students in Career and Technical Education programs, who will attend school face-to-face on Wednesdays.

Students receiving special education services in a least restrictive environment that is outside the general education setting will continue to receive appropriate scaffolds and accommodations as identified in their Individual Education Program (IEP). Special educations teachers will provide core instruction in the self-contained setting utilizing specially designed instructional strategies and curriculum to meet the unique needs of students. Support, services, supplementary aides, and allowable accommodations will be implemented according to each student's IEP.

Hybrid Instructional Materials

- Teachers will continue to teach the BCPS Curriculum, aligned to Maryland College and Career Ready Standard Frameworks for both in-person and virtual learning. Teachers will continue to utilize Google Meet for live, virtual instruction and will post all course materials, assignments and assessments in Schoology.
- School teams will continue to determine instructional materials needed for virtual learning and may schedule additional dates for materials and supply distributions as needed.
- Teachers will provide specially designed instruction inclusive of materials and hands-on learning experiences aligned for specific skill acquisition and assessments in OGE programming.

Modified Synchronous Instruction for Grades 3 - 12

- Current school master (bell) schedules for virtual instruction will be adjusted prior to the return of students for in-person instruction. Schedules must be revised to reflect transportation/bell schedules, class transitions, lunch schedules, special area instruction and time for arrival and dismissal.
- Every effort will be made to preserve individual student schedules and class assignments, however in order to prioritize safety and health of students and staff, cohort assignments may result in changes to student's class assignments.

Asynchronous Instruction

- As we transition groups of students to in-person instruction, with the exception of select CTE students returning in Phase III, Wednesdays will remain as an asynchronous learning day for all students in all cohorts. Wednesday mornings will be utilized for small and whole group instruction, related service provision, and office hours as needed. Wednesday afternoons will be focused on teacher professional learning and planning.

General Teacher and Student Expectations

- Teachers will plan instruction aligned to the BCPS curriculum and MD College and Career Ready Standard Frameworks and that best meet the needs of students in each learning environment which may require planning differentiated lessons. Initially, teachers may use the same blended learning lesson plan as they learn to manage multiple groups, but the goal is for in-person instruction to reflect best practices including hands-on learning opportunities that may not be suitable or possible for those learning in a virtual environment.
- Students in both settings (in-person and virtual instruction) are expected to be active participants in their learning and complete all assignments to their best of their ability. Teachers are expected to provide multiple opportunities for students to demonstrate learning and to provide additional time and support as needed. Grades must be based on a body of evidence and in alignment with BCPS Policy and Rule 5210 and as outlined in the BCPS Grading Manual.
- Students attending in-person instruction are expected to bring a charged device to school on their assigned day.

Students Receiving English Speakers of Other Languages (ESOL) Services in a Hybrid Model

- In both a hybrid setting or fully virtual setting, all English Learners must continue to receive services in accordance with federal law mandates. Further, as English Learners have significant academic and linguistic needs, it is essential that English Learners receive sufficient instructional time to ensure that ESOL curricula is implemented with fidelity.
- Based on in-person student enrollment, ESOL teacher assignments will be re-evaluated by the Office of ESOL to ensure appropriate staffing for a hybrid setting. Every effort will be made to maintain teacher assignments, but adjustments may be necessary due to staff shortages. After assignments are confirmed, ESOL teachers will work with their school administrators and the Office of ESOL to develop schedules to support both in-person and virtual instruction. Schedules will be developed with consideration to current ESOL staffing, student language proficiency, student academic needs, classroom schedules, and health protocols.
- Students may receive their ESOL instruction in-person, virtually, or a combination of in-person and virtually. Student progress monitoring will continue through ELLevation and other data points including recently developed formative assessments.
- On Wednesdays, ESOL teachers will provide additional support to students receiving instruction in-person or virtually through scheduled check-ins or one-on-one meetings with students and families. Translations and interpreting supports are also available to ensure effective communication with families.
- The Office of ESOL will continue to provide ongoing professional development on instructional strategies and will offer weekly targeted office hours to support the hybrid instructional model.

Special Education Services in a Hybrid Model

- In both a hybrid setting or fully virtual setting, all students with Individual Educational Programs (IEPs), receiving special education services, must continue to receive services in accordance with federal law mandates. Further, as students with IEPs have significant academic, behavioral, and/or functional living needs, it is essential that students with IEPs receive sufficient instructional time to ensure that the appropriate curriculum, accommodations, and the identified supports and services are implemented with fidelity.
- Based on in-person student enrollment, special education teacher assignments will be re-evaluated by the school-based administrators to ensure appropriate staffing for a hybrid setting. Every effort will be made to maintain teacher assignments, but adjustments may be necessary due to staff shortages. After assignments are confirmed, general education and/or special education teachers will work with their school administrators to develop schedules to support both in-person and virtual instruction. Schedules will be developed with consideration to current staffing, student IEP needs in the identified areas of supports and services, classroom schedules, and health protocols.
- On Wednesdays, general education and/or special education teachers will provide additional support to students receiving instruction in-person or virtually through scheduled check-ins or one-on-one meetings with students and families.
- The Department of Special Education, Office of Teaching and Learning will continue to provide ongoing professional development on instructional strategies and will offer weekly targeted office hours to support the hybrid instructional model.
- Special education teachers typically work across multiple grade-levels and schools. During in-person instruction, students with IEPs movement should be limited. To accomplish this while maintaining adequate supports and services, students may receive their services and instruction in-person, virtually, or a combination of in-person and virtually. Student progress monitoring will continue through a combination of informal and formal assessments embedded within their instructional day and by the IEP Team for consideration as appropriate.
- Additional instruction can be provided by general education and special education teachers to support content classes according to the identified needs of the IEP. Special education teachers may provide the support in a consultation model, inclusion model, co-teach or self-contained teaching model. Special education teachers may instruct and/or support students with IEPs during in-person instruction or in a small group during virtual instruction.

Related Services for Students with IEPs
(Speech/Language, Occupational Therapy, Physical Therapy, Vision, Deaf Hard of Hear, Art/Music Therapy)

- In both a hybrid setting or fully virtual setting, all students with Individual Educational Programs (IEPs) receiving related services, must continue to receive services in accordance with federal law mandates. Further, as students with IEPs have significant academic, behavioral, and/or functional living needs, it is essential that students with IEPs receive sufficient related services therapies to ensure that the appropriate supports, services, and accommodations are implemented with fidelity.
- Based on in-person student enrollment, related service providers schedules will be re-evaluated by the school-based administrators and/or the Office of Related Services, Department of Special Education to ensure appropriate staffing for a hybrid setting. Every effort will be made to maintain related service provider assignments, but adjustments may be necessary due to staff shortages. After assignments are confirmed, related service providers will work with their school administrators and/or the Office of Related Services to develop schedules to support both in-person and virtual instruction. Schedules will be developed with consideration to current staffing, student IEP needs in the identified areas of supports and services, classroom or office schedules, and health protocols.
- On Wednesdays, related service providers will provide consultative services and/or support to students receiving therapies in-person or virtually through scheduled check-ins or one-on-one meetings with students and families.
- The Department of Special Education, Office of Teaching and Learning will continue to provide ongoing professional development on instructional strategies and will offer weekly targeted office hours to support the hybrid instructional model.

Staffing Substitutes

Principals may utilize existing staff to provide coverage when possible, while adhering to Master Agreement guidelines.

Daily Substitutes
Schools will select two daily substitutes to support school needs and provide appropriate access to training specific for the school needs.

- Job assignments are entered and verified in Smart Find Express for teachers and substitutes.
- Smart Find Express will not call out for available jobs; substitutes must log in to view and accept open jobs or be assigned by the school.
- Professional learning focused on virtual learning is provided.

Long-term Substitute Teachers

- Employee will be processed as needed at the request of the school.
    - Assignments are a minimum of 10 consecutive days for the same staff member.
- Long-term substitute paraeducators – Employee will be processed as needed at the request of the school.
- All substitutes
    - Training is provided by the school to support school plan.
    - Take COVID 101 course

Temporary Employees

Additional adults, kindergarten assistants, pre-K paid helpers - Employee will be utilized to provide direct student assistance.

- Health/cleaning guideline training will be completed at the school.
- Hours worked will be processed as directed by Payroll.
- Take COVID 101 course

Classroom Layout

- There will be documented assigned seating, where and when appropriate, in the classrooms.
- Adults desks should adhere to social distancing guidelines or be moved to an alternate location.

Assessment

- Curriculum-Based Assessments (Unit/Periodic Assessments) - In order to monitor progress and plan responsive instruction, Curriculum Based Assessments (CBA) will be administered according to the Scope and Sequence for each course. Assessments will be administered through Schoology and scores will be entered into the Practice category. Teachers will determine the appropriate setting for assessment administration including small group or whole group opportunities.
- State Assessments - All state mandated assessments will be administered in accordance with guidelines and schedules issued by the Maryland State Department of Education.
- College Board Assessments: All juniors will be given the opportunity to participate in the PSAT School Day Administration on January 26, 2021.

Appendix O: All Students Grades 3 – 12, Updated January 7, 2021 (Phase IV)

This plan includes students in students in Grades 3 – 12. (Phase IV)

The reentry plan is organized into three sections:

- Health and Safety
- System and School Operations
- Instructional Model

Part 1: Health and Safety

For more information about health and safety guidelines, please refer to Appendix A: Safety Is Our True North.

Health Metrics

In accordance with guidance from the Maryland Department of Health and MSDE, BCPS will implement its reopening plan when the county positivity rate is 5% or lower and the cases per 100,000 residents is below 15.

The direction and pace of reopening will be guided by two primary indicators:

- Cumulative Cases per 100,000 persons over 14 days (to provide a measure of the extent of disease in Baltimore County) and
- Percentage Change in New Cases per 100,000 persons over 7 days (to provide an indicator of trends.)
- These two measures will allow the system to gauge the extent of disease in the community and the overall trend and will be called the COVID-19 School Opening Score.

COVID-19 School Opening Scores will be calculated weekly (on Fridays) as follows:

Percent change in new cases per 100,000 (previous 7 days)	**-10% or more**	**-10% to – 5%**	**-5% to no change**	**0-10%**	**More than 10%**
Score	**-2**	**-1**	**0**	**1**	**3**
Cumulative Cases/100,000 (14-day total)	**< 5**	**5 to <20**	**20 to <50**	**50 to ≤ 200**	**>200**
Score	**0**	**1**	**3**	**6**	**9**

COVID-19 School Opening Scores will be categorized as follows:

- Score of 12: Highest Concern, consider reducing or closing programs
- Score of 7-11: Concern, monitor; consider whether to halt further reopening or reducing programs if overall trend is upward for past month

- Score of 6 or below: Continue reopening plans

Baltimore County Health Department and Baltimore County Public Schools meet weekly to discuss recommendations about whether to continue the gradual reopening of schools, pause the reopening plan, or stop the reopening plan and consider a return to remote learning. Except in situations involving a rapid increase in cases, decisions to pause or stop the reopening plan will occur only after two consecutive weeks of metrics that do not meet state standards or a local score of 12 or above.

Mitigation Strategies

CDC identified five key mitigation practices that schools should use to slow the spread:
(1) consistent and correct use of face masks;
(2) social distancing to the extent possible;
(3) hand hygiene and respiratory etiquette;
(4) cleaning and disinfecting; and
(5) contact tracing in collaboration with the local health department.

(1) Face Coverings
Requirements: Face coverings are required for all persons in a BCPS facility, vehicle as well as on BCPS property. Face coverings are required during transportation to/from school on a bus as well as while outdoors on campuses. Face coverings must be worn at all times unless one of the below applies:

- the person is alone in a private space,
- the person is eating at scheduled mealtime or break,
- the person is six feet away from others and requires a brief mask break,
- the person is outdoors and engaged in strenuous physical activity while 6 feet away from others,
- the person is receiving health care or experiencing trouble breathing,
- the person is not able to remove the face covering by themselves,
- the person is under the age of 2 or functions at a developmentally equivalent level with regards to face covering use.
- Students may be granted a waiver as part of the IEP/504 process.

Resources: Each school, office and school bus have a supply of disposable face coverings for students and employees who forget their face covering or whose face covering becomes soiled or damaged. Posters reminding staff and students about proper use of face coverings are posted at the entrance of all schools and offices as well as in strategic locations throughout the buildings.

(2) Social Distancing to the Extent Possible
Requirements: To maximize social distancing for employees and students, the following practices will be used as appropriate in each setting:

- staggered scheduling of employees to reduce occupancy,
- alternative schedules for students to reduce classroom and bus occupancy (e.g., hybrid schedules, option for full remote learning based on parent choice),

- revised classroom configuration (e.g., desks separated by 6 feet and facing one direction) to provide six-foot separation between students when developmentally appropriate,
- improved traffic flow plans for arrival, dismissal and change of classes to reduce gathering of students in any area (e.g., use of one-way traffic in hallways, sending students immediately to classrooms upon arrival at school, staggered departure at end of day),
- revised plan for school mealtimes that reduce occupancy of cafeteria (e.g., assigned seating in classroom, altered meal schedules, increased use of meals in classroom),
- reduced occupancy of restrooms by closing every other stall and sink or making them single occupancy.

Resources: To support decisions about classroom, lunchroom, and hallway configurations and flow, BCPS is designing sample floor plans that will be distributed to all principals. In addition, BCPS has created stickers to reflect six-foot separations that can be placed on floors and on seats in classrooms to reflect seats are too close and should not be used. Posters reminding staff and students to maintain social distancing are posted in strategic locations in all schools and offices.

(3) Hand Hygiene and Respiratory Etiquette
Requirements: Employees and students will be instructed to adhere to best practices in hand hygiene and respiratory etiquette:

- Hands should be washed thoroughly with soap and water. If soap and water are not available, alcohol-based hand sanitizer that contains at least 60% alcohol should be used.
- Times for hand washing include before and after meals, upon arrival to school/offices and home, before and after use of any shared items, after use of the restroom, after sneezing/coughing, and any other time hands are contaminated.
- Whenever possible, face coverings should remain in place during coughs and sneezes and the person should cover the cough or sneeze with their arm or sleeve.

Resources for each school: To support regular handwashing, BCPS has ordered additional supplies of soap, paper towels and alcohol-based hand sanitizer. BCPS has installed hand sanitizer stations in school lobbies and outside of each cafeteria. Schools and offices may supplement this supply of hand sanitizer units by purchasing stand-alone units for locations where access to soap and water is limited and there is increased risk/frequency of use of shared items or contact between students/staff. Posters reminding students and staff to regularly wash hands are posted in strategic locations in all schools and offices.

(4) Cleaning & Disinfection
Requirements: BCPS has enhanced its daily cleaning protocols by the addition of mid-day cleaning of frequently touched surfaces (e.g., doorknobs, bathrooms, countertops.) All cleaning will involve the use of EPA approved germicidal agents that kill coronavirus. Areas recently occupied by a person with COVID-19 infection and/or COVID-19 like illness will be closed off for use and cleaned in accordance with CDC protocols before reuse.

- Frequent cleaning and disinfection of high contact surfaces and any shared items, at least daily and mid-day.

- Promote handwashing before and after touching shared use items.
- Frequent handwashing with regular stocking of soap and paper towels and use of hand sanitizer if soap and water not readily available. BCPS will implement more frequent and high-impact cleaning and sanitization practices in accordance with Baltimore County Department of Health (BCDH) and CDC guidelines.
- Hand sanitizer stations will be provided in school lobbies, in addition to the current hand sanitizer stations located outside of each cafeteria.
- Shared use of items will be discouraged. When shared use is necessary (e.g., office copiers or manipulatives for assessments) users will be directed to wash or sanitize hands before and after touching the shared use item. The shared used item will be cleaned in accordance with manufacturer's guidance for the item.

(5) Contact Tracing in Collaboration with Local Health Department
Requirements: In collaboration with the Baltimore County Department of Health, the Office of Health Services has established protocols for response to persons with COVID-19 illness, exposure to COVID-19 and/or symptoms of COVID-19. See BCPS Contact Tracing and Testing FAQs.

Any employee who has recently been in a BCPS building is required to report to their supervisor the following situations:

- having a positive test for COVID-19,
- having contact with a person with COVID-19 illness, and/or
- being tested for COVID-19 to their supervisor.

Parents of students with the above situations will be directed to report this to their school nurse.

Response to COVID –19 Case:

- Persons with confirmed COVID-19 are excluded from in person work and school for at least 10 days from symptoms onset and until symptoms have resolved.
- A community notice is issued whenever there is a confirmed case in a school.
- Persons with close contact with a confirmed case are quarantined (excluded from in person school) for 14 days
- Baltimore County Department of Health notified if case is an employee who has had recent contact with students. All student cases are reported to the Baltimore County Department of Health.

Response to Close Contact with a COVID-19 Case:

- Persons with recent close contact to a person with COVID-19 are excluded from in person work and school for 14 days from the last close contact.
- Testing 5-7 days after exposure is recommended. Persons are given information about community testing resources.
- Response to Person Being Tested:
- Persons being tested for COVID-19 are excluded from in person work or school until they receive test results.
- If symptomatic for COVID-19, exclusion may last longer.

Response to Persons with COVID-19-Like Illness (CLI)

- Students who develop symptoms of CLI will be removed from the classroom and cared for in an isolation room. They will be sent home immediately and excluded from in person school per the COVID-Like Illness Protocol.
- Persons with close contact with the student with CLI will be notified and excluded from in person school.
- Employees with CLI will be sent home immediately.
- Persons with CLI will be excluded from school for 10 days unless they have a negative COVID test.

Compliance Monitoring

BCPS' Department of School Safety has established a mitigation checklist. This checklist will be distributed to principals as a support for implementing key practices. In addition, zone safety managers will conduct spot checks on schools (randomly and in response to concerns) to ensure compliance with the mitigation plan and to structure feedback to school leaders.

Screening

- Employees must attest that they are fever and symptom free, not under quarantine, not awaiting test results, and/or not under isolation order due to current infection.
- Employees are strongly encouraged to check their temperature each day before reporting to work.
- Parents must attest that their student is fever and symptom free, not under quarantine, not awaiting test results, and/or isolation order due to current infection. Parents are strongly encouraged to check each student's temperature immediately prior to sending the student to school.
- Teachers identify symptoms of COVID-19 infection in students and immediately refer students to school nurse for enhanced screening.
- Employees who experience symptoms of COVID19 infection during the school day are immediately excused and excluded from work.

Personal Protective Equipment (PPE)

In collaboration with medical experts at the Baltimore County Department of Health, BCPS staff reviewed CDC and OSHA guidelines regarding PPE and developed guidance documents on appropriate PPE for classroom staff and for school nurses. BCPS has purchased supplies and will distribute the following PPE to school staff:

- KN95 masks for school health personnel;
- face shields for school health personnel and all classroom staff;
- gloves for persons who come into contact with body fluids;
- gowns for persons caring for students with COVID-like illness and for health personnel;
- clear face masks for all staff in all schools are for optional use.

Ventilation

- The heating, ventilating, and air-conditioning systems in the schools were all designed, installed, and tested by professional mechanical/electrical engineers and by qualified HVAC manufacturing companies in accordance with applicable local and national codes and guidelines.
- Upon installation, they were tested and balanced by licensed and qualified mechanical contractors to ensure proper operation.
- These systems are operated by and maintained by qualified in-house and contracted technicians, as well as qualified HVAC manufacturers to ensure optimum performance.
- Since the beginning of the pandemic, BCPS has followed guidelines and recommendations from Centers for Disease Control (CDC) and those from the American Society of Heating, Refrigerating, and Air-conditioning Engineers (ASHRAE) for minimizing the risk of the spread.

The focus of these actions has been to:

- ensure ventilation systems are operating as designed;
- increase the circulation of outside air as much as is practicable, based on occupancy, outside temperature, and humidity conditions.

The primary recommendations for minimizing the risk in accordance with CDC and ASHRAE guidelines are to increase the ventilation, circulation, and filtration to the extent of the existing systems' capability.
The reduced occupancy in buildings also improves ventilation in the building.
BCPS will proactively address all concerns that arise during the transition back to school.

Health Services Protocols

Each school is staffed with a full-time registered school nurse.

Every school has identified an isolation room. Students who develop symptoms of COVID-19 during the school day will be cared for in the isolation room until they are picked up by parents.

Protocols have been developed for care of students with COVID-19 like-illness and response to cases.

School Safety Plans and Drills

School-based safety plan modifications:

- Drill requirements and training have been revised due to COVID-19 closures. Exemptions for drill requirements in September and October have been entered.
- Drills will resume once students return to in-person learning. Social distancing and face coverings will be required for all drills.

Social Emotional Learning

BCPS will emphasize social-emotional learning (SEL) and community-building for students, staff, and families. Every effort will be made to reconnect, heal, and build as staff and students convene in virtual spaces. Research and guidance into the reopening of schools stresses the importance of SEL instruction, SEL supports, and community building. To support reopening, the Department of Social-Emotional Supports is developing additional strategies, support documents, and recommendations/guidance in the following areas for student and staff well-being.

Student:

- Promote healing and build community (in light of COVID-19 and racial reckoning).
- Use universal strategies to identify student concerns and needs.
- Provide a system of supports and interventions for student social-emotional well-being, mental health, and overall wellness.
- Continue student and family outreach and support.
- Offer professional learning for related service providers to address student social emotional well-being.
- Expand the Culture of Care initiative and Mind Over Matters campaign.

Staff:

- Promote healing and build community (in light of COVID-19 and racial reckoning).
- Support staff's social-emotional well-being, mental health, and overall wellness.
- Support school leaders and central office-based leaders.
- Expand the Culture of Care initiative and Mind Over Matters campaign

Health Department Related Documents

- Reducing the Risk
- Tips to Support Mask-Wearing for Students with Disabilities
- COVID-19 Guidelines for the Workplace
- Face Covering FAQs
- FAQ on Social Distancing
- COVID-19 FAQs
- CDC Guidelines for Operating Schools

Part 2: System and School Operations

Questionnaire Process

Impacted families and staff will receive a questionnaire regarding the reopening of schools for students in this phase of reopening.

Families

- Impacted families will be asked to respond to an online questionnaire. In that questionnaire, families will select one of two instructional pathways:
- Return to school on a hybrid schedule, with some instruction in the school building and some virtual instruction. If this option is selected, families will also indicate if transportation is needed.
- Continue with full-time virtual instruction.
- Families with multiple students will complete one questionnaire for each student.
- Principal or school-based designee will send questionnaire to families.
- If a family does not indicate a selection, the student will be scheduled to continue with full-time virtual instruction.

Staff

- A general questionnaire link will be created for all staff in middle and high schools to complete.
- Staff will be identifiable as they will indicate if they intend to return, apply for a specific accommodation, or apply for a specific leave.

Cohort Development

Students will be organized in one of three cohorts.
Cohort A- Attends face to face Monday and Tuesday with virtual Wednesday, Thursday, and Friday
Cohort B- Attends face to face Thursday and Friday with virtual Monday, Tuesday, Wednesday
Cohort C- All virtual instruction

- In cases where a student is experiencing homelessness, schools will need to consult with the Office of Title One.
- Criteria includes completing the cohort groups by address to ensure that siblings attend on the same days.
- Once cohorts and class assignments are finalized, schedules for in-person and virtual instruction will be revised and distributed to staff and families prior to the assigned starting dates.
- School schedules must continue to meet the Maryland State Department of Education requirements for asynchronous and synchronous instruction.
- Students would still have to meet immunization requirements to participate in cohort A or B.

Parent Drop-off & Pick-up

- Face coverings are required for all persons in a BCPS facility, vehicle as well as on BCPS property.
- Parents will no longer be permitted in the school building. Parents will pull up to the designated drop off location and wait for a staff member to greet the student and assist them into the building.
- If a parent needs to bring a student to school after arrival or pick up a student for early dismissal, the parent should call the front office and wait for a staff member to come to the car. When picking up a student for early dismissal, proper identification will be required.
- Elementary School: At dismissal, school staff will escort students from their school building to their parent's vehicle (or school bus). Parents will wait in the vehicle until the staff member brings the student to the vehicle.

Transportation

Bus Operations

- School start and end times will need to be adjusted to accommodate student delivery model and cleaning of buses for **full** day of instruction.
- Service for athletics re-entry needs to be re-evaluated based on returning students.
- Buses will operate at limited capacity based on current social distancing guidelines.
- School system procedures for contact tracing will be followed if a student tests positive for COVID-19 who rides the bus to or from school.
- Barring inclement weather, buses will operate to support airflow and ventilation. For example, roof hatches and windows may be opened during operation.
- Students will be seated with consideration of the limited capacity of the bus due to current social distancing guidelines.
- School bus drivers will receive professional learning on mitigation procedures before transportation of students resumes.

Face Masks and Face Shields

- Bus drivers and bus attendants will wear a face mask that covers their mouth and nose.
- At their discretion, bus drivers may remove their face mask while driving in order to safely operate the vehicle. However, they are expected to wear a face covering as students enter or exit the bus.
- In addition to the face mask, bus attendants will also wear a face shield when working in close proximity with students.
- Students will be required to wear a face mask that covers the mouth and nose during transport on a school bus. Students may be granted a waiver as part of the IEP/504 process.
- Principals will notify transportation of students who will not be wearing masks.

Bus Cleaning Protocols

Cleaning will involve spraying and wiping the following surfaces:

- The service door – inside and outside, focusing on door handles
- Handrails, barrier wall and dash (where students usually touch while boarding)
- Driver's seat, seatbelt, steering wheel, driver controls – all switches, knobs, gearshift, turn signals, emergency brake (excluding footbrake)
- All seats – seat bottoms, seat backs (top, front and back)
- Sidewalls and windows
- Roof hatch handles
- Rear emergency door and handle
- Lift door handle, lift controller, lift rails, seatbelt and door cable, if applicable

Disinfecting will include spraying the following areas of the bus:

- All seats – seat bottoms, seat backs (top, front and back)
- Driver's seat, seatbelt, steering wheel, driver controls – all switches, knobs, gearshift, turn signals, emergency brake (excluding footbrake)
- Handrails, barrier wall and dash (where students usually touch while boarding)

Safety Equipment for Students with Special Needs:

- After the morning run, the driver/attendant will spray a cloth and wipe down equipment, belts and straps: Besi seat, safety vest, car seat, Star seat or integrated seats. Please DO NOT spray cleaner or disinfectant directly onto equipment, as this may cause saturation of belts and soft surfaces. This avoids students being placed in wet belts or equipment and avoids students placing saturated belts and straps into their mouths.
- At the end of each day, all safety equipment will be sprayed directly with cleaner and disinfectant and allowed to dry overnight.

Food and Nutrition

The meals service model will include meals served in the classroom and mobile meals sites, as necessary, to meet the needs of the students who are not present for in-person instruction.

- Standard operating procedures related to sanitation and use of PPE products will be incorporated according to CDC guidelines and available for all cafeteria staff engaged in food preparation, service, and delivery.
- Social distancing guidelines will be incorporated into the food services workflow along with a reduction of the number of staff working at any given time.
- A two-week menu cycle will be implemented and prepared according to Maryland Health Department Guidelines. Special dietary needs of students will be accommodated.
- Food items will be individually wrapped and packaged with temperatures taken and maintained throughout service.

Meal Service for In-Person Instruction

- Food will be served using disposable containers, trays and utensils, except when feeding equipment identified in students' IEPS is being used. Trash cans will be available for all classrooms during meal service, either inside or directly outside the room in the hallway.
- A cashless meal payment system will be employed, and daily meal counts will be maintained for integrity of the program.
- For Breakfast, all students will pick up breakfast on their way into school and eat in the classroom. Garbage cans provided outside of the classroom.
- For lunch, as outlined below, principals may pick an option or implement a combination of the two options for their school based on the availability of school-based staff to support the in-school meal program.
    - Option 1: Students eat in the cafeteria by class cohort, and socially distanced. Students would line up for meal pickup by class, requiring staggered shifts. Students would need to have assigned seats and monitored by lunchroom assistants and other school-based staff, while in the cafeteria. Cafeteria tables will be cleaned between students, as is routine. Teachers receive duty-free lunch.
    - Option 2: Meals would be delivered to the students in the classroom and students would eat with their class. Principals would need to provide staff (lunchroom assistants) to deliver food to the classrooms. Principals would need to coordinate a schedule for staff to cover the lunch period to allow teachers to have a duty-free lunch.
- Lunchroom Assistants – Employees will be utilized to assist with classroom meal delivery, monitoring meal service, and assisting with classroom sanitation after lunch.

Meal Service for Virtual Instruction

To meet the needs of students who are not present for in-person instruction, meals will be made available for pick-up.

Attendance Procedures in Hybrid Model

If a child is in Cohort A or B and does not attend in person instruction on a specific date yet attends a portion of virtual instruction, they should be coded present.

Consulting Teacher Support

Consulting Teachers provide support to our new teachers and they work on multiple campuses. Staff persons assigned to more than one school campus will comply with BCPS' mitigation plan, including strict social distancing, face mask use and daily screening. To support contact tracing, staff will be required to follow an established schedule for their school visits, maintain a daily list of students serviced, and sign in at all schools.

Visitors to Building

In order to visit a BCPS school, visitors must have an appointment. Visits will be conducted remotely or outside, whenever possible. If an indoor visit is required, visitors will be required to wear face coverings and abide by social distancing practices. Office staff should monitor the number of people admitted to the building at one time.

Part 3: Instructional Model

Class Assignments and Staff Considerations

- Once a parent determines their child is returning to in-person instruction, the child will be assigned to either Cohort A or B.
- Principals will use Cohort information to organize a schedule for students participating in a hybrid model and for those participating in fully virtual model.
- Depending on cohorts, a student may be assigned to a different class.
- Staff will be assigned to the smallest possible group of students within the scope of their job description.
- Students will be assigned to the smallest possible number of staff.
- Special area teachers assigned to multiple locations will collaborate with the school administrators to develop a rotation schedule to report to only **one** location **each day** for in-person instruction and provide virtual instruction to classes at the other location(s) as needed. This will ensure that over time teachers assigned to multiple locations will provide a blend of in-person and virtual instruction to students.

Switching from Virtual to Hybrid

If a family decides after the questionnaire has closed that their wish for their student to participate in the hybrid model, the following process will be used:

- Parent calls school and asks to speak to principal or assistant principal and makes verbal request to begin the hybrid model. Administrator documents the request.
- The administrator will consult with the Office of Health Services to ensure that the change will not impact the implementation of all mitigation strategies.
- If approved, students may begin the hybrid model within two calendar weeks after the request is made in order to:
    - allow staff to plan,
    - access transportation, and
    - ensure student cohort guidelines are followed.

Changing Cohorts

If a parent wants a change in cohort, the parent will call the school and ask to speak to principal or assistant principal and make a verbal request. If approved, a change in cohort may result in a change in classroom placement.

Parents will be notified if the request has been approved within 2 school days of the request.

- If a child must change from Cohort A to Cohort B (or vice versa), if approved, he/she must participate in Cohort C for a minimum of 14 calendar days (14 days from the last in-person school day). If a child wants to move from Cohort C to Cohort A or B, there is no need for a 14-calendar day wait.
- If approved, students moving from Cohort C to Cohort A or B will begin within two weeks after the request is approved in order to:
    - allow staff to plan,
    - access transportation, and
    - ensure student cohort guidelines are followed.

At any time, a parent may choose to change to Cohort C (all virtual instruction) by notifying the principal or assistant principal.

School Scheduling

- School schedules must continue to meet the MSDE requirements for asynchronous and synchronous instruction.
- Schedules will be developed based on the instructional model.
- Elementary Phase IV: Once cohorts and class assignments are finalized, schedules for in-person and virtual instruction will be revised and shared with staff and families. Elementary students in an in-person environment will follow a full-day bell schedule.
- Secondary Phase IV: Students' schedules will be developed within their cohort, and every effort will be made for students to remain with the same staff. Students will have the opportunity to follow their schedule in their school's regular bell schedule for in-person and virtual instruction.

Instructional Model

The weekly framework for the hybrid instructional model includes two consecutive days per week of in-person instruction and three days of learning in the virtual environment. Students will be assigned to a cohort that considers personal, academic, and staffing needs and accommodations while also meeting safety guidelines.

All parents/guardians will be given the choice to return to in-person instruction on a rotation or remain fully virtual. All students electing to return for in-person instruction will be assigned to Cohort A or Cohort B. Students electing to remain fully virtual will be assigned to Cohort C. Students in Cohort A will attend school for in-person instruction on Monday and Tuesday and participate in virtual learning on Wednesday, Thursday and Friday. Students in Cohort B will participate in virtual learning on Monday, Tuesday and Wednesday and attend school for in-person instruction on Thursday and Friday. Students in Cohort C will participate in virtual instruction Monday-Friday.

In-School Instruction by Cohort on Monday, Tuesday, Thursday, and Friday

Monday	Tuesday	Thursday	Friday
Student Cohort A	Student Cohort A	Student Cohort B	Student Cohort B

Virtual Instruction by Cohort on Monday, Tuesday, Thursday, and Friday

Monday	Tuesday	Thursday	Friday
Student Cohort B	Student Cohort B	Student Cohort A	Student Cohort A
Student Cohort C	Student Cohort C	Student Cohort C	Student Cohort C

On **Wednesdays**, all students learn from home through small group and asynchronous learning.

Students receiving special education services will continue to receive appropriate scaffolds and accommodations as identified in their Individual Education Program (IEP). Special educations teachers will provide core instruction in the self-contained setting utilizing specially designed instructional strategies and curriculum to meet the unique needs of students. Support, services, supplementary aides, and allowable accommodations will be implemented according to each student's IEP.

Hybrid Instructional Materials

Teachers will continue to teach the BCPS Curriculum, aligned to Maryland College and Career Ready Standard Frameworks for both in-person and virtual learning. Teachers will continue to utilize Google Meet for live, virtual instruction and will post all course materials, assignments and assessments in Schoology.

School teams will continue to determine instructional materials needed for virtual learning and may schedule additional dates for materials and supply distributions as needed.

Modified Synchronous Instruction for Grades 3 - 12

- Current school master (bell) schedules for virtual instruction will be adjusted prior to the return of students for in-person instruction. Schedules must be revised to reflect transportation/bell schedules, class transitions, lunch schedules, special area instruction and time for arrival and dismissal.
- Every effort will be made to preserve individual student schedules and class assignments, however in order to prioritize safety and health of students and staff, cohort assignments may result in changes to student's class assignments.
- For secondary schools in Phase IV, Instructional periods in a full day schedule will reflect concurrent instruction of students returning for in-person instruction and students participating in virtual instruction.

Asynchronous Instruction

As we transition groups of students to in-person instruction, with the exception of select CTE students returning in Phase III, Wednesdays will remain as an asynchronous learning day for all students in all cohorts. Wednesday mornings will be utilized for small and whole group instruction, related service provision, and office hours as needed. Wednesday afternoons will be focused on teacher professional learning and planning.

General Teacher and Student Expectations

- Teachers will plan instruction aligned to the BCPS curriculum and MD College and Career Ready Standard Frameworks and that best meet the needs of students in each learning environment which may require planning differentiated lessons. Initially, teachers may use the same blended learning lesson plan as they learn to manage multiple groups, but the goal is for in-person instruction to reflect best practices including hands-on learning opportunities that may not be suitable or possible for those learning in a virtual environment.
- Students in both settings (in-person and virtual instruction) are expected to be active participants in their learning and complete all assignments to their best of their ability. Teachers are expected to provide multiple opportunities for students to demonstrate learning and to provide additional time and support as needed. Grades must be based on a body of evidence and in alignment with BCPS Policy and Rule 5210 and as outlined in the BCPS Grading Manual.
- Students attending in-person instruction are expected to bring a charged device to school on their assigned day.

Students Receiving English Speakers of Other Languages (ESOL) Services in a Hybrid Model

In both a hybrid setting or fully virtual setting, all English Learners must continue to receive services in accordance with federal law mandates. Further, as English Learners have significant academic and linguistic needs, it is essential that English Learners receive sufficient instructional time to ensure that ESOL curricula is implemented with fidelity.

- Based on in-person student enrollment, ESOL teacher assignments will be re-evaluated by the Office of ESOL to ensure appropriate staffing for a hybrid setting. Every effort will be made to maintain teacher assignments, but adjustments may be necessary due to staff shortages. After assignments are confirmed, ESOL teachers will work with their school administrators and the Office of ESOL to develop schedules to support both in-person and virtual instruction. Schedules will be developed with consideration to current ESOL staffing, student language proficiency, student academic needs, classroom schedules, and health protocols.
- Students may receive their ESOL instruction in-person, virtually, or a combination of in-person and virtually. Student progress monitoring will continue through ELLevation and other data points including recently developed formative assessments.
- On Wednesdays, ESOL teachers will provide additional support to students receiving instruction in-person or virtually through scheduled check-ins or one-on-one meetings with students and families. Translations and interpreting supports are also available to ensure effective communication with families.
- The Office of ESOL will continue to provide ongoing professional development on instructional strategies and will offer weekly targeted office hours to support the hybrid instructional model.

Special Education Services in a Hybrid Model

In both a hybrid setting or fully virtual setting, all students with Individual Educational Programs (IEPs), receiving special education services, must continue to receive services in accordance with federal law mandates. Further, as students with IEPs have significant academic, behavioral, and/or functional living needs, it is essential that students with IEPs receive sufficient instructional time to ensure that the appropriate curriculum, accommodations, and the identified supports and services are implemented with fidelity.

- Based on in-person student enrollment, special education teacher assignments will be re-evaluated by the school-based administrators to ensure appropriate staffing for a hybrid setting. Every effort will be made to maintain teacher assignments, but adjustments may be necessary due to staff shortages. After assignments are confirmed, general education and/or special education teachers will work with their school administrators to develop schedules to support both in-person and virtual instruction. Schedules will be developed with consideration to current staffing, student IEP needs in the identified areas of supports and services, classroom schedules, and health protocols.
- On Wednesdays, general education and/or special education teachers will provide additional support to students receiving instruction in-person or virtually through scheduled check-ins or one-on-one meetings with students and families.
- The Department of Special Education, Office of Teaching and Learning will continue to provide ongoing professional development on instructional strategies and will offer weekly targeted office hours to support the hybrid instructional model.
- Special education teachers typically work across multiple grade-levels and schools. During in-person instruction, students with IEPs movement should be limited. To accomplish this while maintaining adequate supports and services, students may receive their services and instruction in-person, virtually, or a combination of in-person and virtually. Student progress monitoring will continue through a combination of informal and formal assessments embedded within their instructional day and by the IEP Team for consideration as appropriate.
- Additional instruction can be provided by general education and special education teachers to support content classes according to the identified needs of the IEP. Special education teachers may provide the support in a consultation model, inclusion model, co-teach or self-contained teaching model. Special education teachers may instruct and/or support students with IEPs during in-person instruction or in a small group during virtual instruction.

Related Services for Students with IEPs
(Speech/Language, Occupational Therapy, Physical Therapy, Vision, Deaf Hard of Hear, Art/Music Therapy)

- In both a hybrid setting or fully virtual setting, all students with Individual Educational Programs (IEPs) receiving related services, must continue to receive services in accordance with federal law mandates. Further, as students with IEPs have significant academic, behavioral, and/or functional living needs, it is essential that students with IEPs receive sufficient related services therapies to ensure that the appropriate supports, services, and accommodations are implemented with fidelity.
- Based on in-person student enrollment, related service providers schedules will be re-evaluated by the school-based administrators and/or the Office of Related Services, Department of Special Education to ensure appropriate staffing for a hybrid setting. Every effort will be made to maintain related service provider assignments, but adjustments may be necessary due to staff shortages. After assignments are confirmed, related service providers will work with their school administrators and/or the Office of Related Services to develop schedules to support both in-person and virtual instruction. Schedules will be developed with consideration to current staffing, student IEP needs in the identified areas of supports and services, classroom or office schedules, and health protocols.
- On Wednesdays, related service providers will provide consultative services and/or support to students receiving therapies in-person or virtually through scheduled check-ins or one-on-one meetings with students and families.
- The Department of Special Education, Office of Teaching and Learning will continue to provide ongoing professional development on instructional strategies and will offer weekly targeted office hours to support the hybrid instructional model.

Staffing Substitutes

Principals may utilize existing staff to provide coverage when possible, while adhering to Master Agreement guidelines.

Daily Substitutes
Schools will select two daily substitutes to support school needs and provide appropriate access to training specific for the school needs.

- Job assignments are entered and verified in Smart Find Express for teachers and substitutes.
- Smart Find Express will not call out for available jobs; substitutes must log in to view and accept open jobs or be assigned by the school.
- Professional learning focused on virtual learning is provided.

Long-term Substitute Teachers

- Employee will be processed as needed at the request of the school.
    - Assignments are a minimum of 10 consecutive days for the same staff member.
- Long-term substitute paraeducators – Employee will be processed as needed at the request of the school.
- All substitutes
    - Training is provided by the school to support school plan.
    - Take COVID 101 course

Temporary Employees

Additional adults, kindergarten assistants, pre-K paid helpers - Employee will be utilized to provide direct student assistance.

- Health/cleaning guideline training will be completed at the school.
- Hours worked will be processed as directed by Payroll.
- Take COVID 101 course

Classroom Layout

There will be documented assigned seating, where and when appropriate, in the classrooms. Adults desks should adhere to social distancing guidelines or be moved to an alternate location.

Assessment

- Curriculum-Based Assessments (Unit/Periodic Assessments) - In order to monitor progress and plan responsive instruction, Curriculum Based Assessments (CBA) will be administered according to the Scope and Sequence for each course. Assessments will be administered through Schoology and scores will be entered into the Practice category. Teachers will determine the appropriate setting for assessment administration including small group or whole group opportunities.
- State Assessments - All state mandated assessments will be administered in accordance with guidelines and schedules issued by the Maryland State Department of Education.
- College Board Assessments: All juniors will be given the opportunity to participate in the PSAT School Day Administration on January 26, 2021.

Appendix P: Second-Semester Return-to-Play Plan: Interscholastic Fall Season Sports, Updated February 1, 2021

Baltimore County Public Schools Athletics

Fall Season 2021

2020-2021

BCPS Interscholastic Athletic Season

Fall Season Return for BCPS Student-Athletes

Rationale:

- The physical and social emotional benefits of education-based activities are numerous. Students who participate in school activities learn life lessons in an environment that cannot be duplicated, and benefit from such things as academic, physical, emotional, mental, and social well-being. Re-engaging in sports activity with friends has both physical and psychological health benefits for children and adolescents. These activities will allow BCPS students to stay connected with their classmates, teammates, coaches, and schools in a safe, controlled, and responsible manner.

Guiding Principle:

- The health and safety of BCPS students, student-athletes, coaches, and stakeholders will continue to be our top priority and drive in all decision making.
- The office of athletics will follow the health metrics outlined in local and federal guidance to determine the extent to which any in-person athletic activities can he held. These metrics will be monitored on at-least a weekly basis to determine the ongoing nature of athletic activities in BCPS.

(These activities may be modified or cancelled at any time.)

Season Requirements:

All Students will follow BCPS athletic eligibility policies in order to participate. In addition, the following is required:

1) **Registration -** Submitted through FormRELeaf and on file with the school athletic director.

2) **Pre-Participation Physicals** - Students must continue to follow the state regulations regarding completion of an annual pre-participation physical examination. The MPSSAA Medical Advisory Committee has added a supplementary sheet to this physical form for the use of appropriate health care providers. This form is attached to the linked PPE form below. Local school systems should use the preparation phase to ensure all students have an up-to-date physical on file. The recommended preparticipation physical form may be found at: https://www.mpssaa.org/membership-services/health-and-safety/health-and-safety-recommended-forms-and-resources/

3) *A student athlete with a history of COVID-19 infection must provide a preparticipation medical clearance that was performed after the infection. Once medically cleared, a student athlete with a history of COVID-19 infection should begin a gradual return to play, reporting any symptoms to their health care provider.*

4) **Parent/Student-Athlete Participation Acknowledgement Statements -** Included among pre-participation forms, it is recommended local school systems implement a sign off acknowledging both parent/guardian and student has read provided information on the risk of COVID-19 as it relates to their participation in interscholastic athletics and activities. This form also includes acknowledgement of the symptom free requirements from the CDC for attendance at any gathering or event. https://www.mpssaa.org/assets/1/6/MPSSAA_Roadmap_For_Return_of_Interscholastic_Athletics_Recommended_Forms.pdf

5) **Flu Shot -** BCPS strongly encourages students to get a flu shot.

Staff and Student Expectations

Maintenance of a safe and healthy workplace is a component of our strategic plan. The COVID-19 pandemic necessitates that Baltimore County Public Schools (BCPS) establish health screening expectations for all employees and student athletes. The expectations listed below have been adopted in accordance with CDC and Health Department recommendations.

By reporting to conditioning or practice, the employee/student confirms that they do not have symptoms of COVID-19 infection and do not have an increased risk for spreading infection while on BCPS property.

Specifically, the employee/student should:

- Verify that they do not have a fever. It is recommended that each employee/student check their temperature at home prior to reporting to work.
- Not report if they have a temperature of 100.4+ degrees or higher.
- Not report to if they have symptoms of illness that could be COVID-19 infection. Symptoms of COVID-19 infection include fever, new onset cough or shortness of breath, difficulty breathing, and/or new loss of taste or smell and/or two of the following symptoms: fatigue, muscle or body aches, headache, chills, sore throat, congestion, nausea or vomiting, diarrhea.
- Consult with their health care provider if they have a fever or COVID-19 symptoms.
- Not report if they are awaiting COVID-19 test results.
- Not report if they are under isolation due to current COVID-19 infection.
- Not report if they have been told to quarantine due to recent close contact with a COVID-19 patient.
- Report the following situations to their supervisor or coach: a positive COVID-19 test, recent exposure to a person with COVID-19 and/or being tested for COVID-19.
- Agree to follow all mitigation requirements established for their school such as, maintaining social distancing and use of face coverings.

Absolute Guidelines

Students who do not follow proper return to play guidelines will be removed from program and not permitted to return.

- *Face Covering*: Face coverings must be worn at all times. Students should bring their own face coverings.
    - Face coverings should be changed/washed daily.
    - Face coverings should be worn over the nose and mouth and fit snugly against the chin.
    - Face coverings should not have a valve.
    - Face covering breaks will be provided as follows: one three-minute face covering break will be provided for every 20 minutes of physical activity.
- *Social Distancing*: Social distancing is always in effect on school grounds. (This includes during workouts) Prior to and after conditioning sessions, students are not permitted to gather or congregate at or outside the school facilities.
- *Water*: Students must bring their own water with their names clearly marked. Students water bottles should be at least 16 oz. Hydration stations are not permitted.
- *Hand Sanitizer:* Students should bring hand sanitizer with them to workouts.
- *Hygiene*: Proper hygiene must be always followed.
    - Use hand sanitizer whenever possible.
    - Students are encouraged to bring their own hand sanitizer.
    - Students should be reminded not to touch their faces.
    - Students may not share water bottles, towels, etc.
    - Team huddles, handshakes, fist bump, hugs, spitting, chewing sunflower seeds, and other activities that promote transmission of illness is not permitted.
- *Schedule*: Teams must follow BCPS approved competition schedule.

Entrance/Exit Strategies

- Cars will drop off students and leave school grounds.
- Drop off and pickup locations and times may be staggered in order to further promote social distancing.
- To promote safety, parents may NOT attend and watch a workout.
- Students must be picked up immediately after practices session has ended.
- Carpooling is not recommended for non-household members.
- Students who individually transport themselves or walk are to leave the premises immediately following the conclusion of each assigned workout session.

Team Arrival

- Visiting teams will arrive no earlier than 30 minutes before game time.
- Visiting teams will arrive dressed and ready to take the floor (there will be no access to locker rooms).
- JV/Varsity team not playing will remain in bleachers following social distancing guidelines.
- Coaches will meet and verify that appropriate health screening has occurred prior to team arrival. The visiting team will provide a completed screening verification form.

Check-In Procedures

- Each coach will check in with the athletic director prior to practice.
- Each coach will have a designated drop off/pick-up location.
- Students should arrive promptly and remain in their vehicles until their coach is present.
- Coaches will use the BCPS screening/attendance tracking sheet to sign in all students for the day.

Consideration for Coaches

- Coaches will complete all BCPS required COVID training.
- Coaches will complete and submit to Athletic Director COVID-19 questions prior to start of practice sessions.
- Coaches must wear face covering.
- Coaches must complete attendance every day for contact tracing purposes.
- Coaches must monitor students for symptoms prior to and during workouts by filling out the daily screening and observing for symptoms.
- Coaches will design practices that implement social distancing.
- Coaches will design practices to resume gradual return to play to avoid overuse injuries.
- Coaches need to consider all students have some level of detraining and may not be returning at the same fitness level. It is important to adjust accordingly and design practices with gradual conditioning.
- Break time may need to be increased and/or staggered to accommodate social distancing, hand washing, etc.

Use of face covering

- All students and coaches must have their approved face covering with them (on their person) at all times.
- Face coverings should be changed/washed daily.
- Face coverings should be worn over the nose and mouth, be secured under the chin, and fit snuggly against the sides of the face.
- Breaks for face masks should be incorporated during practice and games.

Consideration for Students

- Students must bring their own water with their names clearly marked. Students' water bottles should be at least 16 oz.
- Students must wear approved face coverings. This includes travel to/from workout areas.
- Students must clean their own uniforms and equipment before and after contest/practice.
- Equipment should not be shared.
- Students should gradually work up intensity of activity.
- Students must communicate health and fitness-related concerns to coaches and athletic directors immediately.
- Students should arrive and leave facility promptly. There is no loitering permitted on BCPS property.

Accommodations for students with special needs

- Exceptions may be needed for some of these conditions based on circumstances.
- For parents/caregivers that rely on public transportation or walk, an area away from practice should be set aside that allows for social distancing.
- Schools and organizations should attempt to have extra masks/face coverings available.
- Additional situations may arise based on social vulnerabilities. Schools and organizations should attempt to think of these situations and develop solutions that continue to practice the key elements of preventing COVID-19 transmission.

Consideration for Transportation

- As more information becomes available, procedures for busing will be forthcoming. See the BCPS Reopening Plan for mitigation and sanitization procedures for the safe transportation of students.

Consideration for Facilities

- Adequate cleaning schedules should be created and implemented for all athletic facilities to mitigate the chance of any communicable diseases in accordance with CDC procedures and in alignment with procedures outlined in the BCPS Reopening Plan.
- Before, during, and after using facilities, all surfaces should be wiped down and sanitized.
- Restrooms will be designated for use by school and athletic administration.
- Restrooms should have signage as to how many individuals are permitted in the restroom at one time.
- Individuals should wash their hands with soap and water for a minimum of 20 seconds before touching any surfaces or participating in practices.
- Hand sanitizer or hand washing should be used as students transfer from place to place.
- Appropriate clothing should be worn by students to minimize sweat from transmitting onto surfaces.
- At this time, all locker rooms are off limits and should not be used.
- Building service workers will maintain a cleaning schedule in conjunction with athletic department.

Consideration for Inclement Weather Procedures

- Inclement weather procedures will be created by the school athletic department with input by school administration, school safety manager, custodial staff, grounds crew, school nurse and athletic trainer. All social distancing guidelines must remain in effect.
- The Office of Athletics will notify BCPS schools regarding inclement weather cancellations of practices or games by 11am that day.

Consideration for Spectators at BCPS Athletic Events

- At this time, due to COVID metrics, no spectators will be permitted at any BCPS athletic event.

Responding to Positive COVID-19 Cases

In the event a student or staff member with recent presence in a BCPS school or office tests positive for COVID-19 or has had close contact in the community with a person diagnosed with COVID-19 (quarantine), the following procedures will be followed:

1. Staff members/coaches will be required to notify principal/athletic director of positive test or quarantine due to exposure. Parents will be directed to notify the school nurse/athletic director of positive test or quarantine due to exposure.
2. Persons with confirmed cases of COVID-19 will receive verbal and written guidance on the length of their isolation from work/school as well as the requirement for medical or health department clearance to return.
3. Persons with close contact in the community will receive verbal and written guidance on the length of their quarantine from school/work, information about testing, and steps to take should they develop symptoms or test positive.
4. Schools/offices notify Office of Health Services (OHS) of all cases of COVID-19. The OHS will identify and notify close contacts immediately in accordance with Baltimore County Department of Health (BCDH) protocols.
5. Office of Health Services will notify the BCHD of all cases.
6. Office of Health Services will notify the entire facility (school or building staff) of confirmed case by next workday.
7. School cleaning and closing decisions, either for specific areas or the entire facility, based on the presences of a person who has tested positive, will be made based on BCDH guidance.
8. Persons who test positive will isolate at home for minimum of 10 days including 24 hours symptom-free.
9. Close contacts will quarantine for 10 days with no symptoms.
10. Students with COVID must have medical clearance before participation. This medical clearance must be conducted after COVID infection.
11. The school nurse will monitor and enforce clearance to return for students. The Office of Employee Absences will provide clearance for all employees.

Fall Sports Specific Guidelines

Allied Soccer

Practice

- Coaches and athletes must always wear face coverings.
- Coaches and athletes must follow social distancing guidelines.
- Athletes will use hand sanitizer as needed.
- Athletes will remain on their assigned area throughout practice.
- Athletes will use the same soccer ball during the practice session.
- Soccer balls will be sanitized during practice.
- There will be no sharing of water bottles or other personal items.

Tryouts

- Must follow BCPS guidelines.
- Before, during, and after using facilities, all surfaces should be wiped down & sanitized.

Games

- Coaches and officials must wear face coverings.
- All athletes will wear face coverings that cover their nose and mouth and fit tightly to the face during all activities including but not limited to warm-ups, time-outs and game competition. Players on benches must wear a face covering and follow social distancing guidelines.
- Balls should be sanitized before, during and after the game.

Badminton

Practice/Games

- Coaches and athletes must wear face coverings at all times.
- Coaches and athletes must follow social distancing guidelines.
- Athletes will use hand sanitizer as needed.
- Athletes will remain in their assigned area throughout practice.
- There will be no sharing of water bottles or other personal items.
- Before, during, and after using facilities, all surfaces and equipment should be wiped down and sanitized.
- Athletes will not share equipment during practice and at games.
- Must follow BCPS guidelines.

Cheer

Practice/Games

- Coaches and athletes must wear face coverings at all times.
- Coaches and athletes must follow social distancing guidelines.
- Athletes will use hand sanitizer as needed.
- Athletes will remain in their assigned area throughout practice.
- There will be no sharing of water bottles or other personal items.
- Before, during, and after using facilities, all surfaces and equipment should be wiped down and sanitized.
- Must follow BCPS guidelines.

Cross Country

Practice

- Coaches and athletes must wear face coverings at all times.
- Coaches and athletes must follow social distancing guidelines.
- Athletes will use hand sanitizer as needed.
- Before, during, and after using facilities, all surfaces and equipment should be wiped down and sanitized.

Meet Procedures

- Event staff/volunteers should wear masks and gloves (for emergency use)
- Sanitizer for start and finish areas and any designated area where students/team staff will be located, and contact may occur by each team for their team only.
- All events shall be "carry in/carry out" - teams will provide their own garbage bags to collect single use waste and take with them to dispose at their home site.
- Athletes must arrive at meets dressed in proper attire for the meet.
- Staging areas pre- and post-meet: Separate areas must be identified where both the host and guest teams should gather separately to stretch, warm up, etc. This area should be large enough for proper social distancing to occur for 14 athletes and coaching staff/designated volunteers.
- Course Walks: Scheduling of course walks should be determined by the schools hosting.
    - All participants in course walks should be wearing face masks and keeping socially distant during the walk.
    - If possible, course maps should be provided to the guest team prior to the day of the meet.
    - If multiple teams need to walk the course, course walks should be staggered to minimize social interactions.

- Start Area Setup and Procedures
    - Start Line: Boxes should be painted and or marked so that individual participants are practicing social distancing and lines of runners should be staggered to allow participants to start in heats.
- Finish Line Set Up and Procedures:
    - Consider using finish corrals and FAT timing for larger meets as easier to distance at finish.
    - If no FAT timing system is available, consider alternative means of finish place and time to reduce congestion at finish line. If sticks are used for determining place, disposable sticks are recommended by race.
    - Consider using image-based equipment at the finish line to assist with picking places and reducing congestion.
- BCPS will follow MPSSAA guidance.

Field Hockey

Practice

- Coaches will remain masked at all times.
- Athletes will maintain social distancing from their coach.
- Athletes will use Hand Sanitizer to sanitize their hands as needed.
- Athletes will refrain from sharing sticks and other equipment.
- Balls will be sanitized after each session.
- There will be no sharing of water bottles or other personal items.
- Coaches will use electronic/handheld whistles or whistles under their mask.

Game

- No team on the field more than 40 minutes prior to game time - only bring the team that is playing to the field.
- Teams must follow social distancing guidelines.
- All players are responsible for their own equipment and the cleaning of their equipment.
- Each player has own hand sanitizer and water bottle.
- No captains' meetings - coaches can talk with officials at appropriate distance with face mask.
- Officials - if speaking/carding a player/coach - use 6 feet distancing.
- Players will not pick up the ball during the game (may use their sticks to move the ball). If ball goes out of bounds, the ball girl should be the only one touching ball - clean hockey balls during half time.
- Substitution - from each team's side of the field at the 25 yd. marker - that way you are not standing at the 50 yd. line with another player - stagger substitutions.

- Team personnel not playing should be wearing mask and maintain social distancing on the sideline.
- Disinfect the bench area before and after each contest.
- No sharing food, towels, drinks, or any other personal care items.
- BCPS will follow MPSSAA guidance.

Football

Practice

- Coaches and athletes must wear face coverings at all times.
- Coaches and athletes must follow social distancing guidelines.
- Athletes will use hand sanitizer as needed.
- Athletes will remain in their assigned area throughout practice.
- There will be no sharing of water bottles or other personal items.
- Before, during, and after using facilities, all surfaces and equipment should be wiped down and sanitized.
- Live action drills should not occur on consecutive days.
- Footballs being used should be sanitized every 30 minutes.

Game

- All coaches, athletes and officials will wear face masks at all times.
- No captains' meetings - coaches can talk with officials at appropriate distance with face mask.
- There will be a sanitation station provided in each team's bench area.
- Officials will allow athletes to spread out on the sideline from 10-yard line to 10-yard line.
- All players are responsible for their own equipment and the cleaning of their equipment.
- Identified game balls must be sanitized throughout the contest.
- Coaches and officials will use electronic/handheld whistles or whistles under the mask.
- BCPS will follow MPSSAA guidance.

Golf

Practice/Game

- Coaches and athletes must wear face coverings at all times.
- Coaches and athletes must follow social distancing guidelines.
- Athletes will use hand sanitizer as needed.
- Athletes will remain in their assigned area throughout practice.

- There will be no sharing of water bottles or other personal items.
- Before, during, and after using facilities, all surfaces and equipment should be wiped down and sanitized.

Soccer

Practice

- All athletes should maintain social distancing while warming up and stretching.
- All coaches, athletes and officials will wear face masks at all times.
- All athletes and coaches should provide their own water bottles.
- Coaches should use an electric whistle.
- Balls should be sanitized before and after each practice session.

Game

- There will be no pregame meeting with captains and coaches. ONLY the coaches and officials will meet prior to the start. Information shared by officials will be shared with teams via coaches.
- Home score table managers should stay on respective bench areas.
- It is required that officials use electronic whistles or whistles under face covering.
- If an official has to card a player or speak with a player/coach at any time they should maintain 6' of social distancing.
- When the ball goes out of bounds for throw-in, the host school will provide ball runners with a sanitized ball.
- Gloves will also be provided for the ball runners.
- Substitutions should wait at midfield unless there is more than one and then they should maintain social distance with teammates and opponents are checking into the game.
- If JV/V games are both scheduled, the team that is not currently playing should be socially distant in an area set up by the host site. It is recommended that it be in an area in the bleachers.
- If teams are doing a post-game meeting they must maintain social distance. It is recommended that the teams depart the fields as soon as possible and return to the bus for visiting teams.
- Chairs and team benches should be disinfected following the contest.
- BCPS will follow MPSSAA guidance.

Volleyball

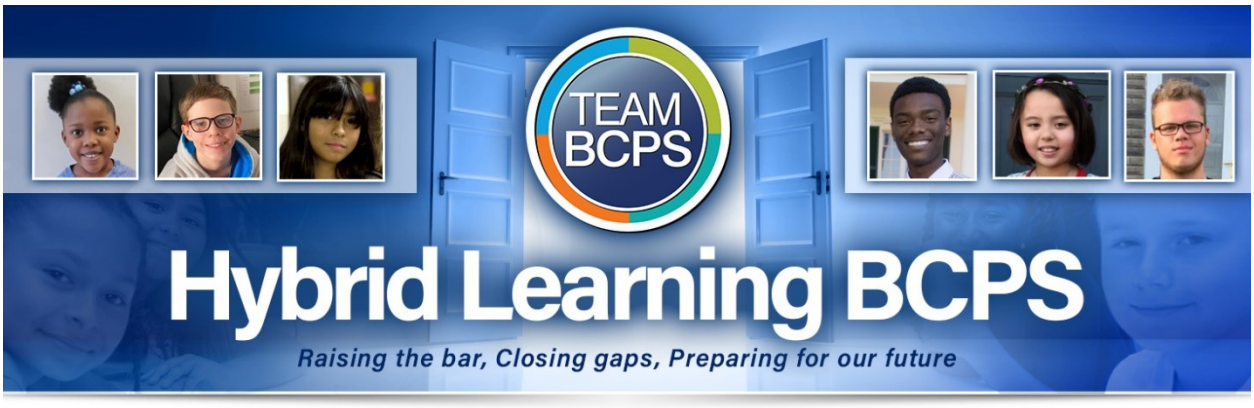
Practice:

- Coaches will remain masked at all times.
- Athletes will maintain social distancing from their coach.
- Athletes will use hand sanitizer to sanitize their hands as needed.
- Athletes will remain on their assigned court/area throughout practice.
- Balls will be sanitized after each session and will be assigned to specific courts.
- There will be no sharing of water bottles or other personal items.
- Athletes will wear masks during breaks and maintain social distancing.
- Coaches will use electronic/handheld whistles or whistles under the mask.

Games:

- Coaches, athletes and official (including table) must wear face covering.
- Officials will use handheld/electronic whistles or whistles under the mask.
- Players on benches will be masked and maintain social distancing.
- No switching sides between sets.
- Players will sanitize their hands when entering and leaving court and during timeouts.
- Officials will sanitize their hands as needed.
- Provide 4 game balls: Ball will be switched during each timeout. Ball being replaced will be sanitized before returning to the rotation.
- Social distancing at table.
    - Limit the number of people at the table to essential personnel only.
- Line judges must wear masks and social distance during officials meeting.
- Warm-up Procedures
    - Each team gets 10 minutes full court warm up.
    - Team not warming up shall not do ball work.
    - No shagging balls for the opposing team.
- BCPS will follow MPSSAA guidance.

Appendix Q: 4 Days of In-Person Learning, May 3, 2021



Expanding to 4 Days of In-Person Learning for Select Students

Why is BCPS offering 4 days of in-person learning for select students?

- Updated guidelines from the Centers for Disease Control and Prevention (CDC) allow 3 feet of social distancing for elementary schools.
- Middle and high schools will continue 6 feet of social distancing.
- BCPS is offering four days of in-person learning per week for students in elementary and public separate day schools, and for select middle and high school students.
- Wednesdays will continue to provide anytime (asynchronous) learning for all students.
- Families may choose to continue fully virtual learning.

BCPS will continue CDC mitigation to the greatest extent possible.

- Consistent and correct use of face coverings
- Social distancing to the extent possible
- Hand hygiene and respiratory etiquette
- Cleaning and disinfecting
- Contact tracing in collaboration with the local health department
    - The definition of a close contact has not changed. In accordance with CDC guidance, in most instances, those who have been within 6 feet of a confirmed case for greater than 15 minutes will be deemed a close contact.

When will 4 days of in-person learning begin for select students?

- May 10 - students in elementary and public separate day schools, and some Grade 6 – 12 students
- May 17 - targeted students in Grades 6 – 12, based on student need and data

What will change?

Updates to the BCPS Reopening Plan are summarized below.

Health and Safety

- **Large indoor or outdoor spaces**: Numbers depend on social distancing and fire code occupancy. When multiple classrooms are sharing a space, each classroom group should stay 6 feet from other classrooms.
- **Spacing in classrooms**: At least 3 feet of spacing between individual students/staff in elementary schools and 6 feet of spacing in secondary schools. The largest classes should be held in the largest spaces.
- **Required assigned seating**
- **Bathrooms**: CDC-recommended cleaning and disinfecting continues. Staff ensure social distancing.

System and School Operations

- **Buses:** Regular seating and full capacity for 4-day per week students. Social distancing to the extent possible.
- **Meals:** At least 6 feet of social distancing and seating chart. Outdoors and additional locations.

Instructional Model

- **Materials**: Separate for each student.
- **Grouping students within classrooms**: As needed.
- **Virtual learners**: Teachers will ensure access to learning.
- **Attendance**: In-person students may attend virtually as needed and should be marked present.
- **Schedules**: May be revised to meet needs of students receiving special education services and English learners.
- **Services**: May be provided in-person or virtually based on student needs, plans, and data.