



BCPS Reopening Plan



Reopening Plan

AUGUST 2023

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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 of 2020, BCPS has created a Reopening Plan with periodic updates to ensure that the safety of students, families, and staff is prioritized while seeking to maximize learning, as that is our core purpose.

Dr. Williams, previous superintendent, made these comments during our Board of Education meetings in August 2021: *“As excited as we are to launch a new year, we continue to recognize that our path forward includes healing, recovery, and rebuilding. Coupled with a sustained focus on limited goals and clear communication in alignment to our strategic plan, this next year will require our collective commitment to create time and space focused on the three areas in order to move our system forward. These three areas are as follows:*

- *Heal- acknowledging the year; take the lessons learned and support the social and emotional needs of our staff, students, and one another.*
- *Recover- re-establishing bonds, relational trust, effective practices, and processes that will help us build our collective capacity to serve and support students across BCPS.*
- *Rebuild- taking the opportunity to refine and implement a standard of excellence where we focus on a limited number of priorities that yield maximum results.”*

BCPS recognized that we must approach this work in a cyclical manner:

TEAM BCPS

Forward: Our Direction

Recover

Heal

Rebuild

WE ❤️ OUR TEACHERS

The continued priority is to protect and preserve full time in-person learning, safely, five days a week for students, faculty, and staff. The 2023-2024 school year will open all BCPS schools to five days of in-person learning while following recommended health and safety guidelines.

During our Principals Leadership Development meetings during the 2022-2023 school year, BCPS hosted opportunities for school and system leaders to focus on four priority areas. These four areas are grounded in the strategic plan, The Compass – Our Pathway to Excellence and are listed below:

- Social emotional wellness for staff and students
- Accelerating learning for student progress
- Increasing data literacy to support our efforts; and
- Collectively committing to a standard of excellence

The yearlong professional development plan included monthly professional learning opportunities for all members of Team BCPS, and school-based and central office leaders worked to increase their knowledge and actions related to these four priority areas.

The instructional focus will continue to be “*accelerated learning*” which ensures that students spend most of their time on grade or course level material with appropriate scaffolds in place to ensure work is accessible. BCPS staff will work to prioritize grade level content for each subject and course, diagnose unfinished learning in priority content areas including English Language Arts and mathematics, focus on academic vocabulary to support priority standards, utilize digital materials to enhance instructional strategies, and adopt curricular scope and sequences to include opportunities for acceleration support and scaffolding of priority standards. BCPS is elevating the focus on teaching and learning and using data to monitor progress.

The 2023-2024 school year will begin on Monday, August 28, 2023, for all students. **All students will engage in full-time in-person instruction five days a week.** For families that enrolled a student in the Virtual Learning Program (VLP) in response to the on-going health and safety concerns related to the COVID-19 pandemic, full-time virtual instruction will be provided. Families of students in Grade 3 – 12 who participated in the VLP during the 2021-2022 school year and demonstrating success, were given the option to remain in the Virtual Learning Program for the 2022-2023 school year. Students in the VLP will be co-enrolled with the student’s zoned school as well as in the VLP. Students in the VLP are encouraged to return to in-person instruction as soon as possible.

As is customary, faculty will report ahead of students following the published BCPS calendar on Monday, August 21, 2023, to prepare for the launch of the academic year and to participate in professional learning activities. This includes faculty serving in the VLP.

Student orientation, also referred to as Early Entry Day for students entering Grades 6 and 9 will be conducted on Thursday, August 24, 2023. Preschool, Pre-Kindergarten, and Kindergarten students experienced a gradual entry process with the first full day on Wednesday August 30, 2023. Traditional elementary “sneak-a peek” opportunities will be communicated in annual back to school mailings.

Students will have access to instructional materials on return to school. The published BCPS calendar for the 2023-2024 school year will be the official calendar for students and faculty in school buildings as well as students and faculty in the VLP.

Students returning to full time in-person instruction five days a week will experience a traditional schedule. Students in the VLP will experience a virtual schedule with full instructional days inclusive of time for lunch (*see Appendix A*). VLP classes will include opportunities for both live, synchronous instruction (whole group and small group) and anytime, asynchronous assignments to be completed independently.

Instruction at all levels for both in-person and virtual learning will include teaching and learning in all content areas and in Career and Technical Education (CTE) programs as required by The Code of Maryland Regulation (COMAR 13.A.04). Curricular scope and sequence documents will ensure instruction of the Maryland College and Career Ready standards (MCCRS) through use of the PreK-12 MCCRS curricular frameworks.

Teachers will follow traditional grading and reporting procedures for student work and assignments for both students in-person and students in the VLP (*see BCPS Grading and Reporting Procedures Manual*). Special education and 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 to promote health and safety and to promote the effective implementation of the instructional and social- emotional learning program.

Student attendance will be recorded daily for both students in-person and students in the VLP. BCPS teachers will take attendance using the BCPS FOCUS student information system (SIS) for all students.

Students attending in-person instruction

Each day, homeroom teachers will record students that are present and that are absent from school in the SIS. Additionally, secondary student attendance is taken by each period teacher in the SIS. This is the traditional process used prior to the pandemic.

Students attending the Virtual Learning Program

Virtual Learning Program (VLP) teachers will take student attendance daily. VLP teachers will take attendance using the Focus student information system (SIS). BCPS has outlined the following attendance procedures for virtual instruction. In these procedures, attendance is defined as having logged into a virtual learning session. Students' log-on activity will be recorded for official attendance reporting purposes, and for the identification of additional student support. Middle and high school teachers will continue to take period attendance at the secondary level, which will be recorded in Focus SIS.

Elementary

- Students log into their first scheduled Google Meet session.
- The homeroom teacher takes attendance during the first scheduled Google Meet session of the day and records students' log-on presence in Focus SIS by 10 am.
- By the end of the homeroom teacher's duty day, the homeroom teacher goes into Focus SIS to record the official attendance for that day.
- Non-homeroom teachers should take attendance for each class and record that information into Focus SIS.

Secondary

- Students log into Google Meet for their first meeting period.
- The first meeting period teacher will take attendance during the first scheduled Google Meet session and record students' log-on presence in Focus SIS by 10 am.
- All other period teachers must also record period attendance in Focus SIS.
- Daily attendance will be derived from the attendance entered by the first meeting period teacher.

Tardy/Early Dismissal

- Parent/guardian should contact the VLP secretary or classroom teacher via phone call or e-mail to notify staff of any anticipated lateness or early dismissal.
- End-of-day homeroom teachers will reconcile attendance from the morning homeroom to ensure that daily attendance is accurate.

Monitoring Student Attendance and Engagement

To track student attendance and engagement, BCPS implements a monitoring and student support strategy that includes multiple data sources and mobilizes staff and resources across the system and county to meet individual student and family needs. This process occurs for students attending in-person instruction as well as students co-enrolled in the VLP. For students co-enrolled in the VLP, 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.

For students co-enrolled in the VLP, a pupil personnel worker (PPW) is 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
<ul style="list-style-type: none"> • Outreach to students using multiple mediums (phone, e-mail, classroom meeting check-ins) • Outreach to parents regarding students' experience with participating in virtual instruction • Monitor assignment completion in <i>Schoology</i> to determine which students need a home visit and refer students to school-based teams • Document efforts in <i>SIS</i> general notes section each week for school-based teams and pupil personnel worker to be kept apprised 	<ul style="list-style-type: none"> • Conference with all teachers of students for updated information • Documentation of outreach efforts in <i>SIS</i> 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 	<ul style="list-style-type: none"> • Support students when concerns are raised • Participate in in-person and or virtual meetings (as scheduled by school-based teams) • Invite other personnel (internal/external) as appropriate to support students and families • Document efforts in <i>SIS</i> general notes section each week • Support students and families through home visits and connections with points of contact in other agencies

Continuity of Learning and Services during Isolation due to COVID-19

Current guidelines from the Center CDC (May 11, 2023) indicate that “quarantine is no longer recommended for people who are exposed to COVID-19”. These guidelines continue to recommend that persons who test positive for COVID-19 isolate at home for at least five full days. Students who are placed in isolation due to illness will be able to access instructional resources through the learning management system (*Schoology*). Tutoring support may be coordinated through the student’s school.

Access to Instruction: COVID-19 Isolation

A student is excluded from face-to-face instruction when:

- They have disclosed that they tested positive for COVID-19.
- They are sick with symptoms of COVID-19.

Method of instruction designed to continue learning for all students in isolation because of a

Technology and instructional support will be provided to students in isolation through the BCPS 1:1 student to device ratio currently in place for all students in Grades K-12. Students routinely take their device back and forth from school and home daily. BCPS students on isolation can keep their device at home during the isolation period to access instructional resources, submit assignments, and complete assessments, and access recorded grades by leveraging our learning management system, Schoology.

Teachers are responsible for providing students who are in isolation make up work per Superintendent Rule 5120.

These assignments should be uploaded into the school systems online learning management system. In addition, when students are placed in isolation, schools will communicate with families regarding various tutoring opportunities that are available to their child. These tutoring opportunities are a time when students can receive support on assignments provided to them by their teacher or remediate skills that were missed during an absence.

Staff that will support instruction of students in isolation:

Schools will develop tutoring opportunities that meet the needs of their individual communities.

Staffing support and protocols for students with service plans (IEP, 504, etc..) during periods of isolation:

BCPS continues to provide a free, appropriate, public education (FAPE) to students with disabilities to address each student's unique needs through supports and services to positively impact their academic growth, communication skills, emotional/behavioral, mental, and physical health as identified in their Individualized Education Program (IEP).

BCPS will support instruction for students with IEPs with general education and/or special education staff, support staff, and related services providers necessary to meet the unique needs identified on their individual IEPs while in isolation.

Students with IEPs may receive instruction in isolation through implementation of one or more strategies in a variety of settings based on student needs. In addition to the supports and services provided to students in the general education learning environments, teachers may provide visual supports for virtual learning, including communication supports, behavioral supports (first/then), and visual schedules as needed. When applicable, teachers may create a bank of 10 days of asynchronous work/lessons with video directions that can be ready at any time to support students.

Students being supported in a special education setting may utilize a variety of methods and tools to meet the needs of students. Teachers may provide parents with a social story for learning online at home and being in "isolation". Continued parent support can be provided through a coaching method as families assist their children to learn in the home environment.

Students may receive asynchronous work through Unique Learning Systems' Student Dashboard

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or Schoology OR they may receive paper/ pencil work to complete during the school day. Teacher may send home manipulatives and paper packets to support instruction.

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Accommodations identified on student's IEPs will be implemented to provide equitable access to learning. Teachers may utilize Kurzweil, or other speech to text platforms for students with identified speech to text on their IEPs. Related services provisions will be provided in a virtual model, additional communication with families will be available through phone conferencing. Teaching assistants and other adult support may be provided under the supervision and guidance of an educator or teacher of record.

Students with IEPs who are absent due to COVID-19 isolation will have access to supplemental resources through Unique Learning Systems, Schoology, and work packets as provided by individual schools, educators, and/or related service providers. 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.

Key Dates

- August 24, 2023 – Early Entry Day: Grades 6 and 9
- August 28, 2023 – First Day of School: Grades 1-12
- August 30, 2023 – First full day of Kindergarten

Food and Nutrition Services

BCPS recognizes that meal provision is an essential support to many of our students. In-school meal service will resume with students receiving hot and cold lunches, through the serving lines in the school cafeterias. Standard operating procedures related to sanitation and use of PPE products will be incorporated according to CDC (Centers for Disease Control) guidelines and available for all cafeteria staff engaged in food preparation and service. A cashless meal payment system will be available to all families.

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 Maryland Department of Transportation Motor Vehicle Administration regulations and inspection standards. Further, operators will conduct pre-and post-trip inspections, per normal procedure. Families are encouraged to drive or walk their children to school, if possible, to reduce the number of students on buses. The following mitigation strategies will be utilized during transportation:

- The procedures for cleaning and disinfecting school buses will be reviewed with drivers and attendants as part of their in-service instruction in preparation for service this school year.
- Drivers and attendants may wear a face mask as a personal health practice. During times of high transmission, drivers and attendants are strongly encouraged to adopt this practice. Drivers and attendants with recent COVID-19 infection will be asked to wear a face mask upon return to work and through the 10th day post infection, unless they have a negative COVID-19 test per Maryland Department of Health guidelines.
- Students may choose to wear a face mask as a personal health practice. All students and staff are strongly encouraged to wear a face mask during times of high COVID-19 transmission in the community.
- 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. 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)

Technology Services

As the 2022-2023 school year begins and in-person learning remains the primary delivery model for instruction, technology support will return to the pre-pandemic model of onsite support with several additions. Division of Information Technology (DoIT) will implement remote support to provide timely support, even to in person students. In addition, BCPS will maintain the 1:1 device ratio Pre-Kindergarten through Grade 12. Students who have elected to participate in virtual

Plan 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 (initial) recovery plans by August 15, 2023.
2. Include the system's equity plan in its recovery planning.
3. Establish a Recovery Plan Stakeholder Group.
4. Determine where students are instructionally early in the school year, identify gaps in learning, and prepare a path for instructional success and recovery.
5. Ensure that the Maryland College and Career Readiness Standards are taught in all content areas and the State frameworks are followed for each content.
6. Adhere to the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and Title II of the Americans with Disabilities Act.
7. 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.
8. 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.
9. Follow protocols for the safe transportation of students to and from school.
10. Develop a system for monitoring and tracking attendance when students are engaged in distance learning.
11. Develop a communication plan.
12. Utilize the COVID-19 Checklist in the development of the recovery plan.
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.

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 is built 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 built upon and expanded on the Continuity of Learning Plan as a foundation. As detailed in the Reopening Plan 2020-2021, the BCPS approach to virtual instruction was designed to ensure the delivery of a high-quality education and robust instruction for all students while school occurred virtually and evolved into a hybrid and concurrent instructional model. Taken together, the Continuity of Learning Plan spring 2020 and the Reopening Plans for 2020-2021 and for 2021-2022 show the continuum of services and supports available to all BCPS learners. As such, the Continuity of Learning Plan, BCPS Reopening Plan will remain posted on the public Web site.

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. In addition, principals will provide ongoing, school-based professional learning to staff on an ongoing basis.

Professional Learning for All Staff

At the beginning of the school year, staff will receive Health and Safety training from school nurses that will overview universal and COVID-19 infection control practices.

Professional Learning for Educators and Substitute Teachers

During the system-wide professional study day, educators were grouped in role-like audiences and provided professional learning with is facilitated by either central office or school-based staff. Strategies to support learning acceleration will be included in all content-focused professional 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. Monthly opportunities will be offered with sessions tailored to administrators in their ongoing work of

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instructional leadership, 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 and check-ins with the staff in the Department of Schools and executive leadership.

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;

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*
- The BCPS Recovery Plan Stakeholder Group
- On-going 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 (National Association for the Advancement of Colored People).
 - Staff from Johns Hopkins and the University of Maryland.
 - Staff from the Baltimore County Department of Health.
 - Parents, students, and staff from communities that are disproportionately impacted by COVID-19.

BCPS Guiding Principles for Reopening Schools

As Reopening Plans continues to launch, BCPS utilizes the 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 family while **maximizing learning**.
2. We will prioritize **social-emotional learning** and community building.
3. We will provide **high-quality teaching and learning** for 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 support 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 health and safety; equitable and supportive high-quality teaching and learning, social-emotional learning, and community building.

Health and Safety

Mitigation of COVID-19 in Baltimore County Public Schools

[BCPS' most updated mitigation plan and guidance](#) can be found on the BCPS Web site. The plan and resources will be routinely updated to align with updated guidance from the CDC and Maryland Department of Health.

As recommended by the CDC in its May 2023 guidelines for schools/worksites, BCPS schools/worksites will operate with universal infection control prevention strategies in place and will layer COVID-specific practices on top. Some COVID-specific practices will be always in place; others will be added based on the level of COVID-19 transmission in the community (as reported by the CDC and the Maryland Department of Health) and the severity of disease in our county (as reported by the CDC and Maryland Department of Health).

BCPS' universal infection control prevention strategies include:

1. Promoting vaccination,
2. Encouraging students and staff to stay home when they are sick,
3. Promoting healthy ventilation in all schools,
4. Promoting hand hygiene and respiratory etiquette, and
5. Providing daily cleaning of high touch surfaces and maintaining clean buildings.

COVID-19-specific practices to be used by BCPS will include:

1. Tracking COVID-19 infections in students and staff;
2. Excluding students and staff with COVID-19 infections from school; requiring face masks for at least 10 days (about 1 and a half weeks) after onset of symptoms for students and staff who return after infection; allowing recovering students and staff with negative tests to return unmasked after infection;

3. Distributing home test kits upon request to students and staff who have COVID-19 symptoms;
4. Distributing home test kits to persons associated with a COVID-19 outbreak;
5. Encouraging persons with COVID-19 exposure to following CDC and MDH guidelines for masking;
6. Maintaining a supply of face masks in all schools and offices; and
7. Encouraging universal masking when COVID-19 hospital admission levels are categorized as high by CDC and/or if the school is experiencing a COVID-19 outbreak.

In alignment with CDC's updated guidance for schools, BCPS will no longer require universal masking or physical distancing. As noted above, masks will be available in each school for persons who choose to wear them and will be strongly encouraged when COVID-19 hospital admission levels in Baltimore County are categorized as high by the CDC and/or when the Maryland Department of Health identifies an outbreak of COVID-19 at the school. School nurses will continue to provide teaching and reminders to students and staff on hand-washing and respiratory etiquette. Restrooms will be stocked with soap and paper towels. Hand sanitizer will be available in places where soap and water are not immediately available, including outside of each cafeteria. BCPS will continue its cleaning and ventilation practices put in place during the 2023-2024 school year. High touch surfaces will be cleaned daily with a hospital grade germicide that is effective against COVID-19. Filters in ventilation units will provide the highest approved filtration for the unit. Air purifiers will be placed in all health suites and weight rooms.

In alignment with CDC's updated guidance for schools, BCPS will no longer focus on contact tracing. BCPS will continue to require students and staff to appropriately isolate in alignment with the latest guidance from the CDC.

BCPS continues to collaborate with the Baltimore County Department of Health to offer COVID-19 vaccines at school sites.

[COVID-19 Testing, Quarantine, Isolation FAQ](#)

[Employee FAQ: COVID – 19 Exposure](#)

[Employee FAQ – Positive COVID-19Test](#)

Safety and Security

To promote the safety and security of any staff working at school sites, visitors to school buildings should be limited to business that must take place in-person. Emergency plans and procedures are in place and BCPS school staff have resumed safety drills in accordance with their Site-based Emergency Plans.

An updated [Student Handbook](#) and code of conduct has been created to promote positive behavior and support both in-person and virtual classroom management. Student safety assistant positions have been allocated to secondary schools based on their enrollment with schools receiving two to five staff to support positive school climates. An additional school safety manager position has been created to provide timelier proactive and responsive support to schools.

Equitable and Supportive High-Quality Teaching and Learning

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 based on 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 with what he, she or they need 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, tiered system of supports inclusive of teaming processes of SST (Student Support Team) and IEP, BCPS will target technological, instructional, and programmatic supports to students and families who need them most and /or who are having trouble engaging in the instructional program. BCPS will continue to provide technological resources and additional support to students who need this support 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 which began in March of 2020. Additional consideration may also be given to students at the transitional grade levels: Kindergarten, Grade 1, Grade 6, Grade 7, Grade 9, and Grade 10 considering the interrupted learning experiences that occurred between March 2020 and June 2021.

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

BCPS continues to provide FAPE in the least restrictive educational (LRE) setting to students with disabilities. FAPE will be provided in the identified LRE setting of each student's Individualized Education Program (IEP) to address the unique needs through the provision of supports and services designed to impact their academic growth, communication skills, emotional/behavioral, mental, and physical health. FAPE will be provided consistent with the need to protect the health and safety of the students and those individuals providing general education, 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 both in-person and/ or in a virtual learning program. 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 including assistive technology equipment/services; 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 groups, and individualized settings to ensure IEP goals relating to core instruction are supported and time with general education peers is provided in accordance with students' individualized education programs.

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, social work, assistive technology) 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.

Child Find screening and evaluations for students aged three to five will be available and conducted both virtually and in-person. 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 may be conducted in-person or virtually. Evaluations may include parent interviews, student observations and standardized measures as appropriate. In-person assessments may be considered and must meet all established health and safety protocols.

Implementation of Section 504 Plans

Section 504 Plans for students are developed, implemented, and monitored as a part of the

established Student Support Team (SST) process at each school. Schools will continue to hold SST meetings, either in-person or virtual as appropriate, to plan for students enrolled in the general education program who may have complex needs, including students with disabilities who are determined eligible under Section 504. BCPS will ensure that students with 504 Plans have equal access to the general education program and services, both in-person or the virtual learning model, in compliance with the student's plan and federal guidelines. Professional learning and guidance will be provided to SST chairpersons regarding Section 504 Plans.

English Speaker of Other Languages (ESOL)

ESOL instructional support and services will be provided. ESOL teachers will continue to teach specific ESOL classes and courses in-person and for students in the VLP, while ESOL teachers who are co-teachers will provide push-in support during in-person instruction and during live instruction in the VLP, in general education classes. 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 Spanish and other languages when possible; (2) the development of translated support documents in our most spoken languages for parents to access BCPS One, Schoology, Google Meet, and other education tools; (3) provision of voicemail lines and regular virtual office hours in Spanish, Chinese, and Urdu; (4) written FAQs (Frequently Asked Questions) on Virtual Learning Readiness for EL (English Learner) Parents; and (5) the provision of interpreting services, as required.

Advanced Academic/ Gifted and Talented Learners

Students who are receiving advanced academic services will continue to be provided with an appropriately differentiated program both in-person and in the VLP. Elementary students will have access to accelerated, extended, or enriched content, either digital or in person, in Grades K-5. Middle and high school students will continue to have access to a variety of rigorous courses including GT (Gifted and Talented) coursework and Advanced Placement (AP) offerings.

Data-Driven High-Quality Teaching, Learning and Assessment

The BCPS data-driven approach to ensuring all students have equitable access to educational rigor, resources, and supports designed to maximize academic success and social emotional well-being is anchored in the research of learning acceleration and described below. All BCPS courses will be taught in full alignment with the Maryland College and Career Ready Standards (MCCRS) and PreK-12 MCCRS Curriculum Frameworks as well as additional state and national standards where applicable to include Career and Technical (CTE) education. All BCPS curriculum documents integrate the Maryland CCRS Curricular Frameworks where available, and include a scope and sequence of priority standards, formative and summative assessments, and core resources for instruction. In addition, all high schools will resume all programs of study and course offerings in CTE aligned to career clusters.

BCPS will continue to use data to plan instruction using an accelerated learning approach.

Accelerated learning ensures that students spend most of their time on grade or course level material with appropriate scaffolds in place to ensure the work is accessible. To support our accelerated learning plan, BCPS has worked to:

- Prioritize the most critical grade-level content for each grade and subject,
- Identify the prerequisite knowledge, skills, and academic vocabulary that students will need to access grade level content (In BCPS, teachers will leverage digital content created during virtual learning to pre-teach prior instructional content and academic vocabulary to support priority standards.),
- Develop rich tasks to diagnose students' unfinished learning in the priority content identified, and
- Adapt our scope and sequence for each subject and grade to reflect opportunities for acceleration support and scaffolding of priority standards.

BCPS curriculum offices will continue to identify prioritized content aligned to the major work of each grade level or course while ensuring all instruction is aligned to the rigor of the standard. Teachers will utilize diagnostic tasks, aligned to priority Maryland College and Career Ready Standards (MCCRS), to identify unfinished learning for each unit and develop data-driven responsive instruction aligned to priority content. Teachers will provide data-driven responsive instruction to address gaps, within the purposeful context of grade-level content. Instructional leadership teams will utilize data protocols to monitor progress on benchmark assessments and to examine student work samples aligned to MCCRS to identify readiness, learning needs and student group performance and student group needs in each unit of study.

Data and data analysis processes and procedures are essential in driving instruction for learning acceleration. Instructional leadership teams at both the school and the system level utilize data protocols for monitoring learning as demonstrated on state and systemic assessments identified in our assessment plan. BCPS unit diagnostic tasks, and unit assessments aligned to MCCRS along with MAP data will serve as our leading metrics to conduct benchmark setting through disaggregation of student group data.

Diagnostic Tasks and Curriculum-Based Assessments

BCPS has created diagnostic tasks in each grade level, content area, and course to diagnose unfinished learning and identify areas of instructional need. 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' proficiency in critical content and prerequisite skills. The diagnostic tasks are included at the beginning of each unit of instruction. Teachers will then be able to use students' present performance levels along with the curricular scopes and sequences, to develop instruction and learning pathways tailored to student needs. Curriculum framework documents include opportunities for small group instruction built in 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 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) assessment to monitor student progress. Details regarding the assessment windows for each course, content and grade level will be shared. 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 multiple sources of student achievement data to develop instructional support plans for accelerating student progress as outlined by the New Teacher Project.

Monitoring Student Progress and Outcomes: Baseline Data

BCPS will utilize multiple measures to monitor student progress and outcomes. These multi-measures will include classroom level data, school level data, and systemic level data. Additionally, the most stable and reliable measure will be the use of the Measures of Academic Performance (MAP) Reading and Math assessments. Data will be disaggregated to reflect student race, student service groups, and gender. The systemic baseline data approach is described below.

Grades K-8

- BCPS used the percentage of students in Grades K through 8, scoring at or above the 61st percentile on Winter 2020 MAP Reading and Math as baseline data. Grade 2 baseline data used the Fall 2021 MAP Reading and Math results due to the change in the assessment administered.
 - Winter 2020 MAP was the most recent assessment BCPS administered to students in Grades K through 8 in February 2020 prior to the COVID-19 school closures.
 - Using Winter 2020 MAP Reading and Math as the baseline allows BCPS to monitor student progress moving forward. For Grade 2 students, fall 2021 data is necessary since students took the MAP 2-5 assessment. Previously, Grade 2 students were administered the MAP K-2 assessment.
 - To align with the performance measures identified for Kindergarten and Grade 2 in the BCPS strategic plan, [*The Compass: Our Pathway to Excellence*](#) BCPS used the percentage of students who score at or above the 61st percentile on MAP Reading and MAP Math.

Table 1. MAP Administration by Grade Level: 2021-2022 vs. Typical School Year

Grade Levels	2021-2022 MAP Administration	Typical MAP Administration
Kindergarten*	Winter 2021 Spring 2022	Winter Spring
Grades 1 and 2	Fall 2021 Winter 2021 Spring 2022	Fall Winter Spring
Grades 3-8 **	Fall 2021 Winter 2021	Fall Winter

* MAP is only administered to students in Grade K in the Winter and Spring. This is because the Kindergarten Readiness Assessment (KRA) is administered in the Fall.

** In a typical year, MAP is administered to students in Grade 3-8 in the Fall and Winter. This is because the Maryland Comprehensive Assessment Program (MCAP) is administered to Grades 3-8 in the Spring.

To ensure that comparisons across administrations and school years are valid, BCPS Division of Research, Assessment, and Accountability (DRAA) aligned the scores from February 2020 to the new 2020 norms released by NWEA in July 2020. DRAA were able to provide the number of students tested and the percentage of students who scored at or above the 61st percentile by administration, grade level, and content area. Data will be disaggregated to reflect race groups, student service groups, and gender.

Grades 6-12

- BCPS used the percentage of students in Grades 9-12 earning a course grade of C or higher in English 10 as baseline data, as well as the percentage of students in Grades 6-12 earning a course grade of C or higher in Algebra 1.
 - Algebra I and English 10 course grades have been identified as there are corresponding MCAP (Algebra I and English 10) assessments that high school students take.
 - Course grades have been shown to be directly correlated to graduation rates as part of early warning indicator systems (Allenworth & Easton, 2007; Bridgeland, Fox, & Balfanz, 2011).
 - Baseline data will be reported separately for Algebra I and English 10.
 - A course grade of C or higher was selected as the benchmark (as opposed to D or higher) to be more in line with the benchmark of scoring at or above the 61st percentile on MAP for Grades K-8.

Allensworth, E. M., & Easton, J. Q. (2007). *What matters for staying on-track and graduating in Chicago Public High Schools: A close look at course grades, failures, and attendance in the freshman year*. Chicago, IL: Consortium on Chicago School Research.

Bruce, M., Bridgeland, J. M. Fox, J. H., & Balfanz, R. (2011). *On track for success: The use of early warning indicator and intervention systems to build a grad nation*. Washington, D.C.: Civic Enterprises, Johns Hopkins University.

State Assessments

Kindergarten Readiness Assessment (KRA)

Students in Kindergarten participated in the Kindergarten Readiness Assessment census testing in the fall of the 2021-2022 school year. Kindergarten students in the Virtual Learning Program participated in KRA state testing administered by VLP Kindergarten teachers at assigned testing locations across the county. Student KRA performance data from the fall of 2021 is provided in Appendix B.

MCAP Early Fall Assessment

To meet the requirements of the ESSA Consolidated State Plan, MSDE conducted Early Fall Assessments in ELA and mathematics for Grades 3-8, ELA 10, and math assessments for students who completed Algebra 1, Geometry, or Algebra 2 last year but did not participate in spring testing for the 2020-2021 school year. BCPS tested students based on their enrolled grade level and course from the 2020-2021 school year during the fall of the 2021-2022 school year. Science testing (MISA) was conducted for students who were enrolled Grades 5 and 8 during the 2020-2021 school year, as well as students who completed the Life Sciences course or had not met their HS MISA. Students participating in the VLP participated in state testing at their co-enrolled zone school location. Students who were eligible based on their IEP participated in the DLM assessments as a part of the early fall assessment. MSDE has released the updated state required testing calendar and BCPS will follow the timelines for testing for the duration of the school year. Student MCAP performance data will be updated for the next Reopening Plan reporting period.

System-wide Assessments

MAP, PSAT, and SAT

BCPS held Fall and Winter MAP reading and math assessments for students in Grades 1 through 8. For students participating in the VLP, MAP testing was provided at their co-enrolled zoned school location. BCPS provided PSAT testing during the school day in October for students enrolled in Grades 9 through 11. VLP students participated in PSAT testing at their co-enrolled

zoned school location. BCPS will host SAT Day in April for all Grade 11 students, including students participating in our VLP. PSAT performance data will be updated for the next Reopening Plan reporting period.

Selected Individual Student Assessments

To remain in compliance with local, state, and/or federal requirements, BCPS will 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.

Instructional Success: Additional Supports

School Programs for the Acceleration and Recovery of Credits (SPARC)

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. Students in SPARC will receive face-to-face instruction as they participate in Flex Blend coursework.

Extended Day Learning Program (EDLP)

The educational opportunities programs will continue with face-to-face operations and will offer the opportunity for students to seek credit recovery and/or acceleration. The 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. Students in EDLP will receive face-to-face instruction as well as additional virtual support as they participate in Flex Blend coursework.

Summer Learning Opportunities

During the summer of 2023, BCPS expanded summer learning offerings to elementary schools in addition to traditional summer programs in secondary schools. The traditional secondary programs were offered in-person. These programs are targeted for 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

Additionally, BCPS offered School-Developed Programs in every elementary school. Every school was able to develop a school specific summer program addressing the specific needs of the school community. These programs will be offered during the summer of 2022 and 2023 to create a continuous cycle of learning support.

Identifying and Mitigating Barriers to Engagement

Beginning with the Continuity of Learning in the spring of 2020 through the phased reopening of 2020-2021, BCPS used a variety of methods and resources to monitor, track and examine student engagement in a virtual learning context, 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 e-mail 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 and completion of each unique learning resource and/or assignment. Based on this data additional targeted outreach was performed by school attendance committees and pupil personnel workers.

VLP Student Support Plan:

BCPS VLP staff will support all students in the VLP through implementation of proactively equipping, monitoring, and responding to student needs.

Proactively Equipping Students – These strategies will be implemented to equip students with the tools necessary to be successful in the VLP.

- Create and maintain consistency among courses with organization and presentation of materials in Schoology, Google Meet, and other commonly used platforms/tools.
- Provide content and instruction related to online learning strategies and best practices for students, including executive function strategies.
- Inform students about opportunities for accessing support when needed (online resources, teacher office hours, school counselors, etc.).
- Teacher capacity building related to breakout rooms, small group instruction, effective use of office hours, accelerated learning, culturally responsive teaching, etc.
- Ensure 504 and IEP goals and accommodations are known by each teacher.

Proactive Monitoring Performance – These strategies will be implemented to monitor the academic and SEL (Social Emotional Learning) status of all students in the VLP.

- Shared planning sessions will focus on targeted small group instruction based on student

- Regular grade level/department meetings in which student data, including attendance, class and systemwide assessments, engagement metrics, and grades will be analyzed and monitored.
- Regularly scheduled data dialogues across content and grades – data protocols used to diagnose and prescribe interventions and instructional modifications.

Supportive Responding – These strategies will be implemented in response to academic, engagement, and/or SEL concerns that are revealed in the monitoring process.

- Staff (special ed, etc.) support is offered based on the student needs.
- Based on response to intervention and monitoring, staff will work with students’ families to create individualized plans including the following components:
 - Areas of growth (i.e., attendance, engagement, mastery, etc.)
 - SMART goals
 - Progress monitoring plan
 - Staff responsible (i.e., teachers, administrators, counselors, etc.)
- Teacher Mentoring / Coaching to help students with goal setting and study habits.
- VLP faculty will meet with co-enrolled schools and family to determine if a return to the zoned schools is what is best for the student to increase the degree to which they can meet with success.

Social-Emotional Learning

In addition to an enhanced instructional approach, BCPS emphasized 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 both in-person learning or virtual spaces. Research and guidance into the reopening of schools promotes the importance of community building, SEL support and SEL instruction. To support reopening, the Department of Social-Emotional Supports has developed and implemented professional learning that includes additional strategies, support documents, and recommendations/guidance in the following areas for student and staff well-being. Professional learning has been provided to Department of Social- Emotional Support staff, including social workers, school counselors, psychologists, pupil personnel workers, school nurses; and school staff, including principals, assistant principals, and teachers.

Student Well-Being	Staff Well-Being
<ul style="list-style-type: none"> • Continue to promote healing and build community (considering COVID-19, race, and racism issues). • Use universal strategies to identify student concerns and needs. • Provide a tiered system of support 	<ul style="list-style-type: none"> • Continue to promote healing and build community (considering COVID-19, race, and racism issues). • Support staff social-emotional well-being, mental health, and overall wellness.

<p>and interventions for student social-emotional well-being, mental health, and overall wellness.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Support school leaders and central office-based leaders' access to resources. • Expand the Culture of Care initiative and Mind Over Matters campaign.
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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. The Return to Play Committee works 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 start the school year allowing in-person athletics and in-person and virtual extra-curricular activities. As conditions warrant, adjustments may be made.

BCPS Interscholastic Athletic Season

Rationale:

The physical and 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 physical 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 be 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 to participate. In addition, the following is required:

Registration – Submitted through Form RELeaf and on file with the school athletic director.

- 1) **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/>
- 2) **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
- 3) **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:

- 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.
- Report to their supervisor or coach a positive COVID-19 test and/or being tested for COVID-19.

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 are optional.
- *Physical Distancing:* Physical distancing is encouraged when possible. Prior to and after conditioning sessions, students are not permitted to gather or congregate at or outside the school facilities.
- *Water:* Students may bring their own water with their names clearly marked. Students' water bottles should be at least 16 oz. Hydration stations are not permitted to be used by students.
- *Hand Sanitizer:* Students may 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 may not share water bottles, towels, etc.
- *Schedule:* Teams must follow BCPS approved competition schedule.

Entrance/Exit Strategies

- To promote safety, parents may NOT attend and watch a workout.
- Students must be picked up immediately after practice sessions have ended.
- Carpooling is not recommended for non-household members.

Check-In Procedures

- Each coach will check in with the athletic director prior to practice.

Consideration for Coaches

- Coaches will complete all BCPS required COVID training.
- Coaches must monitor students for symptoms prior to and during workouts.

Consideration for Students

- Students may bring their own water with their names clearly marked. Students' water bottles should be at least 16 oz.
- Students must communicate health and fitness-related concerns to coaches and athletic directors immediately.
- Students should arrive and leave the facility promptly. There is no loitering permitted on BCPS property.

Accommodation for students with special needs

- Exceptions may be needed for some of these conditions based on circumstances.
- Schools and organizations should attempt to have extra masks/face coverings available.

- Additional situations may arise based on physical 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

- See the BCPS Reopening Plan for mitigation and sanitization procedures for the safe transportation of students.

Consideration of 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 the school and athletic administration.
- Individuals should wash their hands with soap and water for a minimum of 20 seconds before touching any surfaces or participating in practices.
- Building service workers will maintain a cleaning schedule in conjunction with the athletic department.

Consideration of 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 physical distancing guidelines must remain in effect.

Consideration for Spectators at BCPS Athletic Events

- Please refer to BCPS spectator guidance.
- Due to the size of some of our smaller facilities, adjustments may be made to accommodate spectators safely under current physical distancing guidelines.
- There is to be no congregating at the field, gymnasium or in the stadium following the game. All parents are to meet their students back at the school.

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 the person will be advised to remain in isolation in alignment with health department and CDC guidelines. (See Appendix D for COVID specific guidelines)

Family Supports and Communication

The Director of Communications and Community Outreach 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. Posting clear information on the [BCPS Web site](#) will continue to be a priority and staff will continue to engage with families using multiple and ongoing strategies including SchoolMessenger e-mails, texts and phone calls, social media campaigns, and by providing practical tips through [Parent University](#), traditional and new media, community partners, and through parent networks. Translated resources will continue to be available via the public Web site.

BCPS will welcome students, staff and families back and kick off the school year at the BCPSFest on Saturday, August 19, 2023. Principals will use a variety of tools, including School Messenger and our learning management system, Schoology, to promote ongoing outreach and engagement within the school community. Each school will host a back-to-school night event 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 to promote parent and family involvement. We will also help families prepare for any changes to routines and expectations at school in response to evolving pandemic conditions.

Community Use of BCPS Facilities

BCPS encourages the use of school buildings and grounds by the community for educational and recreational use upon such terms and conditions as set forth by BCPS policies, rules, and regulations. Applications to use BCPS facilities can be found on the BCPS Web site, by clicking on the “Resources” tab before going to the “Community” section, and then Event Manager – Use of Facilities. Additional information related to the use of BCPS facilities, including the relevant Board Policy and Superintendent’s Rule 1300, list of prohibited activities, and crowd manager training, can be found within Event Manager - Use of Facilities Web site.

Appendix A: Sample VLP Daily Schedules

The suggested times below are approximate. Each class will include opportunities for both live, synchronous instruction (whole group and small group) and anytime, asynchronous assignments to be completed independently.

Sample VLP Elementary Schedule

Minutes	Instructional Subject
15 minutes	Class Meeting
30-45 minutes	Phonics/Word Study
45 minutes	English Language Arts – Reading
15 minutes	Break
45 minutes	English Language Arts – Writing
75 minutes	Mathematics
60 minutes	Lunch/Recess
30-45 minutes	Science/Social Studies/Health (Rotation)
50 minutes	Special Area (Music, Library, PE, Visual Arts)
10 minutes	Closure

Sample VLP Secondary Schedule (A Day/B Day)

Minutes	A Day	B Day
10 minutes	Homeroom	Homeroom
80 minutes	Period 1A	Period 1B
10 minutes	Transition	Transition
80 minutes	Period 2A	Period 2B
30 minutes	Lunch	Lunch
20 minutes	Office Hours	Office Hours
5 minutes	Transition	Transition
80 minutes	Period 3A	Period 3B
10 minutes	Transition	Transition
80 minutes	Period 4A	Period 4B

Appendix B: BCPS Assessment Figures and Tables

BCPS Baseline Data

Figure 1. KRA Fall 2021- BCPS Student Performance by Level

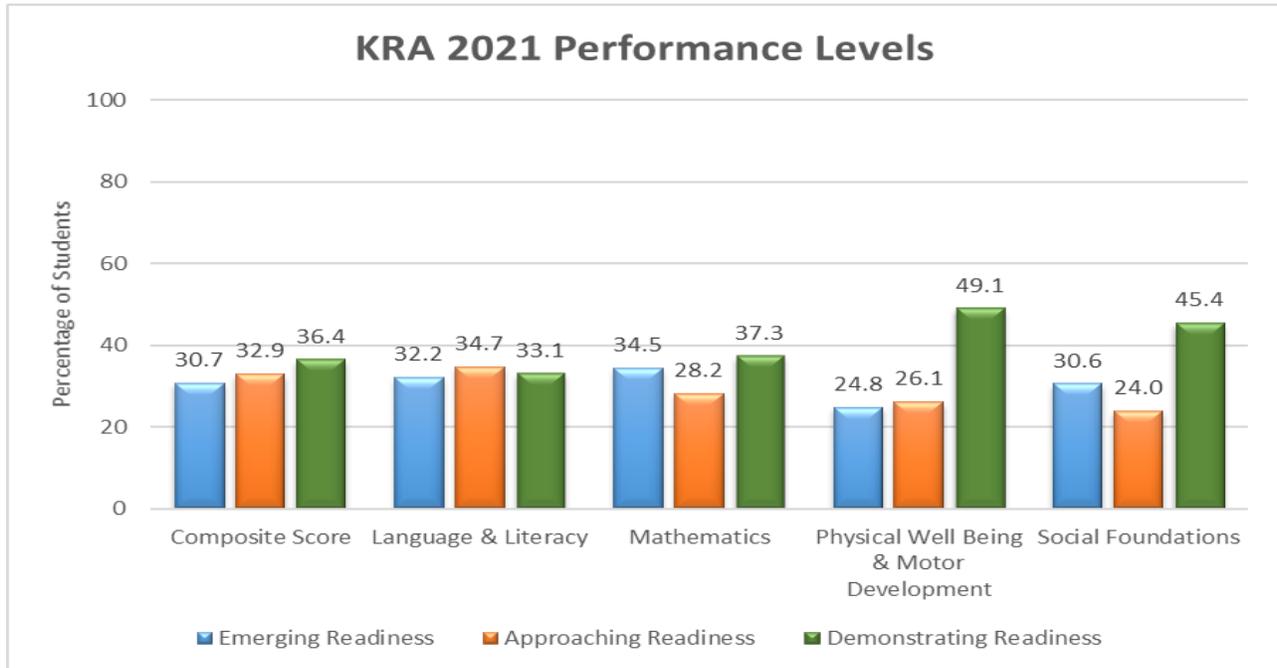
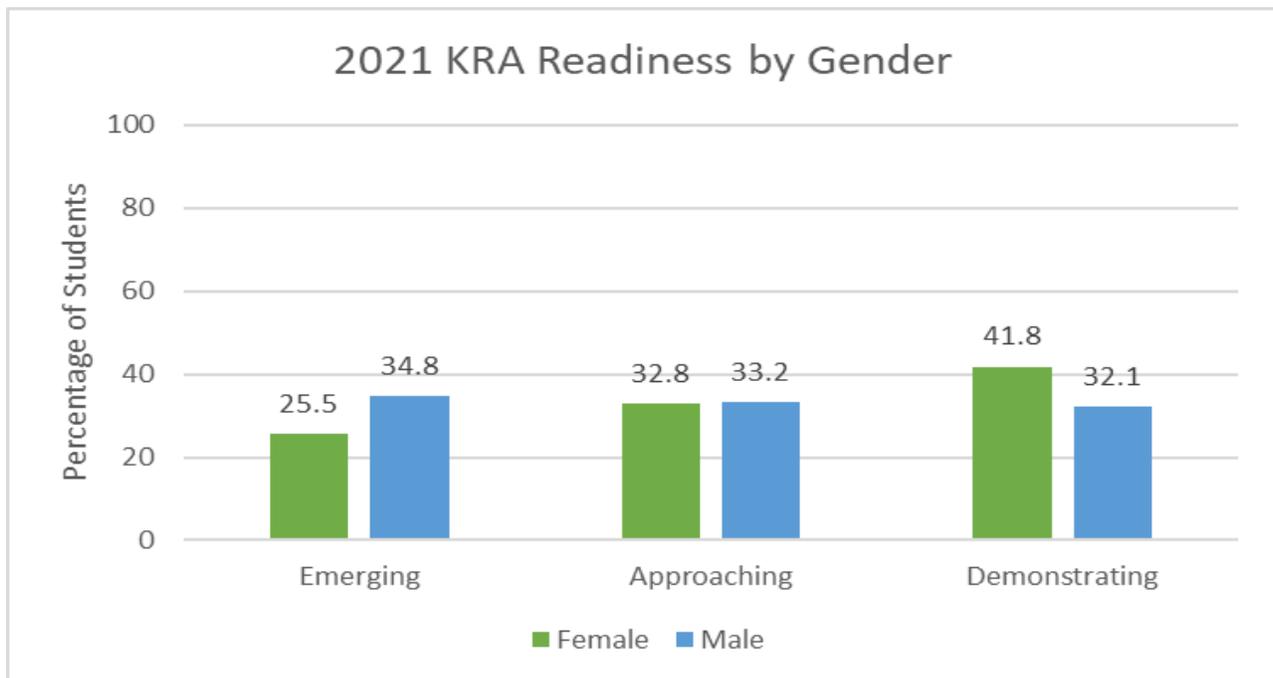


Figure 2: KRA Fall 2021- BCPS Student Performance Composite Score by Gender



- Results indicates that female kindergarten students have a 9.7% increase in the number of students demonstrating readiness compared to the male peers.
- While female and male groups have similar results in the number of students approaching kindergarten readiness, there is a 9.3% increase in the number of male students at the emerging level of readiness compared to their female peers.

Figure 3: KRA Fall 2021- BCPS Student Performance Composite Score by Race

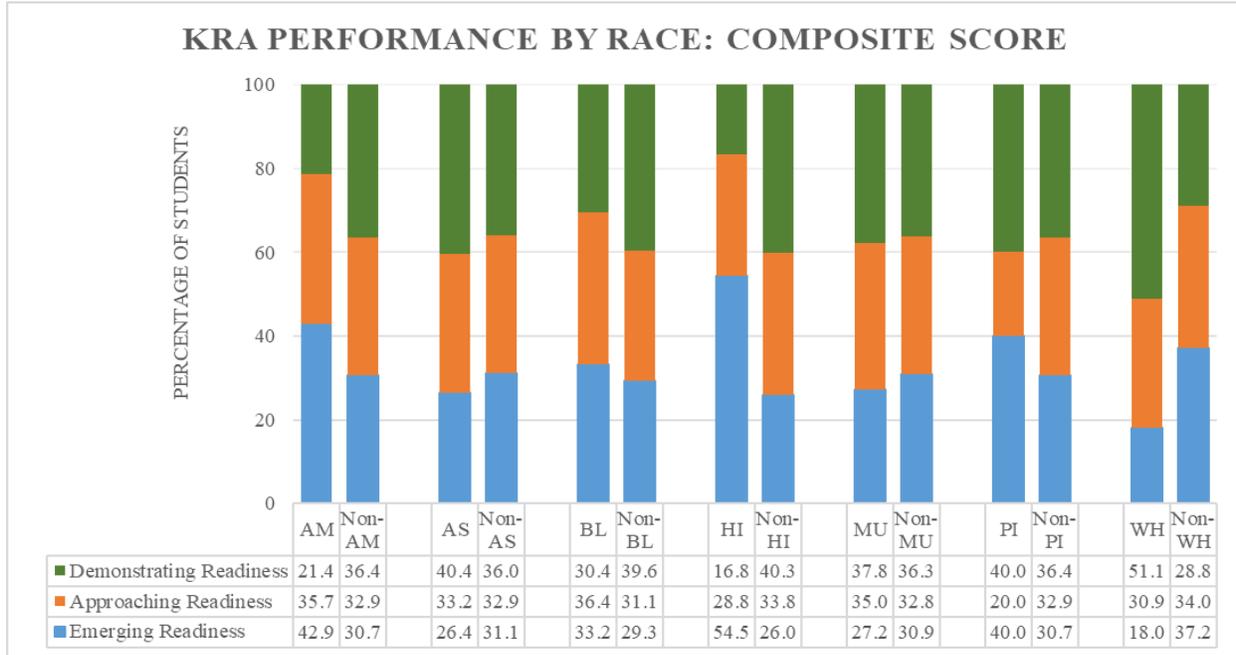
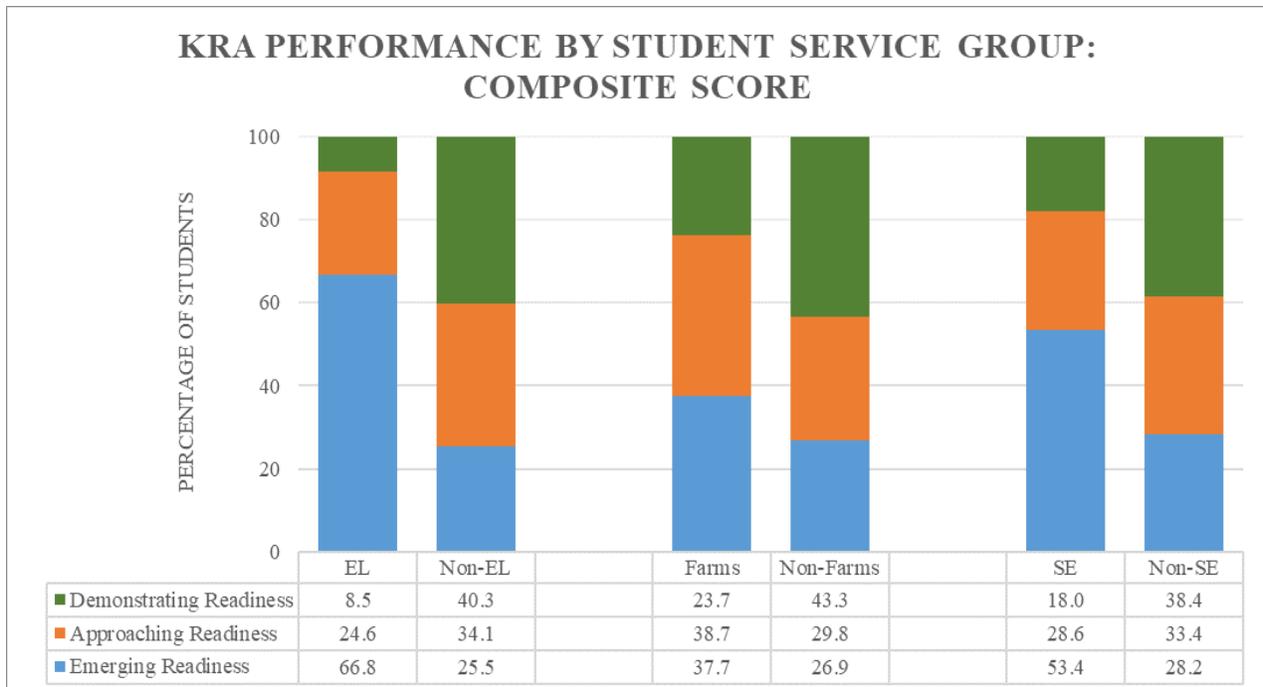


Figure 4: KRA Fall 2021- BCPS Student Performance Composite Score by Student Services



- Kindergarten students demonstrated higher levels of readiness for physical well-being and motor development and social foundations compared to language and literacy and mathematics
- Less than one-third of kindergarten students who are African American / Black are demonstrating readiness while less than one-fifth of students who are Hispanic / Latino are demonstrating readiness
- For students receiving special services, 8.5% of English language learners, 23.7% of FARMS, and 18% of special education students demonstrated kindergarten readiness

Table 1. Average Mean RIT Score by Race on Winter MAP Math Kindergarten – Grade 5 from 2018-2019 through 2021-2022

GRADE	YEAR	All	AM	AS	BL	HI	MU	PI	WH
KG	2018-2019	150.1	145.9	153.1	146.2	143.9	151.1	155.7	155.0
	2019-2020	150.1	150.8	153.7	146.5	143.1	151.3	148.2	155.3
	2021-2022	152.6	144.6	156.5	149.5	146.8	153.7	150.6	158.0
	3-year Change	2.5	-1.3	3.4	3.3	2.9	2.6	-5.1	3.0
1	2018-2019	174.2	169.4	179.3	169.0	167.0	175.7	164.2	179.6
	2019-2020	173.4	169.6	177.7	168.3	165.7	173.7	178.7	180.4
	2021-2022	168.6	165.9	174.1	164.7	160.9	170.0	157.2	174.7
	3-year Change	-5.6	-3.5	-5.2	-4.3	-6.1	-5.7	-7.0	-4.9
2	2018-2019	192.4	190.5	199	186.4	184.4	191.8	190.9	199.2
	2019-2020	193.7	187.9	200.7	187.7	184.2	195.4	184.5	200.9
	2021-2022	180.1	181.0	188.1	175.2	173.2	180.2	178.5	186.8
	3-year Change	-12.3	-9.5	-10.9	-11.2	-11.2	-11.6	-12.4	-12.4
3	2018-2019	195.3	190.9	202.6	190.3	190.3	195.8	189.0	200.3
	2019-2020	195.9	195.1	202.9	191.4	189.5	195.8	194.6	201.2
	2021-2022	192.5	188.6	200.8	186.4	185.9	192.7	198.7	200.4
	3-year Change	-2.8	-2.3	-1.8	-3.9	-4.4	-3.1	9.7	0.1
4	2018-2019	204.1	198.7	213.8	198.5	198.5	204.2	201.5	210.0
	2019-2020	205.0	200.2	213.9	200.1	198.2	205.9	198.8	210.9
	2021-2022	201.9	198.3	211.6	196.0	193.5	202.1	199.9	209.5
	3-year Change	-2.2	-0.4	-2.2	-2.5	-5.0	-2.1	-1.6	-0.5
5	2018-2019	213.1	205.5	224.1	207.1	206.4	212.7	211.1	219.6
	2019-2020	213.8	208.0	226.2	207.4	206.3	214.0	208.5	221.2
	2021-2022	209.7	213.5	220.4	203.3	201.6	209.5	209.8	217.9
	3-year Change	-3.4	8.0	-3.7	-3.8	-4.8	-3.2	-1.3	-1.7

Table 2. Average Mean RIT Score by Special Services on Winter MAP Math Kindergarten – Grade 5 from 2018-2019 through 2021-2022

GRADE	YEAR	EL	FARMS	SE
KG	2018-2019	141.6	145.5	140.6
	2019-2020	141.1	145.3	142.8
	2021-2022	144.5	148.8	144.6
	3-year Change	2.9	3.3	4.0
1	2018-2019	164.8	168.1	162.0
	2019-2020	161.7	167.2	161.4
	2021-2022	160.3	162.9	159.5
	3-year Change	-4.5	-5.2	-2.5
2	2018-2019	181.9	185.7	176.1
	2019-2020	181.7	186.4	178.4
	2021-2022	172.0	174.0	169.3
	3-year Change	-9.9	-11.7	-6.8
3	2018-2019	187.4	189.9	182.9
	2019-2020	187.0	190.7	183.8
	2021-2022	184.1	185.1	179.5
	3-year Change	-3.3	-4.8	-3.4
4	2018-2019	193.7	198.3	190.2
	2019-2020	194.1	199.2	192.3
	2021-2022	191.6	193.9	187.3
	3-year Change	-2.1	-4.4	-2.9
5	2018-2019	197.9	206.5	196.2
	2019-2020	196.0	207.0	197.4
	2021-2022	196.7	201.6	193.6
	3-year Change	-1.2	-4.9	-2.6

- For the 2022 MAP Math results, improvement in three-year performance was noted for kindergarten students, across race and special services groups
- Students in Grades K-5 who receive special services demonstrate substantial gaps in performance compared to the grade level peers.

Table 3. Average Mean RIT Score by Race on Winter MAP Reading Kindergarten – Grade 5 from 2018-2019 through 2021-2022

GRADE	YEAR	All	AM	AS	BL	HI	MU	PI	WH
KG	2018-2019	150.8	146.7	151.8	148.4	145.4	151.1	153.1	154.5
	2019-2020	150.2	147.6	151.8	148.0	144.5	151.2	148.7	154.1
	2021-2022	147.6	140.1	149.8	145.5	141.5	148.6	140.2	152.4
	3-year Change	-3.2	-6.6	-2.0	-2.9	-3.9	-2.5	-12.9	-2.1
1	2018-2019	173.2	165.8	176.6	169.2	165.2	174.5	168.5	178.2
	2019-2020	171.3	166.8	173.9	167.3	163.2	172.0	178.9	177.4
	2021-2022	164.8	161.2	168.2	162.0	155.4	166.2	152.0	170.9
	3-year Change	-8.4	-4.6	-8.4	-7.2	-9.8	-8.3	-16.5	-7.3
2	2018-2019	187.8	182.9	191.4	183.5	179.7	187.7	188.4	193.6
	2019-2020	187.4	181.0	191.3	183.2	177.8	189.4	183.0	193.4
	2021-2022	178.7	175.2	185.7	174.9	168.7	179.4	179.2	186.0
	3-year Change	-9.1	-7.7	-5.7	-8.6	-11.0	-8.3	-9.2	-7.6
3	2018-2019	194.6	191.6	200.5	190.3	187.9	195.2	188.3	199.7
	2019-2020	195.4	191.9	200.4	191.4	187.3	195.3	193.9	201.1
	2021-2022	191.0	186.1	197.2	186.3	181.4	191.0	197.8	199.1
	3-year Change	-3.6	-5.5	-3.3	-4.0	-6.5	-4.2	9.5	-0.6
4	2018-2019	202.8	197.3	209.8	197.7	196.3	202.8	197.7	208.8
	2019-2020	203.6	198.7	210.3	199.4	195.8	205.0	201.0	209.1
	2021-2022	200.9	195.3	207.4	197.2	190.6	202.0	193.9	207.5
	3-year Change	-1.9	-2.0	-2.4	-0.5	-5.7	-0.8	-3.8	-1.3
5	2018-2019	209.2	203.3	215.6	205.2	202.5	209.8	205.8	214.1
	2019-2020	209.4	205.2	216.9	205.1	201.9	210.2	205.1	215.0
	2021-2022	207.9	209.1	213.7	204.3	199.5	208.0	205.2	213.9
	3-year Change	-1.3	5.8	-1.9	-0.9	-3.0	-1.8	-0.6	-0.2

Table 4. Average Mean RIT Score by Special Services on Winter MAP Reading Kindergarten – Grade 5 from 2018-2019 through 2021-2022

GRADE	YEAR	EL	FARMS	SE
KG	2017-2018	144.5	148.1	144.6
	2018-2019	142.8	146.9	143.9
	2021-2022	138.5	143.9	140.4
	3-year Change	-6.0	-4.2	-4.2
1	2018-2019	161.7	167.0	160.6
	2019-2020	158.4	165.5	159.6
	2021-2022	153.4	159.0	153.6
	3-year Change	-8.3	-8.0	-7.0
2	2018-2019	175.5	181.7	172.0
	2019-2020	174.4	181.0	172.1
	2021-2022	165.6	171.8	165.0
	3-year Change	-9.9	-9.9	-7.0
3	2018-2019	183.0	188.7	181.0
	2019-2020	182.8	189.7	182.5
	2021-2022	177.8	183.8	178.1
	3-year Change	-5.2	-4.9	-2.9
4	2018-2019	189.8	196.6	188.2
	2019-2020	189.9	197.9	189.6
	2021-2022	186.9	194.3	187.6
	3-year Change	-2.9	-2.3	-0.6
5	2018-2019	192.6	203.8	194.2
	2019-2020	190.5	203.9	195.0
	2021-2022	193.7	201.9	193.9
	3-year Change	1.1	-1.9	-0.3

- For 2022 MAP Reading, the least total change in RIT performance was noted for students in Grades 3 through 5, across race and special service groups
- Students in Grades K-5 who receive special services demonstrate substantial gaps in performance compared to the grade level peers.

Table 5. Average Mean RIT Score by Race on Winter MAP Math Grades 6-8 from 2018-2019 through 2021-2022

GRADE	YEAR	All	AM	AS	BL	HI	MU	PI	WH
6	2018-2019	215.2	213.6	227.2	208.9	207.9	215.2	220.0	222.2
	2019-2020	214.6	209.7	227.0	209.4	206.9	214.8	212.6	221.5
	2021-2022	211.3	204.9	223.1	205.9	204.1	211.8	208.8	218.7
	3-year Change	-3.9	-8.7	-4.1	-3.0	-3.8	-3.4	-11.3	-3.5
7	2018-2019	219.2	215.0	231.0	212.2	212.1	222.0	225.6	227.0
	2019-2020	220.3	213.8	233.2	214.1	212.0	220.8	224.7	227.8
	2021-2022	215.3	206.9	228.8	209.8	207.1	216.6	205.5	222.6
	3-year Change	-3.9	-8.1	-2.2	-2.4	-5.0	-5.4	-20.1	-4.4
8	2018-2019	224.4	221.3	236.5	217.7	215.0	226.0	231.8	231.9
	2019-2020	224.2	220.0	237.3	217.4	215.7	226.6	226.4	232.2
	2021-2022	219.7	215.0	234.5	214.6	209.9	220.5	225.1	227.6
	3-year Change	-4.7	-6.3	-2.0	-3.1	-5.1	-5.5	-6.7	-4.3

Table 6. Average Mean RIT Score by Special Services on Winter MAP Math Grades 6-8 from 2018-2019 through 2021-2022

GRADE	YEAR	EL	FARMS	SE
6	2018-2019	195.6	208.4	195.7
	2019-2020	196.1	208.8	198.3
	2021-2022	196.9	204.3	196.1
	3-year Change	1.3	-4.1	0.4
7	2018-2019	198.0	212.0	198.4
	2019-2020	199.9	213.3	202.1
	2021-2022	194.9	208.0	198.9
	3-year Change	-3.1	-4.0	0.5
8	2018-2019	199.9	216.6	201.8
	2019-2020	201.4	216.9	204.6
	2021-2022	199.1	212.8	201.9
	3-year Change	-0.8	-3.8	0.1

- For 2022 MAP Math, an approximate overall decrease of 4 to 5 RIT scale score points in performance was noted across race groups

- For the 2022 MAP Math, the least overall decrease occurred for students who receive English language learner and special education services

Table 7. Average Mean RIT Score by Race on Winter MAP Reading Grades 6-8 from 2018-2019 through 2021-2022

GRADE	YEAR	All	AM	AS	BL	HI	MU	PI	WH
6	2018-2019	211.6	212.0	218.4	207.3	204.8	211.9	218.5	216.9
	2019-2020	210.7	205.2	219.4	207.0	203.4	211.6	210.6	216.0
	2021-2022	209.8	202.9	219.1	206.7	200.7	210.3	211.7	215.6
	3-year Change	-1.8	-9.1	0.7	-0.6	-4.1	-1.6	-6.8	-1.3
7	2018-2019	215.0	211.0	222.5	210.4	209.1	217.0	214.8	220.4
	2019-2020	215.2	212.3	222.8	211.0	208.8	216.1	216.7	220.6
	2021-2022	213.1	204.4	222.3	209.6	204.5	214.2	207.0	219.0
	3-year Change	-1.9	-6.6	-0.2	-0.8	-4.6	-2.8	-7.8	-1.4
8	2018-2019	219.6	215.5	226.4	215.4	211.0	221.7	226.7	224.6
	2019-2020	219.2	216.7	226.4	215.2	212.3	221.4	217.8	224.4
	2021-2022	217.1	215.4	226.2	214.5	206.9	217.2	222.7	222.9
	3-year Change	-2.5	-0.1	-0.2	-0.9	-4.1	-4.5	-4.0	-1.7

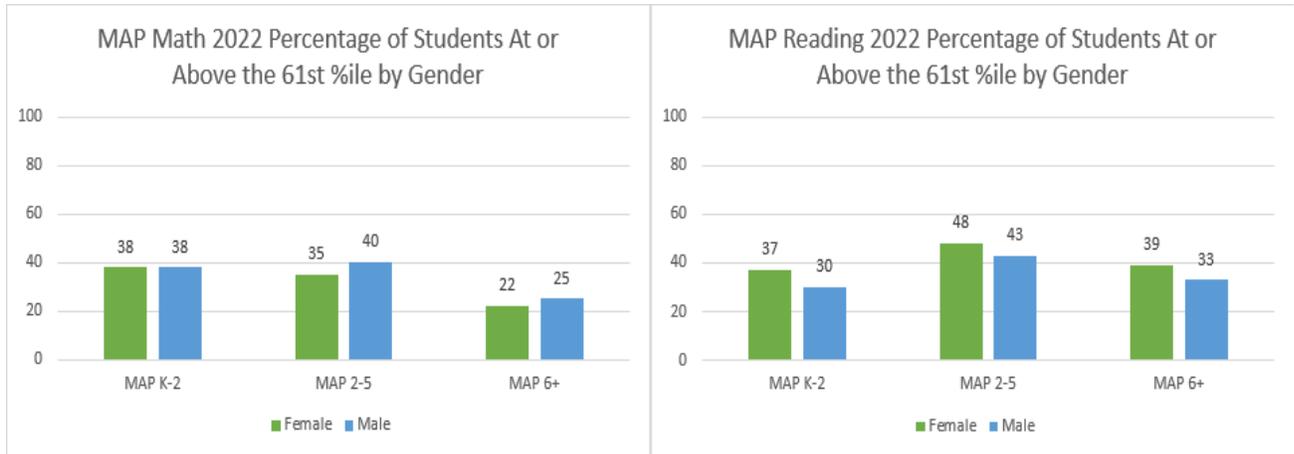
Table 8. Average Mean RIT Score by Special Services on Winter MAP Reading Grades 6-8 from 2018-2019 through 2021-2022

GRADE	YEAR	EL	FARMS	SE
6	2018-2019	189.5	205.9	194.2
	2019-2020	190.2	205.8	195.0
	2021-2022	190.7	204.0	193.8
	3-year Change	1.2	-1.9	-0.4
7	2018-2019	193.6	209.2	196.5
	2019-2020	194.1	209.6	198.5
	2021-2022	188.4	207.3	196.5
	3-year Change	-5.2	-1.9	-0.05
8	2018-2019	195.2	213.7	200.2
	2019-2020	196.8	213.9	201.9
	2021-2022	193.8	212.0	200.3
	3-year Change	-1.4	-1.7	0.1

- For 2022 MAP Reading, an approximate overall decrease of 2 to 2.5 RIT scale score points in performance was noted across race groups

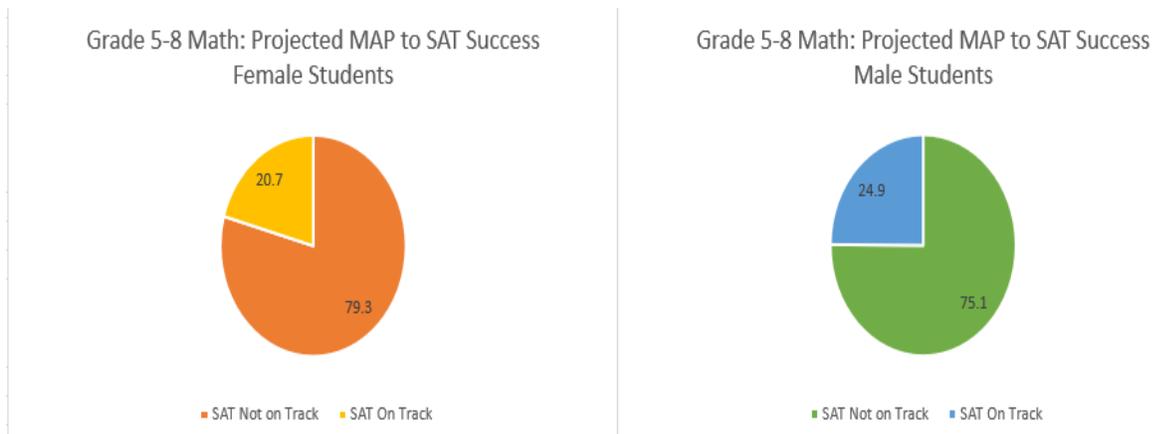
- For the 2022 MAP Math, the least overall decrease occurred for students who receive English language learners in Grades 6 and 8 and special education services for Grades 6 through 8

Figure 5: MAP Winter 2022 Results by Gender



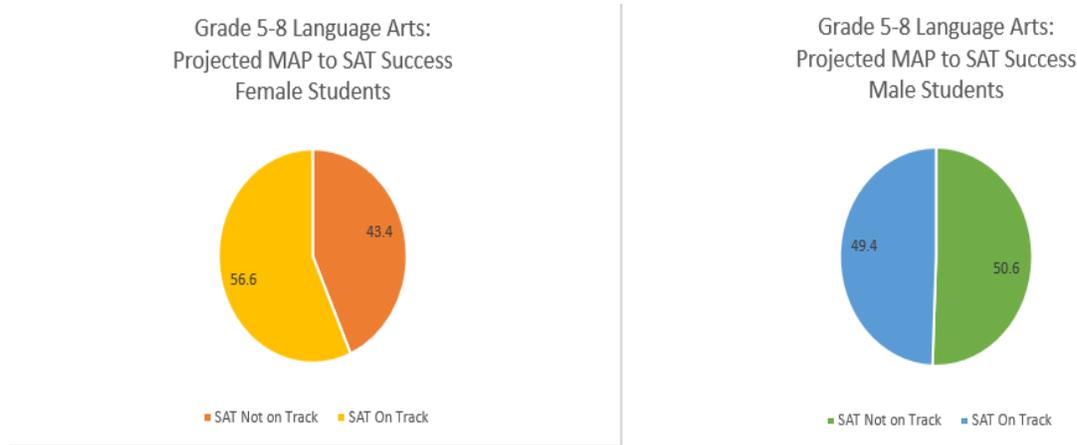
- The 2022 MAP Winter Math results indicate that a gap emerges between female students and male students in Grades 2-5 and continues into through middle school
- The 2022 MAP Winter Reading results indicate that a greater number of female students perform at or above the 61st percentile compared to their male peers and this gap exists across all grade levels K-8

Figure 6: Grades 5-8 Winter 2022 MAP Math Projected SAT Success by Gender



- Based on the Winter 2022 MAP Math results, female students are demonstrating a gap of 4.2 percentage points in meeting with SAT success compared to their male peers

Figure 7: Grades 5-8 Winter 2022 MAP Language Arts Projected SAT Success by Gender



- Based on the Winter 2022 MAP Reading results, male students are demonstrating a gap of 7.2 percentage points in meeting with SAT success compared to their female peers

Table 9. 2020-2021 through 2021-2022 Percentage of Students in Grades 6-8 with End of Course Grades of C or Higher: Algebra 1 by Race and Special Services

Student Group	Grades 6 through 8						Change
	2020–2021			2021–2022			
	Total	End of Course Grade of C or Higher		Total	End of Course Grade of C or Higher		
	#	#	%	#	#	%	
ALL	4,077	3,047	74.7	4,145	3,575	86.2	11.5
AM	12	3	25.0	12	7	58.3	33.3
AS	430	370	86.0	432	403	93.3	7.3
BL	1,259	830	65.9	1,284	1,030	80.2	14.3
HI	308	167	54.2	381	305	80.1	25.9
MU	179	121	67.6	200	172	86.0	18.4
PI	9	5	55.6	6	3	50.0	-5.6
WH	1,880	1,551	82.5	1,830	1,655	90.4	7.9
EL-Yes	40	25	62.5	41	27	65.9	3.4
EL-No	4,037	3,022	74.9	4,104	3,548	86.5	11.6

SE – Yes	90	65	72.2	102	79	77.5	5.3
SE—No	3,742	2,799	74.8	4,043	3,496	86.5	11.7

- Overall, student participation (n=68) and students earning C or higher (n=528) increased from 2020-2021 to 2021-2022
- For 2021-2022 Algebra 1, the percentage of students earning a C or higher in middle school increased by 11.5% compared to the 2020-2021 performance with the greatest increases in performance occurring for larger student groups who are African American / Black, Hispanic, and multiple races

Table 10. 2020-2021 through 2021-2022 Percentage of Students in Grades 9-12 with End of Course Grades of C or Higher: Algebra 1 by Race and Special Services

Student Group ⁺	Grades 9 through 12						Change
	2020–2021			2021–2022			
	Total	End of Course Grade of C or Higher		Total	End of Course Grade of C or Higher		
	#	#	%	#	#	%	
ALL	5,418	2,470	45.6	6,601	3,147	47.7	2.1
AM	26	14	53.8	28	11	39.3	-14.5
AS	195	132	67.7	194	139	71.6	3.9
BL	2,763	1,281	46.4	3,166	1,478	46.7	0.3
HI	932	350	37.6	1,425	664	46.6	9.0
MU	240	99	41.3	314	139	44.3	3.0
PI	6	3	50.0	12	9	75.0	25.0
WH	1,256	591	47.1	1,462	707	48.4	1.3
EL-Yes	609	237	38.9	979	505	51.6	12.7
EL-No*	4,809	2,233	46.4	5,622	2,642	47.0	0.6
SE – Yes**	1,078	499	46.3	1,142	525	46.0	-0.3
SE—No***	4,025	1,899	47.2	5,459	2,622	48.0	0.8

- Overall, student participation (n=1,183) and students earning C or higher (n=677) increased from 2020-2021 to 2021-2022
- For 2021-2022 Algebra 1, the percentage of students earning a C or higher in high school increased by 2.1% compared to the 2020-2021 performance with the greatest increases in performance occurring for larger student groups who are Hispanic and English language learners

Table 11: 2020-2021 through 2021-2022 Percentage of Students in Grades 9-12 with End of Course Grades of C or Higher: ELA 10 by Race and Special Services

Student Group ⁺	2020–2021			2021–2022			Change
	Total	End of Course Grade of C or Higher		Total	End of Course Grade of C or Higher		
	#	#	%	#	#	%	
ALL	8,902	5,408	60.8	8,850	5,980	67.6	6.8
AM	40	26	65.0	32	22	68.8	3.8
AS	607	492	81.1	568	495	87.1	6.0
BL	3,722	2,125	57.1	3,605	2,273	63.1	6.0
HI	1,093	454	41.5	1,303	693	53.2	11.7
MU	380	204	53.7	393	265	67.4	13.7
PI	13	10	76.9	18	10	55.6	-21.3
WH	3,047	2,097	68.8	2,931	2,222	75.8	7.0
EL-Yes	575	221	38.4	648	293	45.2	6.8
EL-No*	8,327	5,187	62.3	8,202	5,687	69.3	7.0
SE – Yes**	1,024	511	49.9	1,002	553	55.2	5.3
SE—No***	7,294	4,573	62.7	7,848	5,427	69.2	6.5

- Overall, for English 10, student participation decreased (n=52) while students earning C or higher (n=572) increased from 2020-2021 to 2021-2022
- For 2021-2022 English 10, the percentage of students earning a C or higher in high school increased by 6.8% compared to the 2020-2021 performance with the greatest increases in performance occurring for larger student groups who are Hispanic and multiple races

Table 12: 2021-2022 Percentage of Students Earning a “C” or Better, Marking Period 4 by Level and Gender

Grade Levels	Gender	English / Language Arts	Mathematics	Science	Social Studies
Grades 4 and 5	Female	92.7	90.1	95.0	94.1
	Male	87.9	87.0	93.1	92.2
Grades 6 through 8	Female	77.0	78.2	77.2	76.8
	Male	69.1	72.7	72.0	71.5
Grades 9	Female	71.9	68.7	73.1	73.6

through 12	Male	61.8	59.9	64.4	65.5
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- Overall, the percentage of students earning a “C” or higher decreases from elementary to high school for both genders.
- Overall, female students outperform male students in all four major content areas at all levels.
- The gap in the percentage of male students earning a “C” or higher, compared to their female peers, more than doubles across all four major content areas when comparing elementary school to high school grades.

Appendix C: Monitoring Student Progress and Outcomes

BCPS will utilize multiple measures to monitor student progress and outcomes. These multiple measures will include local and state data. The outcomes for students in Kindergarten through Grade 2 are based on MAP Reading and Math growth and achievement. BCPS established expectations for the percentage of students performing at or above the 61st percentile. *The Compass: Our Pathway to Excellence*, established eight-year targets and goals for MAP and MCAP achievement as a part of our College and Career Ready trajectory. For MAP Reading and Math, the targets were based on pre-pandemic student performance with a five-year goal (by 2024- 2025) of 50% of students performing at or above the 61st percentile.

Outcomes –

MAP Kindergarten through Grade 2

Kindergarten through Grade 2 students participated in system-wide MAP testing for the Winter and Spring 2023 MAP assessments in Reading and Math. Outcomes for student growth and achievement based on BCPS expectations for growth. The Winter MAP five-year goal for the percentage of students performing at or above the 61st percentile may need to be revised based on the impact of COVID-19 and periods of interrupted instruction.

Table 1: K-Grade 2 MAP Reading Percent of Students At or Above the 61st Percentile

Grade Level	Fall 2021	Winter 2022	Spring 2022	Fall 2022	Winter 2023	Spring 2023
Kindergarten		41.6	39.5		39.9	39.8
Grade 1	41.9	39.1	39.0	40.2	38.6	39.9
Grade 2	39.8	39.1	38.8	36.6	36.4	36.3

Table 2: K-2 MAP Math Percent of Students At or Above the 61st Percentile

Grade Level	Fall 2021	Winter 2022	Spring 2022	Fall 2022	Winter 2023	Spring 2023
Kindergarten		50.5	45.8		47.9	46.5
Grade 1	45.3	38.2	37.2	43.8	38.7	39.0
Grade 2	36.6	33.8	32.5	36.3	36.4	36.3

Overall, Kindergarten and Grade 1 students have maintained consistent performance from the spring of 2022 to the spring of 2023 for reading with a slight increase in the 2023 performance for math. From the spring of 2022 to the spring of 2023, Grade 2 students are performing slightly lower in reading and slightly higher in math. All student groups are performing below their baseline assessment results.

MAP Grades 3 –5 and Grades 6-8

Accelerating learning leads to increased student growth. The instructional programs and support are designed to provide students with more time and engagement in high quality instruction, feedback, and application of learning. Accelerated growth is our model for equity in closing the achievement gaps. Student group outcomes for students in Grades 1 through 8 are based on 70% or more students demonstrating growth from the fall to winter MAP Reading and Math assessments. The percentage of students demonstrating growth, based on the Winter 2022 MAP Assessments, are displayed in the charts below.

Table 3: Grades 3-5 MAP Reading Percent of Students at or Above the 61st Percentile

Grade Level	Winter 2020	Fall 2021	Winter 2022	Fall 2022	Winter 2023
Grade 3	44.6	45.1	39.8	38.4	36.2
Grade 4	45.1	43.3	41.9	41.8	40.2
Grade 5	43.8	45.7	41.2	43.2	38.5

Table 4: Grades 3-5 MAP Math Percent of Students at or Above the 61st Percentile

Grade Level	Winter 2020	Fall 2021	Winter 2022	Fall 2022	Winter 2023
Grade 3	37.2	36.6	38.4	34.0	38.9
Grade 4	33.4	33.0	34.1	38.2	37.2
Grade 5	33.1	32.5	34.1	36.2	36.3

Overall, students in Grades 3 through 5 demonstrated a decrease in reading performance and an increase in math performance from the Winter 2020 to the Winter 2023 MAP assessments. For math, students in Grades 2 through 5 demonstrated an increase in performance compared to the baseline pre-pandemic data.

Table 5: Grades 6-8 MAP Reading Percent of Students at or Above the 61st Percentile

Grade Level	Winter 2020	Fall 2021	Winter 2022	Fall 2022	Winter 2023
Grade 6	35.1	38.6	34.6	39.6	32.8
Grade 7	41.3	39.1	34.9	35.9	33.4
Grade 8	43.1	37.4	37.9	35.0	35.4

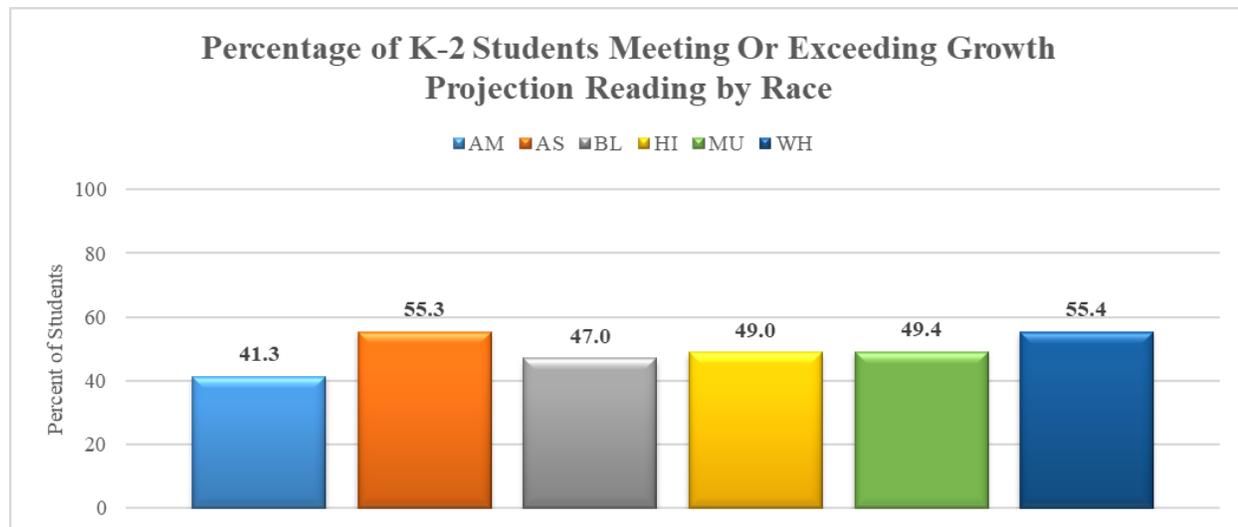
Table 6: Grades 6-8 MAP Math Percent of Students at or Above the 61st Percentile

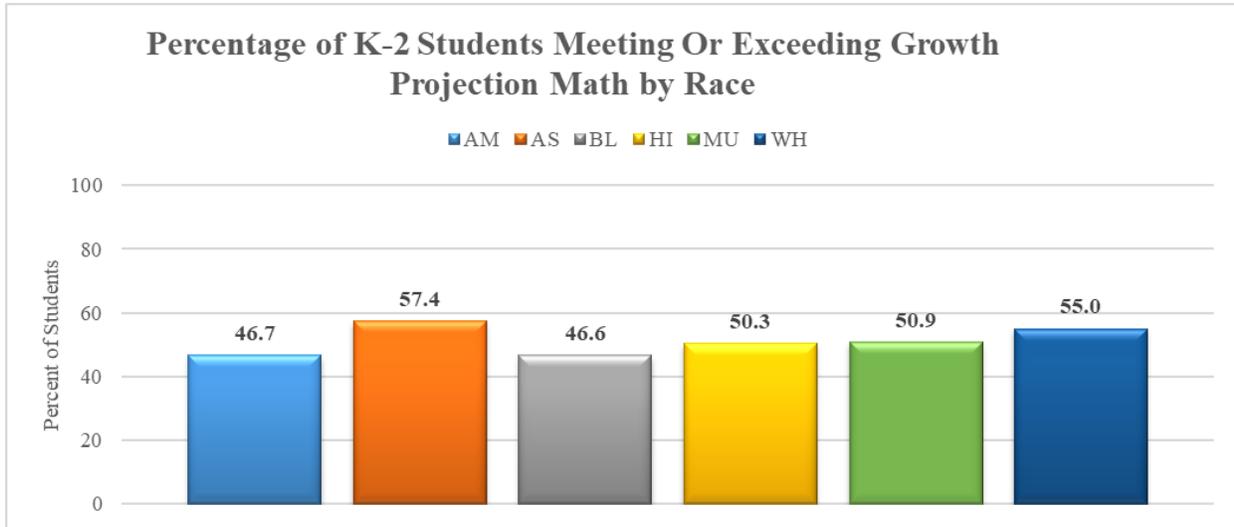
Grade Level	Winter 2020	Fall 2021	Winter 2022	Fall 2022	Winter 2023
Grade 6	24.3	26.7	22.9	28.3	23.8
Grade 7	29.1	26.1	26.6	26.1	24.0
Grade 8	30.0	26.1	23.8	25.3	24.5

Overall, students in Grades 6 through 8 demonstrated a decrease in reading and math performance compared to the pre-pandemic baseline data. Approximately 10% less students achieved in the high average to above average range in math compared to reading.

MAP Growth Rates from Winter 2023 to Spring 2023 by Race

Figure 1: Percentage of K-2 Students Meeting or Exceeding Growth Projections by Race

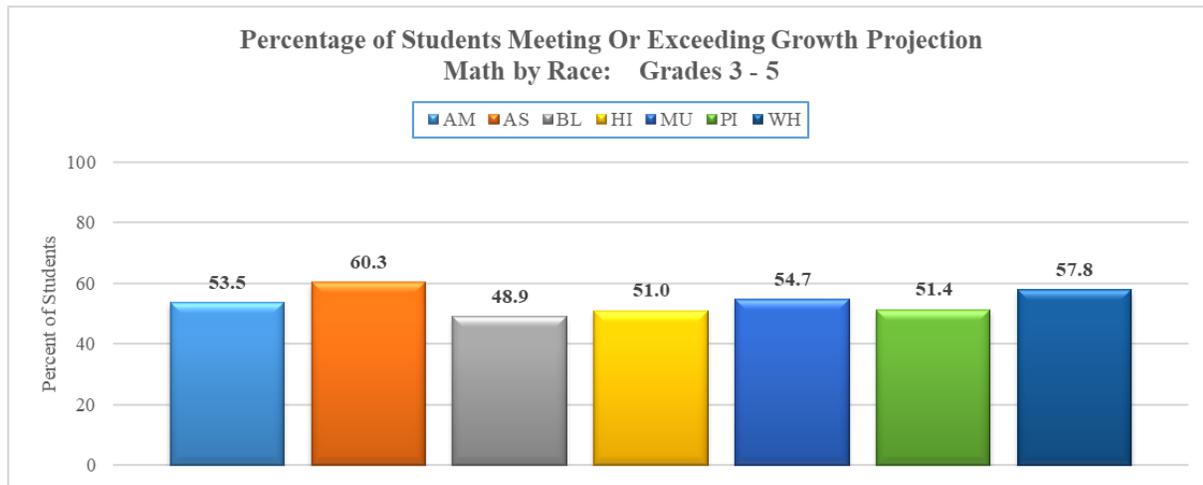
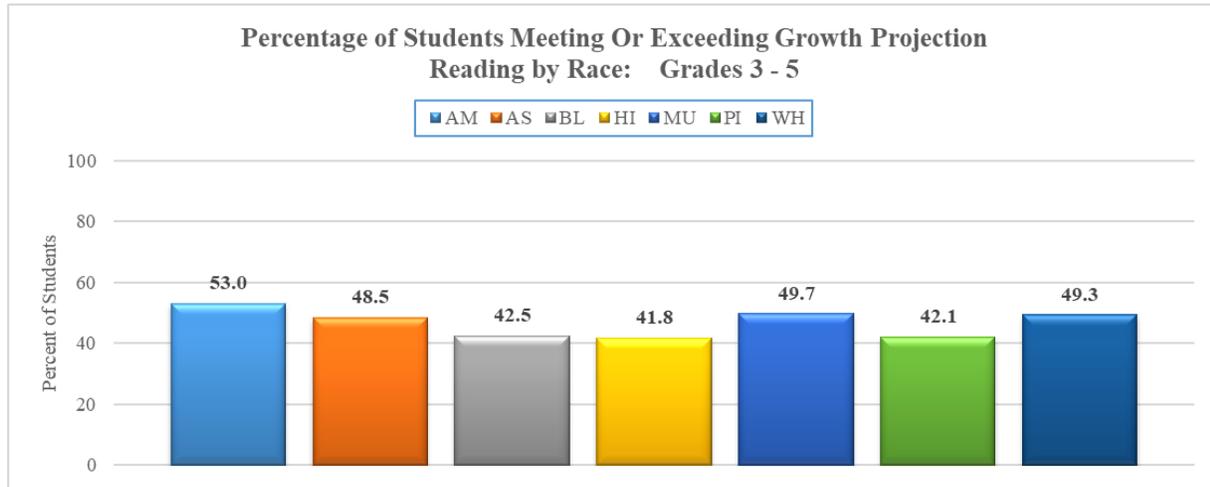




Students in Kindergarten through Grade 2 have projected growth expected from the winter to spring MAP assessments. Figure 1 displays the growth of students, by content area, by race. Overall, students who are Black have lower growth rates in reading and math compared to their peers while students who are Asian or White have the highest rates of measured growth. All students, with the exception of students who are Black, demonstrated greater rates of growth in math compared to reading.

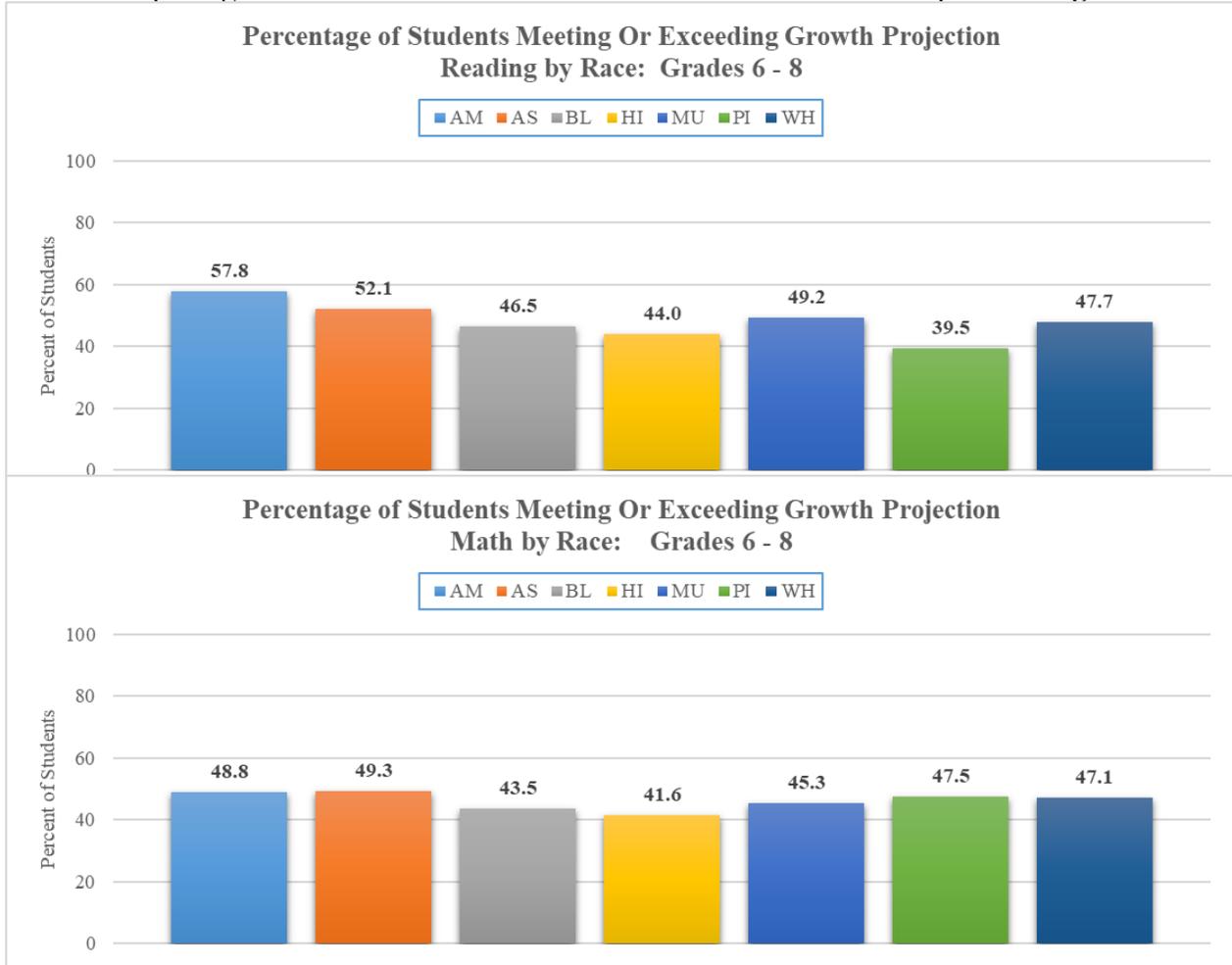
MAP Growth Rates from Fall 2022 to Winter 2023 by Race

Figure 2: Percentage of Grade 3-5 Students Meeting or Exceeding Growth Projections by Race



Students in Grades 3 through 5 have projected growth expected from the fall to winter MAP assessments. Overall, students demonstrated greater growth rates in mathematics compared to reading. Similar to student performance in Kindergarten through Grade 2, students in Grades 3 through 5 who are Black or Hispanic have lower rates of growth in reading and math compared to their peers.

Figure 3: Percentage of Grade 6-8 Students Meeting or Exceeding Growth Projections by Race



In middle school, less than 50% of students demonstrated growth from the fall to winter in MAP Math or Reading assessments. Students who are Asian or White demonstrated higher rates of growth compared to students who are Black or Hispanic in both math and reading content areas.

High School Course Grades

Figure 3: High School Course Grades for 2022-2023, Marking Period 1

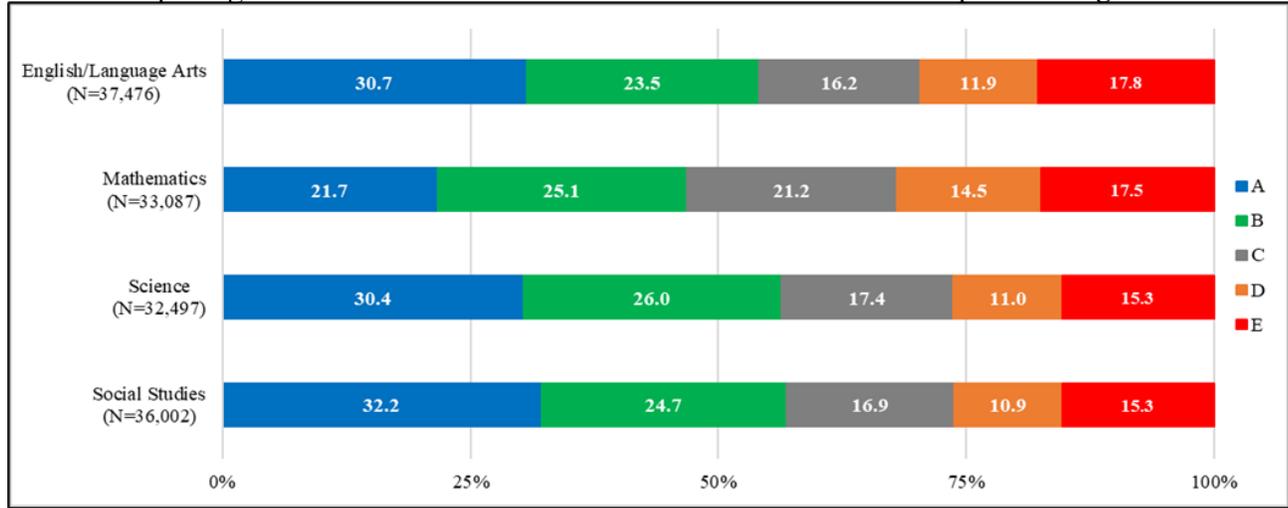
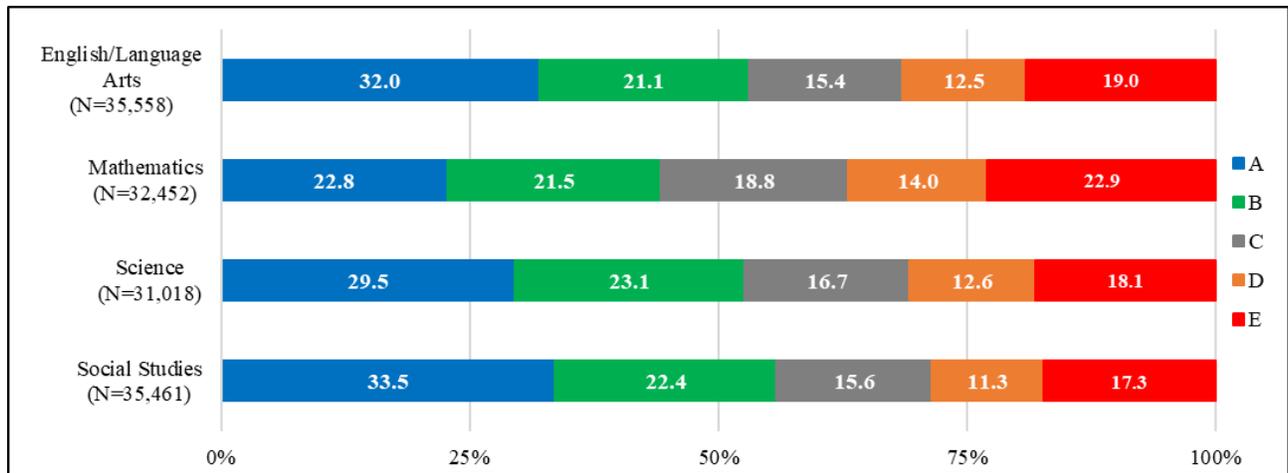


Figure 3: High School Course Grades for 2022-2023, Marking Period 4



Overall course grades by marking period indicate that a similar percentage of students earned a C or higher in English/Language Arts in Grades 9 through 12 from marking period 1 to marking period 4. In math, about 5% less students earned a C or higher in marking period 4 compared to marking period 1. About 3-5% more students earned a D or E in science and social studies in marking period 4 compared to marking period 1.

Table 7: 2022-2023 Percentage of High School Students Earning a “C” or Better, Marking Period

BCPS Reopening Plan

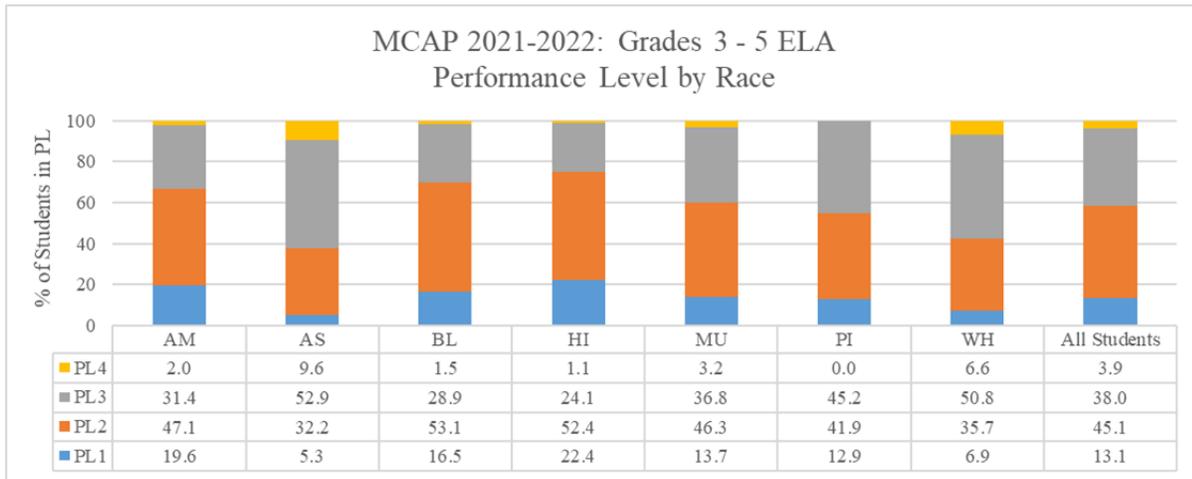
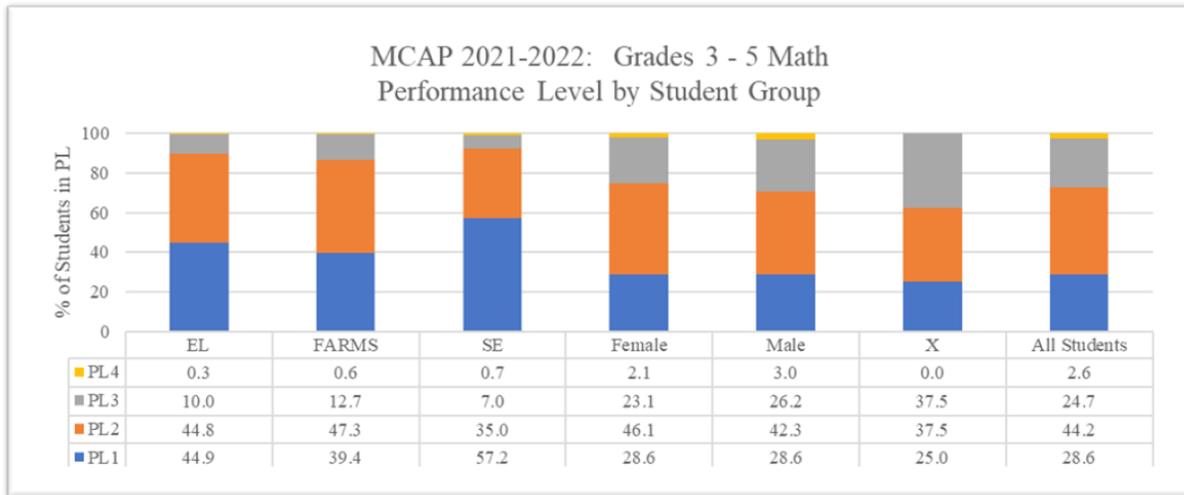
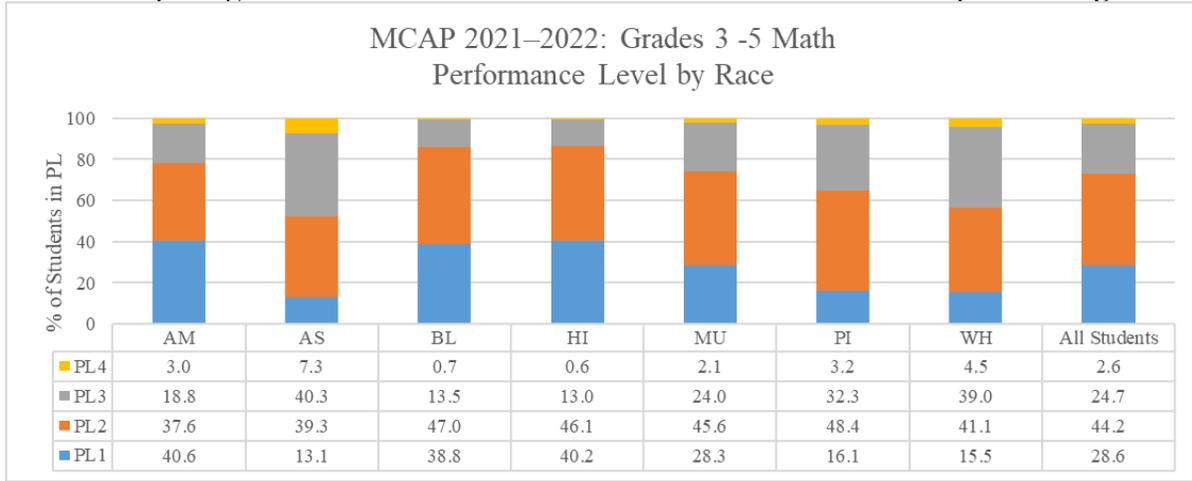
Updated: August 2023

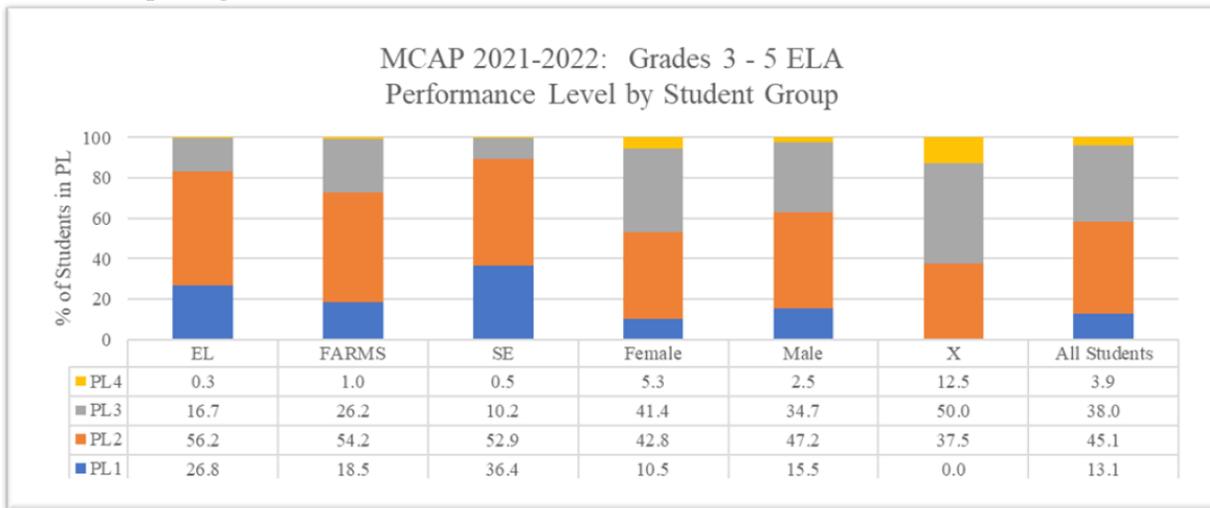
Student Group	English/Language Arts				Mathematics				Science				Social Studies			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
All Students	70.4	68.5	69.9	68.5	68.1	64.9	65.4	63.1	73.7	71.3	72.4	69.3	73.8	71.5	72.6	71.4
Female	75.7	73.4	75.2	73.2	71.8	69.1	69.7	67.1	77.6	75.4	76.6	73.2	77.4	75.6	76.7	75.2
Male	65.1	63.9	65.3	63.6	64.5	61.0	61.3	59.0	70.2	67.3	68.4	65.2	70.3	67.5	68.9	67.5
American Indian	61.7	59.1	57.2	57.9	59.3	58.3	56.3	51.1	63.8	65.0	63.6	58.1	68.2	65.8	64.0	62.5
Asian	86.0	84.9	86.2	85.4	86.4	83.7	84.6	82.5	91.3	88.9	88.6	87.9	89.2	88.6	89.3	87.7
Black	67.5	64.4	65.9	64.0	63.4	60.1	60.9	58.3	68.3	66.0	67.5	63.5	69.9	67.4	67.7	66.7
Latino	54.5	52.7	55.2	54.8	55.2	51.8	54.6	50.2	57.8	54.6	57.0	53.0	58.4	55.2	58.8	58.0
2 or More Races	67.7	66.2	67.9	65.6	66.1	61.6	62.6	61.8	74.0	70.8	72.2	68.5	72.2	69.3	72.0	69.8
Pacific Islander	74.2	71.9	65.7	67.2	72.2	69.2	66.0	65.4	84.9	76.0	75.5	81.3	84.6	74.2	77.1	72.9
White	78.1	77.5	78.4	77.1	76.3	73.4	72.4	71.0	83.1	80.7	81.1	79.0	82.5	80.6	81.4	80.0
Special Education	60.8	59.3	59.9	59.0	55.3	53.0	55.0	53.5	58.4	57.4	59.7	55.6	60.7	59.0	59.9	59.1
English Learner	50.7	50.5	52.2	53.1	49.7	50.7	53.9	49.5	48.8	47.2	50.7	47.2	52.5	50.6	56.2	56.3
FARMS	61.2	59.0	61.2	59.4	58.7	55.4	56.5	54.0	64.4	61.7	63.4	59.6	64.6	62.2	64.1	62.5

An analysis of student course grades by gender, race, and special services by marking period provides greater insight into the performance of specific groups of students who earn a C or better in coursework. Students who are female consistently demonstrate higher rates of earning a C or better compared to students who are male. Students who are Black or Hispanic / Latino consistently have a lower percentage of C or better compared to their peers. Students who receive special education or English Language learner services have the lowest overall percentage, with less than 60% of students earning a C or better in English/Language Arts, Math, Science, and Social Studies.

MCAP 2022 Results

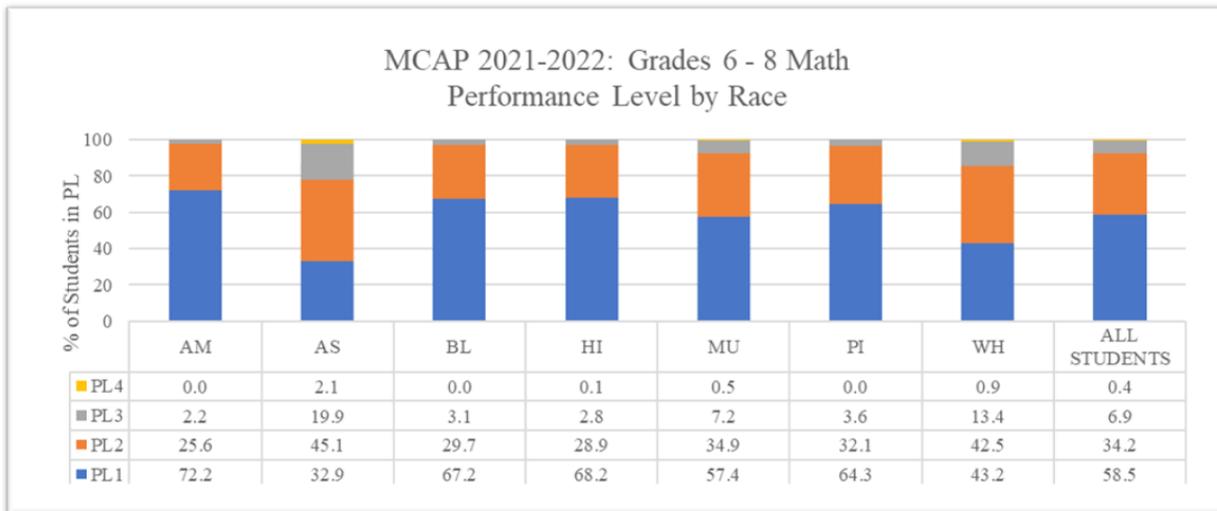
Figure 4: MCAP Performance Levels by Race, Elementary Schools

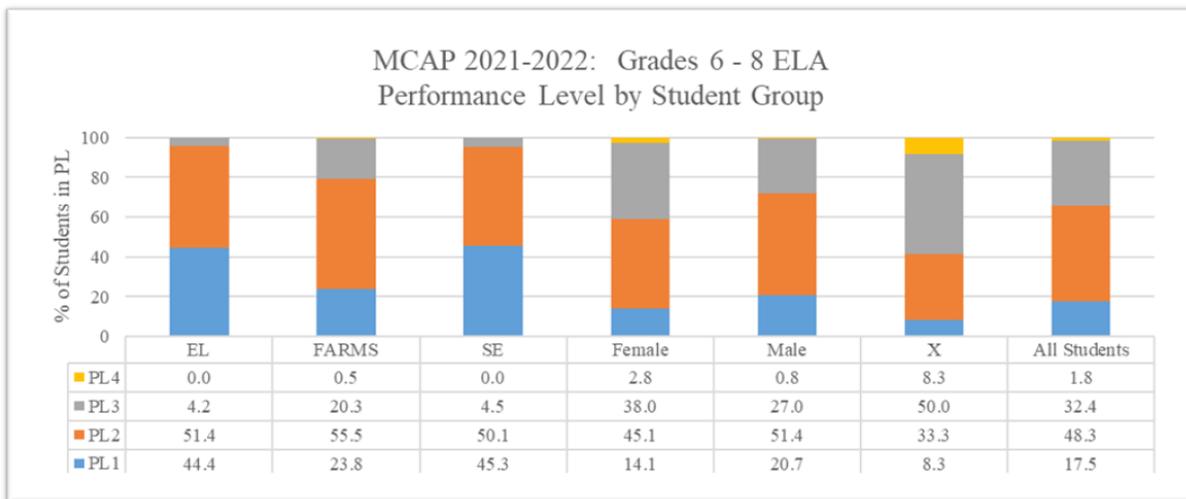
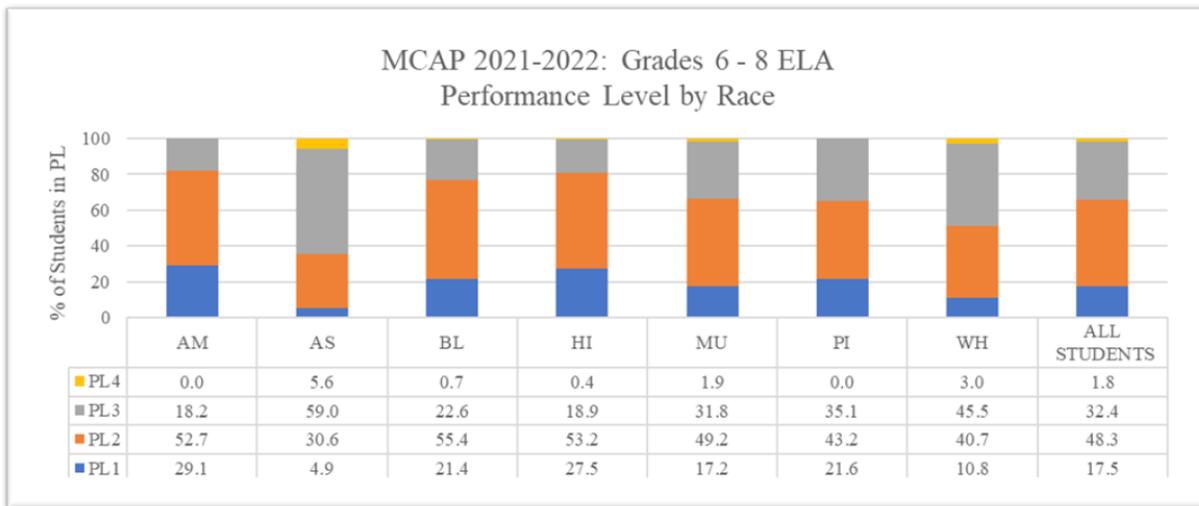
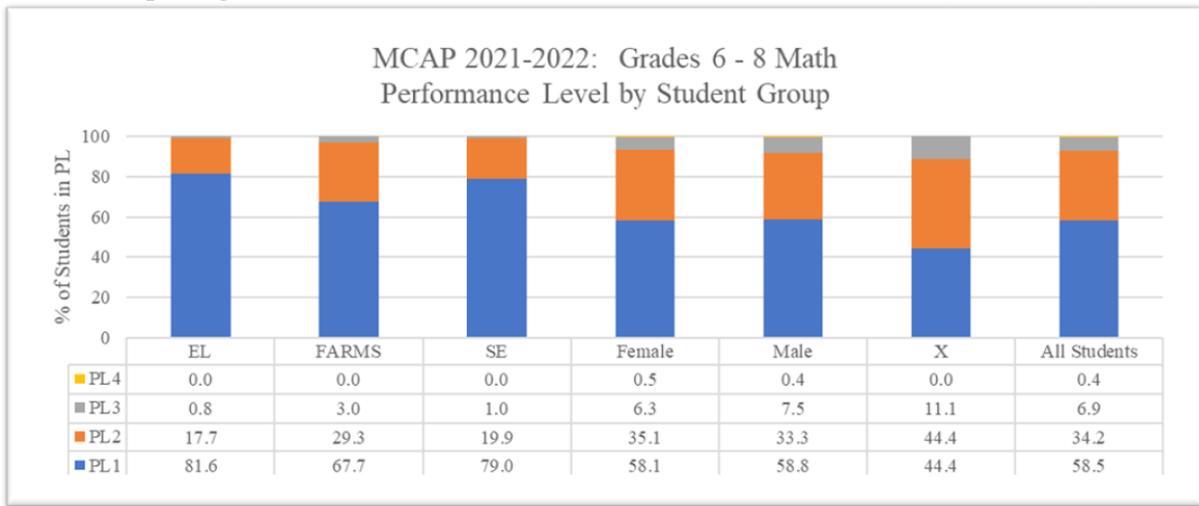




For MCAP ELA and math, across Grades 3 through 5, less than 4% of students demonstrated Distinguished Learners (performance level 4) while approximately 45% of students were Developing Learners (performance level 2). Students who are Black or Hispanic had lower rates of meeting or exceeding proficiency compared to their peers. Students receiving special education or English Language learner services had less than 10% of students demonstrating proficiency in math and less than 17% of students demonstrating proficiency in ELA (performance levels 3 and 4).

Figure 5: MCAP Performance Levels by Race, Middle Schools

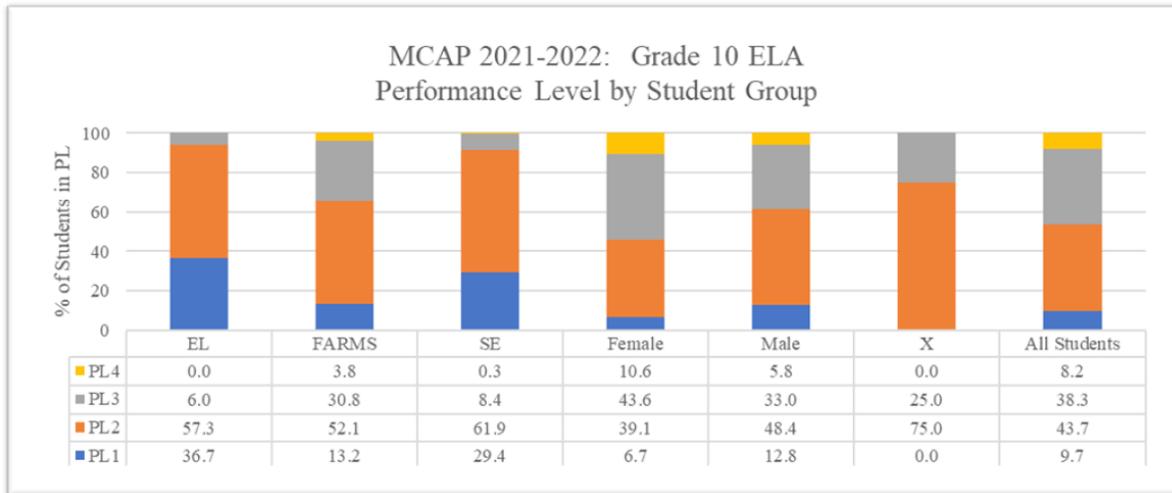
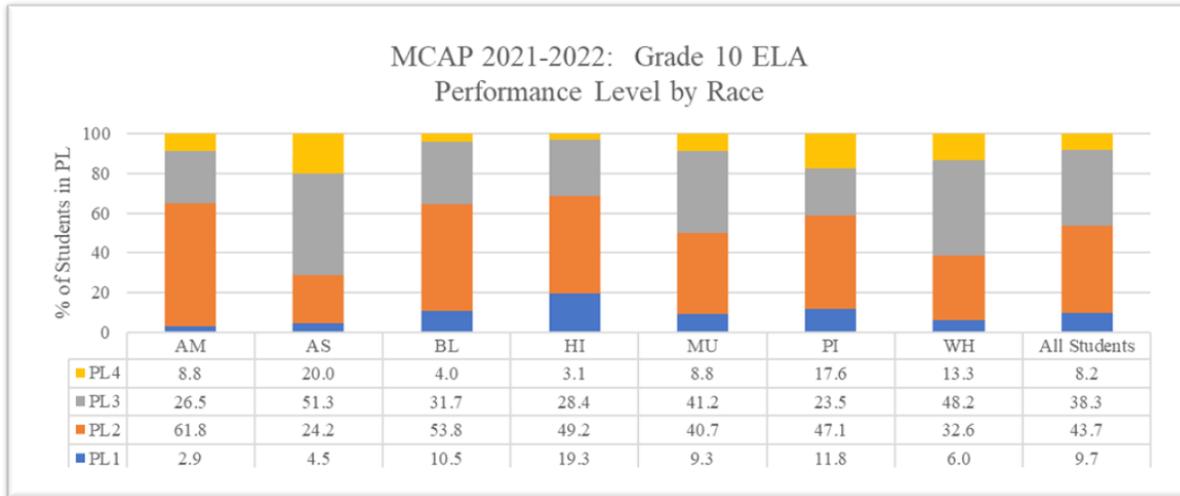




For MCAP ELA and math, across Grades 6 through 8, less than 2% of students demonstrated Distinguished Learners (performance level 4) while approximately 48% of students were Developing Learners in ELA and (performance level 2). For Math, almost 93% of students were Beginning or Developing Learners (performance levels 1 or 2). Students who are Black or Hispanic had lower rates of meeting or exceeding proficiency compared to their peers. Students receiving special education or English Language learner

services had less than 1% of students demonstrating proficiency in math and less than 4% of students demonstrating proficiency in ELA (performance levels 3 and 4).

Figure 6: MCAP Performance Levels by Race, ELA 10, Algebra 1, Geometry



For MCAP ELA 10, student performance was higher than the middle school results, with over 46% of students performing as Proficient or Distinguished Learners. The proficiency gaps still exist between all students and students who are Black or Hispanic. Less than 10% of students receiving services for special education or as English Language Learners demonstrated proficiency or greater on the assessment.

Kindergarten KRA

The KRA provides one measure to assess student progress towards readiness for kindergarten. Figures 1-3 show the comparison of student readiness from the 2021-2022 and 2022-2023 KRA assessments, as well as a comparison of BCPS and MD performance.

Figure 1: KRA Composite Score Student Performance Comparisons

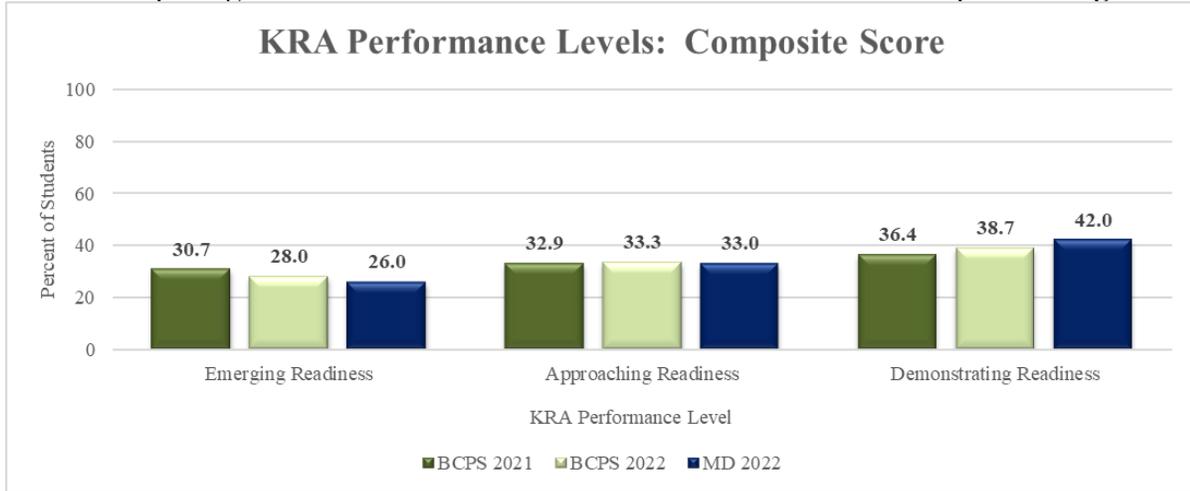


Figure 2: KRA Language & Literacy / Mathematics Student Performance Comparisons

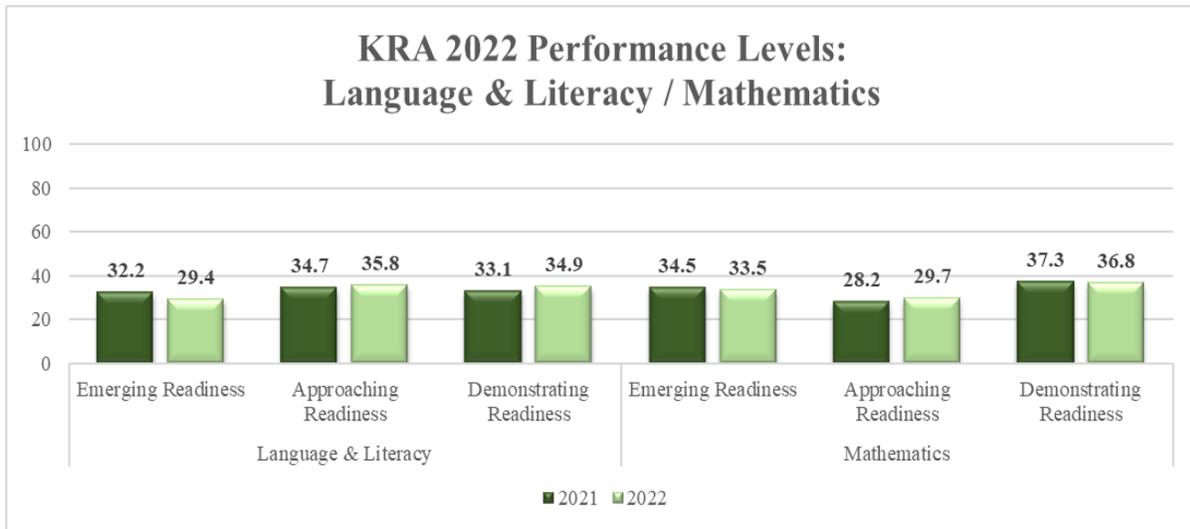
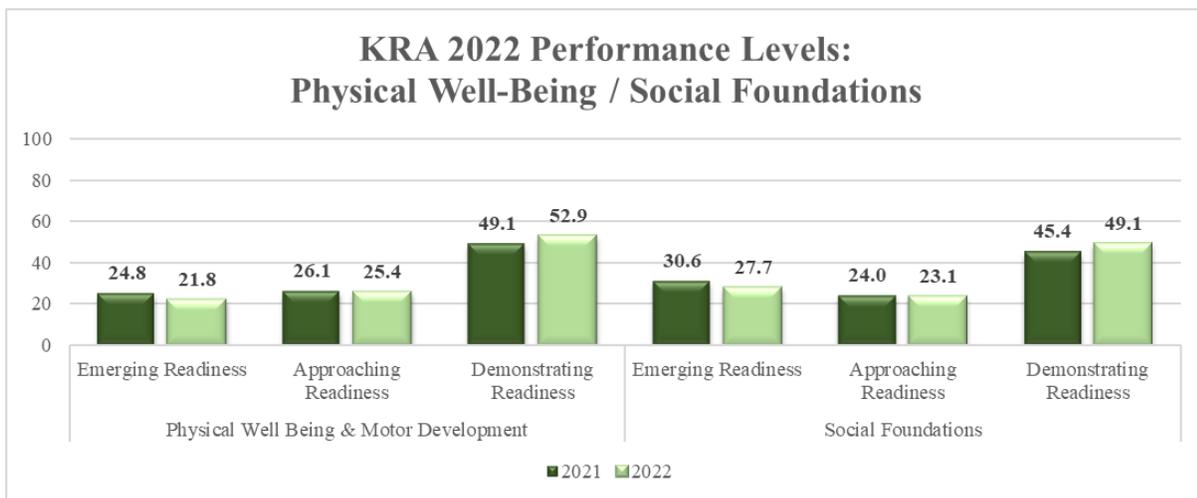


Figure 3: KRA Physical Well-Being / Social Foundations Score Student Performance Comparisons



- Students had an overall mean score of 265.8 in 2022. These students outperformed the 2021 students by 1.2 points. The Physical Well Being and Motor Development (PMD) domain appears to be a strength of this group of students with a mean score of 272.8.
- Mean scores for all tested students in 2022 increased across all domains when compared to 2021 student performance. These increases ranged from a low of 0.1 points in Mathematics to a high of 2.2 points in PMD.
- 38.7% of BCPS kindergarten students demonstrate readiness to enter kindergarten fully prepared in 2022. This is an increase of 2.3 percentage points from 2021. These levels remain lower than the state percentages, however, the gap between BCPS and MD did decrease by 0.3 percentage points.
- More students appear to be prepared for kindergarten in PMD and Social Foundations (SF) with 52.9% of students demonstrating readiness in PMD and 49.1% in SF. However, the percentage of students prepared for kindergarten in Language & Literacy did increase by 1.8 percentage points from 2021 to 2022.

Grades 3 through 8 MCAP Assessments – data are not currently available.

MCAP ELA 10 and Algebra 1 Assessments – data are not currently available.

Student progress in growth and achievement are reviewed and shared with executive leadership, school leaders, staff, the Board of Education, and with our community through Quarterly Results reports for each quarter. The Quarterly Results reports provide student data trends for attendance, suspension, and academic performance for course grades and percent performing at or above 70% on curriculum-based assessments for the system and by school. Key reports for academic achievement for state and local testing are posted for public review at https://draa.bcps.org/departments/key_reports.

Appendix D: Athletics

[COVID-19 Testing, Quarantine, Isolation FAQ](#)

[Employee FAQ: COVID - 19 Exposure](#)

[Employee FAQ - Positive COVID-19 Test](#)

Appendix E: BCPS Stakeholder Recovery Group and Design Team

Stakeholder Recovery Group: *Meets monthly to review and provide feedback*

- Lead: Dr. Melissa Whisted, Executive Director, Academic Services
- Elisa Alonso, Chair, Central Area Education Advisory Council
- Nick Argyros, President, BCPS Organization of Professional Employees
- Jamie Basignani, President of Association of Elementary School Administrators
- Jackie Brewster, Chair, Southeast Area Education Advisory Council
- William Burke, Executive Director, Council of Administrative and Supervisory Employees
- Allison Carter, Teacher, Teachers Association of Baltimore County
- Clifford Collins, Member of the Northwest Area Advisory Council NWAEAC
- Bryan Epps, President, American Federation of State, County and Municipal Employees
- Bre Fortkamp, President-Elect, Association of Elementary School Administrators
- Seleste Harris, UniServ Director, Maryland State Education Association
- Matthew Jochmans, Teacher, Teachers Association of Baltimore County
- Jane Lee, President, Baltimore County PTA Council
- Ray Moseley, President, NAACP, Randallstown Branch
- Marlene Colleton-Pearsell, Chair, Southwest Area Education Advisory Council
- Lori Phelps, President, Association of Elementary School Administrators
- Craig Reed, President, Secondary School Administrators Association
- Cindy Sexton, President, Teachers Association of Baltimore County
- Donna Sibley, Coordinator, Area Education Advisory Council
- Deborah Somerville, Director, Health Services
- Tiffany Stith, Co-Chair, Northeast Area Education Advisory Council
- Jeannette Young, President, Education Support Professionals of Baltimore County
- Ryan Coleman, NAACP, Randallstown Branch

Frequency of Meeting, Practices, and Impact

The BCPS Reopening Stakeholder Group meetings are conducted one-two times each month from August through June. Meetings are conducted virtually using an interactive platform as a safe and efficient method of assembly to support the sharing of information and dialogue.

These meetings are conducted in an update format in which BCPS team members provide updates to operational practices in response to the ongoing conditions of the pandemic.

Following each update, a question-and-answer (Q&A) portion of the meeting is conducted. Topics for future updates are also solicited to support planning and engagement.

The feedback from the Q&A portion of the meetings does impact the plan and operations. One example was the request in a meeting to address how quarantine processes would work, which led to the inclusion of Appendix I Continuity of Learning and Services during Quarantine due to COVID-19 in our fall 2021 version which is updated and expanded in the January 2022 version. Additionally, the first meeting in January 2022 was moved forward by a week at the request of members of the Reopening Group in response to the Omicron variant impact post winter-break, in which we provided immediate updates as to how we were thoughtfully addressing needs to preserve in-person instruction to the greatest extent possible.

The BCPS Reopening Stakeholder group has been a steadfast and invaluable resource, advisory, and ambassador group throughout the duration of the pandemic.

Schedule

- August 18, 2022 – [08.18.22 Reopening Stakeholder Group Agenda & Meeting Minutes](#)
- September 7, 2022 – [09.07.22 Reopening Stakeholder Group Agenda & Meeting Minutes](#)
- October 5, 2022
- November 2, 2022 – [11.02.22 Reopening Stakeholder Group Agenda & Meeting Minutes](#)
- December 7, 2022 – [12.07.22 Reopening Stakeholder Group Agenda & Meeting Minutes](#)
- January 4, 2023
- February 1, 2023 – [02.01.23 Reopening Stakeholder Group Agenda & Meeting Minutes](#)
- March 1, 2023
- April 12, 2023 – [04.12.23 Reopening Stakeholder Group Agenda & Meeting Minutes](#)
- May 3, 2023
- July 26, 2023

Additional Methods for Stakeholder Input:

All BCPS stakeholders have the following methods to provide feedback and recommendations to our BCPS Reopening Plan:

- Board of Education Meetings conducted twice a month August-May and monthly in June and July, each meeting allows for public comment. Registration is required, directions are located on our Web site under Leadership, Board of Education, Participation by the Public.
- E-mails can be sent to the members of the Board of Education.
- Feedback can be provided to the members of Cabinet through e-mail.
- Feedback can be provided to principals who will forward onto the appropriate Cabinet leadership role.

BCPS Design Team

Cabinet Members: Pedro Agosto, Chief Information Officer; Christopher Hartlove, Chief Financial Officer; Mildred Charley-Greene, Chief of Staff

Communications Liaison: Gboyinde Onijala, Director, Communications

Workgroups

Health and Safety – Lead: Dr. Kimberly Ferguson, Executive Director, Social-Emotional Support

Members: Heather Denmyer, Principal, Seventh District Elementary; Jenn Drury, Supervisor, Copy and Print School; William Burke, Executive Director, CASE; Sharonda Gregory, Executive Director, Department of Schools; Seleste Harris, UniServ Director, Maryland State Education Association; April Lewis, Executive Director, School Safety; Deborah Magness, Principal, Pine Grove Middle School; Assata Peterson, EMP Absence and Risk Management Manager, Lori Phelps, Past President of AESA; Chris Roberts, Director, Physical Facilities; Deborah Somerville, Director, Health Services; Paul Taylor, Director, Strategic Planning; Jeannette Young, President, ESPBC

Operations – Lead: Dr. Myriam Yarbrough, Superintendent

Members: Nick Argyros, President, OPE; Dr. Hope Baier, Principal, Fort Garrison Elementary School; Bryan Epps, President, AFCSME; Mark Gingerich, Supervisor, Student Data and Reporting; Dr. Jess Grim, Chief Operation Officer; Michael Hodge, Director, Staffing; Kyria Joseph, Executive Director, Department of Schools; Jaime Hetzler, Director, Food Services; Homer McCall, Chief of Human Resources; Dr. Eric Minus, Executive Director, Department of Schools; Deborah Somerville, Director, Health Services; Mike Sye, Director, Athletics; Brook Wagner, Principal, Essex Elementary School

Instructional Model – Leads: Megan Shay, Executive Director, Teaching and Learning
Members: Rochelle Archelus, Principal, Woodlawn Middle School; Taylor Boren, Teacher, Elementary Art; Paula Boykin, Coordinator; Birth to Five; Jim Corns, Executive Director, Information Technology; Lisa Dingle, Supervisor, Early Childhood Programs; Dr. Michael Grubbs, Coordinator, Career and Technical Education; Douglas Handy, Executive Director, Equity and Cultural Proficiency; Jennifer Hernandez, Director, ESOL and World Languages; Joslyn Lear, Supervisor, Enterprise Applications; Lori Phelps, Principal, Woodbridge Elementary School; Tara Greenwood, Elementary School Teacher; Dr. Jess Grim, Chief Operation Officer; Sheila Harte-Dimitrev, UniServ Director, Maryland State Education Association; Alexis Mileto, Elementary Teacher; Dr. Jennifer Mullenax, Executive Director, Department of Schools; Craig Reed, Executive Director, Department of Schools; Allison Robinson, High School Teacher; Cindy Sexton, President, TABCO; Dr. Erin Sullivan, Coordinator, ESOL; Danielle Weyant, Middle School Teacher; Dr. Melissa Whisted, Executive Director, Academic Services; Jeannette Young, President, ESPBC

Routine consultation occurs with staff from Johns Hopkins, University of Maryland, and the Baltimore County Department of Health.