TO: Members of the Board of Education

FROM: Darryl L. Williams, Ed.D.

DATE: April 23, 2020

SUBJECT: Update on School Closure due to COVID-19

The purpose of this memorandum is to provide Board members information about the many operational and instructional decisions related to the closing of schools beginning March 16, 2020.

Continuity of Learning Plan

Planning and preparation for Continuity of Learning (CoL) plan
Once the decision was made to develop a CoL based on state guidance, considerations needed to be explored to develop a plan that was appropriate for each school system given respective resources and available infrastructure. Additionally, equity considerations needed to be considered to work towards mitigating marginalization of our most vulnerable students, families, and communities.

Real Time vs. Asynchronous
It is important to understand, that while Baltimore County Public Schools (BCPS) has been working towards a digital learning environment for several years, the context of our digital approach has not been a remote synchronous teaching context in which students and teachers are separated by space. The context BCPS has developed is a blended context in which a digital learning management system (Schoology) provides a platform in which digital resources were made available in tandem with a traditional in-person learning experiences with teachers, referred to as a blended-learning environment. Neither our teachers nor our students, except for those specifically in the secondary eLearning program, had experience functioning within a complete synchronous (in live-time) remote learning environment.

Therefore, BCPS developed a blended plan that leveraged the experience of our teachers and students by designing an asynchronous approach that allows us to use Schoology to send digital learning activities and lessons and receive student work submission comparable to our routine practice. These lessons would, however, be self-paced rather than class-period driven to afford families optimal flexibility given the many demands and unforeseen stress of the pandemic. Additionally, these self-paced lessons would be supported through a minimum of one class meeting per week for teachers to engage students as a whole class. The class meeting
opportunity is the synchronous (real-time) class assembly where teachers could address questions, clarify understanding, and support social-emotional connection of a class. To extend real-time opportunity between students and teachers, virtual office hours were layered into ensure students had live dialogue with teachers to support individual learning as needed.

Furthermore, in recognizing not all families within the BCPS community at large have reliable internet connectivity at home, an asynchronous approach mirrored by a print packet as a safety net would work towards mitigating inequity.

Curricular development of resources
In order to provide curricular support to this sudden shift to a remote learning context of an in precise duration, considerable resource development occurred. Over 400 courses had revised scope and sequences developed creating a roadmap that would reach to the end of the school year, if needed. Within each course, essential learning objectives were identified, anchored in the respective course and grade-level standard, for each week. Additionally, these foundational elements were fleshed out through the creation of over 1,200 instructional resources to support students and teachers in this context. This foundational curricular work serves as the spine of our CoL in digital or print format.

Overall plan of delivery
BCPS is offering a CoL plan that provides both a print and digital pathway to remote learning that is differentiated by preschool-Grade 2, Grades 3-5, and Grades 6-12. There is alignment between the print and digital resources based on essential learning objectives anchored in the content and course standards. Additionally, BCPS-TV will broadcast supplemental resources that are aligned to the learning objectives.

Professional Learning – Week of March 30-April 3
During the week of March 30 – April 3, 2020, students had access to instructional materials that had been published on the BCPS Web site with the initial closure thereby creating the opportunity for BCPS faculty, staff, and administration to engage in professional learning to launch the CoL. The professional learning was self-paced modules comprised of the following topics:

- Transitioning to remote learning
- Delivering direct instruction remotely
- Setting up Schoology courses for continuity for students and parents
- Virtual class time with Google Meet
- Accessing curricular resources to support instruction in a remote learning environment
- Supporting special education in a remote learning environment
- Resources for supporting social-emotional learning in a remote learning environment
- Getting started with managing a remote learning environment

Beginning the week of April 6, 2020, BCPS launched the CoL for students.

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Learning for PreK-Grade 2
Students in Grades prekindergarten through Grade 2 do not routinely function in a one-to-one device ratio within the normal school context. Therefore, students in this grade band are primarily provided curricular resources in a print packet format. This grade band also has access to the weekly class meeting and teacher office hours through either digital access on a home device or through telephone access.

Learning for Grades 3-5
Students in Grades 3–5 routinely function within a one-to-one device ratio within the normal school context. Therefore, students in this grade band are primarily provided digital resources with print packets as a back-up resource. This grade band also has access to the weekly class meeting and teacher office hours through either digital access on a home device or through telephone access. New digital lessons are posted each week to complete during that week as follows:

- Two English Language Arts (ELA) lessons
- Two Math lessons
- One Content lesson (science, social studies, or health) on rotation
- Four Special Area lessons; one per special area class (art, music, physical education, library)
- One Read-aloud lesson

Print materials encompassing the specifics above, for three weeks at a time, are posted on the Web site and in Schoology for student and parent access.

Learning for Grades 6-12
Students in Grades 6–12 routinely function within a one-to-one device ratio within the normal school context. Therefore, students in this grade band are primarily provided digital resources with print packets as a back-up resource. This grade band also has access to the weekly class meeting and teacher office hours through either digital access on a home device or through telephone access. In this grade band, two new digital lessons per course will be posted each week to complete.

Specialized services
- Students receiving Special Education services

The overall service process for student receiving special education services involves special educators working closely with parents to address student needs in the remote learning context. Specifically, special educators will contact each family and work with parents in amending IEP based on remote learning context. Weekly parent contact is recommended for all families. IEP teams may continue to be held depending on the availability of data for required documents and at parent’s request. IEP teams will reconvene once school returns to determine impact on student progress.
For services that are typically provided within the inclusion setting, special educators will collaborate with the general educator in differentiating materials, providing supplementary materials, and for all other supports based on the amended IEP. Special educators may provide parallel lesson or small group lesson implemented through recorded or face-to-face lesson with students based on the amended IEP.

For services that are typically provided outside of general education, special educators may provide 1-2 video recorded or face-to-face video intervention lessons per week based on the amended IEP. Special educators may provide one session of supplemental intervention-related work based on the amended IEP.

- **Students receiving ESOL services**
  The overall service for students receiving ESOL supports is through print and digital resources along with ESOL teacher support, as appropriate to proficiency level. ESOL teachers who are co-teachers or provide push in support during regular instruction will collaborate with the general educator to provide additional support.

  Instructional resources for elementary students are available to support students in the following programs: Newcomer, Kindergarten, and Grades 1-5. Instructional resources for middle school students are available to support in the following courses: ESOL I, ESOL II, ESOL III, and Literacy for English Learners. Instructional resources for high school students are available for the following courses: Newcomer, ESOL I, ESOL II, ESOL III, ESOL IV, American Culture, and ESOL Math. BCPS-TV lessons are also available for our elementary and secondary Newcomer program.

  Additionally, communication resources for students and parents have been and continue to be developed as supports. We are translating official communications up to 8 languages. We have been updating the Web site with Spanish page, Chinese page, etc. We have developed support documents for parents with limited English, to access BCPS One, Schoology, and Google Meets, and How to Communicate with your Teacher or School (In 8 languages); How to Communicate with Families Who Speak Limited English. Voicemail Lines for Spanish, Chinese, Russian, and Urdu are available. Frequently Asked Questions (FAQs) on Remote Learning Readiness for EL Parents are available (in 8 languages). Ongoing training to support video remote interpreting (VRI) is available; we are expanding the list of VRI-ready interpreters. All interpreters are available over the phone.

- **Students receiving Advanced Academic Services**
  The overall service for students receiving Advanced Academic/Gifted and Talented (GT) supports is through print and digital resources as a differentiation of grade level or acceleration course. Elementary students have access to enrichment menus that are available for Grades K-5 in the print pathway as well as differentiated digital content that is available for Grades 3-5 and for Advanced 4 Mathematics in Schoology. Secondary students have access to middle and high school GT ELA and GT science through courses.
Students experiencing homelessness

The overall service for students experiencing homelessness is multi-layered. Wi-Fi hotspots will be made available to families experiencing homelessness and in need of internet access. A Caregiver Resource sheet, including contact information for continuum of care support services, was posted in English and Spanish on the BCPS Coronavirus Updates Web page and included in the CoL packets shipped to families. Using e-mail communications and the Google Meets platform, the Homeless Program High School mentors continue to provide direct assistance to students experiencing homelessness in support of college and career preparations/plans. BCPS continues to collaborate with Baltimore County Government and nonprofit organizations to support families experiencing homelessness with access to food, shelter, and safety. Pupil Personnel Workers (PPW) flag newly identified students experiencing homelessness for conditional enrollment and offer families information to access the BCPS CoL resources and materials. PPW’s are continuously contacting and responding to families in order to determine necessary supports and to offer resources.

Student Roles and Expectations

The student’s primary role is to maintain active engagement throughout the CoL to the best of his or her ability given available resources. Active engagement includes completing assigned tasks each week for each class, either in paper/pencil format or through Schoology. Students need to submit Schoology assignments through Schoology or take pictures or scans of completed paperwork and e-mail to the teacher for feedback if using the print format. Students need to attend daily teacher class meetings and reach out for support from teachers during office hours or through Schoology.

Staff Roles and Expectations

- Central Office Administrators
  Central office administrators develop and provide curricular, instructional, social-emotional, and professional learning resources and support to school-based professionals, students, and parents. They support and provide human resources, business services, communication services, and research and accountability services to support the virtual operations of schools. Community Superintendents will serve as liaisons between schools and central services and establish systems and structures to support virtual school-based leadership.

- Principals
  Principals ensure communication to all families is consistent between and among teachers. As appropriate, use established communication vehicles to keep parents and students abreast of system and school messages. Principals communicate teacher and staff office hours to families as well as monitor e-mail and respond promptly. Principals establish a predictable schedule for faculty and school-based instructional team meetings. Principals also monitor feedback being provided to students through Schoology.
Teachers
All certified faculty and staff monitor email and respond promptly. All certified faculty and staff will hold office hours for a total of two hours per day to be available to students and families. They will participate in ongoing virtual professional learning as directed and will use Google Hangout Meet to facilitate class meetings with students.

Preschool – Grade 2 teachers will monitor Schoology regularly for curricular updates as well as communicate weekly with families. They will hold daily class meetings using Google Hangout Meet.

Grades 3-5 and special area teachers will use curricular resources with students accessing Schoology. Teachers for students in Grades 3-5 will assign 5 mini-lessons per week as follows: two ELA, two math, and one science/social studies/health (rotating each week). Special area teachers will assign one mini-lesson per week per grade level per week. Grades 3-5 and special area teachers will also hold daily class meetings using Google Hangout Meet. They will have all assignments posted on Monday morning and provide feedback on student work at least once per week.

Grades 6-12 teachers will use curricular resources with students accessing Schoology and will assign two mini lessons per content per week. They will hold weekly class meetings using Google Hangout Meet. All their assignments should be posted on Monday morning and they will provide feedback on student work at least once per week.

Special Educators
Special education teachers will maintain communication with families regularly. They will provide direct instruction, as appropriate, through video conferencing and collaborate with the general educator, as appropriate. Special educators will plan instruction as it aligns to content standards and IEP goals and objectives. Case management services will continue through phone calls or video conferencing with families. Special educators and related service providers are required to document services during this time. IEP teams will use telephone or video conferencing based on mutual decision and availability for regularly scheduled or parent requested IEP team meetings.

ESOL Teachers
ESOL teachers will maintain communication with all families regularly. They will provide direct instruction, as appropriate through video conferencing. They will collaborate with general educators, as appropriate, to provide support to English Learners.

Recommendations for Parents
We recommend parents access the BCPS Web site and/or Schoology for resources as needed. We encourage parents to support students in finding a place and time to complete assignments and submitting work for feedback and scoring as well as supporting students in participating in weekly class meetings through Schoology or telephone access. Parents should contact teachers during office hours as needed to support student success.

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Typical Student Week/Day
The BCPS remote learning approach allows flexibility for students and families in working to complete assignments not just daily but across the week as well.

- **Elementary students in Grades preK-2**
  Students in these grades are provided instructional resources in print packet format. Students and parents have daily flexibility in working through these resources based on the household schedule. Students are provided instructional resources that address new learning objectives that cover two English Language Arts lessons, two math lessons, and one content lesson. Additionally, these students will have:
  - A class meeting that is scheduled can be accessed through telephone or Schoology.
  - Teacher support that is available during teacher office hours to address individual needs also accessible by telephone or Schoology.

- **Elementary students Grades 3-5**
  Each week, elementary students will have daily flexibility in working through content lessons, participating in class meeting and accessing one-on-one support to complete assignments. Students are provided instructional resources that address new learning objectives that cover the following: two English Language Arts lessons, two math lessons, one content lesson (science, social studies, or health) on rotation, four special area lessons; one per special area class (art, music, physical education, library) and one Read-aloud lesson available digitally and on BCPS-TV. A class meeting is scheduled that can be accessed through telephone or Schoology. Teacher support is available during teacher office hours to address individual needs also accessible by telephone or Schoology.

- **Secondary students Grades 6-12**
  Each week, secondary students will have daily flexibility in working through content lessons, participating in class meeting and accessing one-on-one support to complete assignments. Students are provided instructional resources that address new learning objectives that cover: two new lessons per course per week. Students will self-pace through learning. Assignments for feedback will be submitted by your student through Schoology. A class meeting per course that can be accessed through telephone or Schoology and teacher support is available during teacher office hours to address individual needs also accessible by telephone or Schoology.

As BCPS continues to support students and provides resources for families during the COVID-19 pandemic, the monitoring of student engagement in the educational process is essential to ensure students are safe, accounted for, and engaged during remote learning. During the CoL plan and extended school closure, student engagement and wellbeing will be monitored across three levels.

- **Tier 1: Teacher of Record** – the teacher of record using multiple means of outreach (meetings, phone calls, e-mails, work submission) to monitor student engagement in learning.
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- Tier 2: School-based Attendance Liaisons – this liaison is an administrator or counselor who is monitoring student engagement with the teachers of record. They host virtual meetings and are liaisons with our Pupil Personnel Workers.
- Tier 3: Pupil Personnel Workers (PPW) – our PPWs work to provide extended outreach when a school is concerned with a student’s level of engagement. They work to provide students and their families with resources that support their needs and liaison between families and community resources when necessary.

The Community Superintendents work directly with principals to monitor student engagement and share that data with the Superintendent’s Cabinet members.

Progress Monitoring
School-based staff monitor student progress and work through multiple ways, often depending on a students’ level of access to technology. Teachers will provide feedback on assignments completed during remote learning regardless of whether a student is following a paper pathway or a digital pathway. That feedback can be in narrative form (oral or written) or by “scoring” an assignment. Assignments should not receive letter grades.

Depending on access to technology, that feedback will be provided via Schoology, e-mail, or office hours.

- If a student does not have access to any technology, including a cell phone, teachers can work individually with those students around keeping a portfolio of work for later submission and for discussion during office hours with students.
- For students without technology, but cell phone access, teachers can work with students to submit pictures of their work via e-mail. Pictures of work can be taken via cell phone and shared via e-mail with teachers for feedback via e-mail.
- For students with Schoology, feedback will be provided through the Schoology gradebook.

For students following a paper pathway (Grades Pre-K – 12) teachers will discuss options for feedback with families and students as outlined above (Schoology, e-mail, or office hours).

Grading and Reporting
When schools closed at the close of March 13, 2020, there were three weeks remaining in marking period 3. We collaborated with the Maryland State Department of Education (MSDE) and other systems in Maryland. Consequently, modifications were made to our grade reporting calendar and processes.

- Marking period 3 did not close on April 3, 2020.
- We combined marking period 3 with marking period 4, which are called MP3 and MP4. This changes were made to teachers’ gradebooks in Schoology.
- An overall grade or percentage no longer appears in Schoology, but the gradebook may contain feedback on assignments depending on students’ level of access.

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- Report cards will be created at the end of MP4.
- At the conclusion of “MP3 and MP4,” students will receive a grade of “Pass” or “Fail” for a course based on their participation and progress through remote learning.

We are currently working through the way final grades will be calculated for our middle and high school students. Once vetted through stakeholders, information regarding the process for final grade calculation will be communicated to school staff, students, and families.

Re-Entry and Re-Engagement
If school resumes prior to the end of this school year, the revised scope and sequences, essential learning objectives and curriculum-based resources can serve as an on-ramp providing alignment for teachers and students. Teachers would be able to conduct formative assessments of various kinds to gauge student learning during the CoL. This gauge would provide the data to drive instructional decisions as well as support vertical articulation.

If school resumes in the Fall with the start of a new school year, curricular guidance will be developed to provide to teachers and administrators. Such guidance would encompass formative assessment based on the CoL revised scope and sequence and essential learning objectives to help highlight learning and gaps that occurred during the CoL. Guidance would also include strategies and resources for both simultaneously closing any gaps that had emerged in prerequisite knowledge and skills while advancing the new grade level standards.

Summer Learning
Due to the extended closure, we are actively engaged in planning for modifications to our traditional summer school offerings to better accommodate student learning. We are exploring how we could offer universal remote learning opportunities for all students in Grades prek-12 in addition to our traditional summer programs. The summer programs executive sponsor and functional managers are meeting regularly to ensure BCPS traditional summer programs are tailored to be delivered in either a remote learning or face-to-face option depending on the opportunity. These programs will include specialized programs for Title I schools, students with special needs, ESOL level 1 and 2, and students who need high school credit to stay on course for graduation.

List of Resources
Student resources available:
- Student Learning Resources are available in print format on our Web site: [https://www.bcps.org/system/studentlearningresources/](https://www.bcps.org/system/studentlearningresources/)
- Printed Packets
  - Print Packets will be mailed home to students in Grades pre-school – Grade 5.
  - Print Packets for students in Grades 6-12 will be mailed on request. Request may be submitted on our website: [https://www.bcps.org/system/studentlearningresources/](https://www.bcps.org/system/studentlearningresources/)
- Devices
- Students in Grades 3-12 can have a device mailed home on request. Request may be made through your school principal.

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History of Technology

- 2011-2012 – Computer labs in all schools Grade K-12.
- 2013-2014 – All teachers received a laptop computer; students still accessed labs Grades K-12.
- 2014-2015 – Lighthouse students in Grades 1-3 received devices.
- 2015-2016 – All students in Grades 1-3 received devices; Lighthouse Grades K-5 and Grade 6.
- 2016-2017 – All students in Grades 1-6 had devices; Lighthouse added Grade 7, and Lighthouse Grades 9-12 were added.
- 2017-2018 – All students in Grades 1-8 had devices and Lighthouse Grades 9-12 stayed the same
  - Students in Grades K had 6 devices per classroom, but in many schools also had desktops that had been repurposed from other classrooms that often brought the ratio higher.
  - Students in Grades 1-5 had a 1:1 device ratio (laptops).
  - Students in Grades 6-8 had a 1:1 device ratio (laptops).
  - Lighthouse high school students in Grades 9-12 had device ratio 1:1 (laptops).
- 2018-2019
  - Students in K had 6 devices per classroom but in many schools also had desktops that had been repurposed from other classrooms which often brought the ratio higher.
  - Students 1-12 had 1:1 device ratio (laptops)
    - First year all high schools had devices
- 2019-2020
  - Students K-2 have ~ 6 devices per classroom (Chromebook)
  - Students 3-5 have 1:1 device ratio (Chromebook)
  - Students 6-12 have 1:1 device ratio (Laptops)

Communication

During unprecedented times, one of the main components of response is communication. BCPS continues to utilize its multiple tools of communication to maintain transparency with all stakeholders, as we continue to support and provide resources to our students, staff and community.

Communication with Cabinet Members

From the outset of the pandemic’s impact in Maryland and the closing of school buildings, I began having daily debriefings with Cabinet members (via WebEx) to discuss what each division is doing and with which partners we are working to respond to the crisis and provide supports to our students, staff, and community. We also discuss what is working, what we can do better, and any resources we need in order to provide continued optimal support.

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Communication with State Superintendent and Maryland Superintendents
In addition to my daily Cabinet meetings, I take part in weekly calls with State Superintendent, Dr. Karen Salmon, who holds conference calls several times a week with superintendents across the state. Provisions of the statewide response to COVID-19 allows my colleagues and me to share what we are doing individually within our systems.

Communication with Board of Education
Information gathered from Cabinet Updates, conference calls with Dr. Salmon and collaboration with our County Government partners, allows for the school system to provide information shared in weekly, comprehensive updates to the Board of Education and elected officials. As outlined in this memorandum, the updates include instructional, operational, emergency operations, and technical information used to keep the school system functioning during the closure of our buildings. In addition, we supplement these weekly communications with information that is timely or requires immediate notification because of a requested or specific response from the school system.

Communication with our Families, Staff, and School Administrators
COVID-19 and CoL systemwide phone and e-mail notification communications are shared in weekly messages to families and staff which provide an overview of what has occurred during the week and a look ahead. We also provide a list of services that might be available. Free internet services from some providers is an example of this.

In addition, community superintendents and executive directors communicate regularly with school leaders providing updates to share with their school communities. In the first couple of days during the implementation of CoL, I joined phone conferences with community superintendents, executive directors, and principals. During the call, I provided words of encouragement and shared plans for CoL through the summer and fall for all our students and particularly those who are disenfranchised and might need the most support.

Communicating Updates on the BCPS Web page, Social Media, and other Communication Tools
One of the first communication actions we took was to create a COVID-19 and CoL Web page. The link is at the top of the BCPS main Web page and takes you to the comprehensive page https://www.bcps.org/system/coronavirus/. This Web page houses information and resources that have been shared with our stakeholders and easily accessible for reference. The information is updated on a regular basis. FAQ documents, one for staff and one for students, were developed based on questions received at the beginning and throughout this pandemic as an easy reference tool. The Team BCPS social media sites, including the BCPS blog https://teambcps.exposure.co/, have experienced increased traffic and new followers or subscribers. Some of the most engaged posts are those related to our meal service distribution sites, teacher outreach to students, general information about COVID-19, and our resources for CoL. We will continue to provide critical information on our site so that it is openly available to the public.
**Personnel Support**

The Office of Health Services continues to provide support to the Baltimore County Department of Health (BCDH) by recruiting, training, and scheduling school nurses to support our COVID-19 response.

**Action steps:**

**Prior to Monday, April 13, 2020:**
- School nurses assigned to staff the BCDH COVID-19 hotline (at direction of EOC) – 10 nurses daily from March 16 to March 27, 2020.
- School nurses assigned to BCDH to create intake unit for all new COVID-19 cases – March 30, 2020 – ongoing.
- One nursing supervisor assigned to lead unit.
- Ten (10) nurses assigned as of March 30, 2020.
- Nurses scheduled daytime, seven days a week.
- Approximately 6 nurses working each day.
- Additional nurses to be assigned based on caseload.
- Nurses notify patients of positive test results, collect data on exposure risks, and educate patients on quarantine requirements.

**Since Monday, April 13, 2020:**

BCPS has led, and fully staffed, the “intake unit” for BCDH.
- Fifteen (15) nurses (14.6 FTE) and 1.0 school nurse supervisor have been working seven days/week, completing an average of 110 phone interviews daily, identifying exposed contacts of newly diagnosed cases and collecting data needed by the Maryland Department of Health. This represents a shift in the function of this unit based on need for contact investigations. Additional nurses may be needed based on number of cases and length of phone interviews.

BCPS has assigned staff to BCDH to support outbreak investigations.
- Fourteen (14) nurses (13.1 FTE) working seven days/week. Nurses are paired in teams of two, with each pair handling up to three facilities (e.g., nursing homes, group homes, etc.) with outbreaks. Responsibilities include education of staff at facilities on controls, facilitating resources (e.g., test kits), and monitoring spread of disease.

**Beginning Saturday, April 18, 2020:**

BCPS recruited school nurses and nursing assistants to support facilities with staff shortages.
- Seven nurses and three health assistants indicated interest.
- Interested staff have been linked with registries in the community.
- Staff from the office of Health Services is facilitating communication and coordination with BCDH.
Social Emotional Learning (SEL)/Well-being support is available to staff from the Division of Climate and School Safety and Division of Human Resources.
Staff from the Divisions of School Climate and Safety and Human Resources are collaborating to inform all BCPS staff of the resources available to support them, their staff (if applicable) and their families in the wake of the COVID-19 pandemic and CoL.

Activities include:

- **Traumatic Loss Team (TLT)** support from the Department of Social Emotional Supports and BCPS’ Employee Assistance Program is available to consult with and support staff in the event of a loss of a staff member or student. Because of the unique circumstances that are presented as a result of teaching and learning in a remote environment, the teams provide staff with guidance tailored to meet the unique in-person support needs, and potential confidentiality concerns that must be addressed prior to communicating and/or discussing loss with staff, students, and families.

- **The Employee Assistance Program (EAP)** continues to publicize the no cost, confidential social-emotional services and supports available to all employees and their household members including the publication of a bi-weekly Employee Wellness newsletter; The EAP staff welcomes additional suggestions for social-emotional services and supports for employees by reaching out to various members of BCPS’ employee community/work groups; Additionally, EAP continues collaboration with the Traumatic Loss Teams in terms of staff supports. Finally, the EAP team tailors specific work group and/or division-specific social-emotional services and supports.

**Meals, Supplies, and Materials**

The Office of Food and Nutrition Services has been operating a mobile meal program since schools were closed. The meal service began on March 16, 2020:

- March 16-23, 2020 – 50,286 meals were delivered
- March 23-27, 2020 – 93,554 meals were delivered
- March 30-31, 2020 – 41,368 meals were delivered totally 185,208 for the month of March.

April meal services continue to climb. From April 1 – 17, 2020, total meals were 243,331, bringing the grand total to date of 428,539.

Beginning Monday, April 20, 2020, our free meal service changes in the following ways. First, we began providing breakfast, lunch, and a snack, instead of breakfast, lunch, and dinner, due to food shortages and delays. Second, we are distributing meals on Mondays through Thursdays only. On Thursdays, students will receive meals for Friday as well. Meals will not be distributed on Friday. Finally, the meal times will vary by site, either from 11 to 11:50 a.m., from 12:10 to 1 p.m., or from 11 a.m. to 1 p.m.

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The total number of sites as of Monday, April 20, 2020, are 58 open sites and one day care site. We are thrilled to provide eight new sites to serve students.

1. Drumcastle Apartments – 6306 Holly Lane, 21212. Truck will be in front of leasing office. Time: 11 – 11:50 a.m.
2. Dunfield Apartments – 55 Insley Way, 21236. Truck will be in front of leasing office. Time 11 – 11:50 a.m.
3. Dumbarton Middle School – 300 Dumbarton Road, 21212. Time: 11 – 11:50 a.m.
5. Pine Grove Elementary – 2701 Summit Ave, 21234. Time 12:10 – 1 p.m.
6. Seneca Elementary School – 545 Carrollwood Road, 21220. Time: 11 – 11:50 a.m.
7. Wellwood International School – 2901 Smith Avenue, 21208. Time 12:10 – 1 p.m.
8. Westowne Elementary – 401 Harlem Lane, 21228. Time: 11 – 11:50 a.m.

The Office of Food and Nutrition Services will be making changes and additions to the Mobile Meal Program effective April 20, 2020. Find the list of 58 locations at Free Meal Sites or go to mdsummermeans.org.

Effective Monday, April 20, 2020, these sites have changed their hours to allow the second hour to be serviced as three of the above new locations:

2. Millbrook Elementary – 4300 Crest Heights Road, 21215. Time: 11 – 11:50 a.m.
3. Oakleigh Elementary – 1900 White Oak Avenue, 21234. Time: 11 – 11:50 a.m.

The Office of Transportation will be providing buses/drivers to assist with meal delivery on Mondays and Thursdays from 11 a.m. – 1 p.m. Location of bus sites and existing meal delivery locations are listed below:

- Arbutus Elementary
- Riverview Elementary
- Glyndon Elementary
- Owings Mills Elementary
- Johnnycake Elementary
- Carney Elementary
- Padonia International
- Rosedale Library
- Stemmers Run Middle
- Deep Creek Middle
- Sparrows Point High
- Sollers Point Turner Station

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Activities during the months of March and April

As a result of the Governor’s executive order, we have made adjustments to system timelines and traditional activities that occur during the months of March and April. In some instances, we have had to cancel activities, while in other cases, we have had to adjust previously published timelines and processes. We will continue to communicate changes to timelines and processes with all stakeholders.

Proms
As announced in my memo to the class of 2020 on April 3, 2020, all junior and senior proms have been cancelled. Staff from the Division of School Support and Achievement have worked with principals to provide communication to students and families and to provide reimbursements when applicable. Principals are working with venues regarding these cancellations.

5th and 8th Grade Promotion Ceremonies
At this time, promotion ceremonies for Grades 5 and 8 have been cancelled. The Community Superintendents will work with principals and central office staff to determine how we can provide certificates of recognition to these students.

Articulation Meetings
Each year principals conduct articulation meetings to assist with student transition for one grade to the next grade. This occurs within schools and across schools in feeder patterns for students matriculating from Grade 5 to Grade 6 and from Grade 8 to Grade 9. These meetings will now occur virtually. Staff from the Division of School Support and Achievement will work with principals and their leadership teams to conduct these virtual meetings in the months of May and June.

Summer School
Due to our extended closure, we are actively engaged in planning for modifications to our traditional summer school offerings to better accommodate student learning.

We are exploring how we could offer universal remote learning opportunities for all students in grades prek-12 in addition to our traditional summer programs. Staff are meeting regularly to ensure Baltimore County Public Schools’ traditional summer programs are tailored to be delivered in either a remote learning or face-to-face option. Those traditional programs will include specialized programs for Title I schools, students with special needs, level 1 and 2 English Learners and students who need high school credit to stay on course for graduation.
Magnet Deadline
Board of Education Policy and Superintendent’s Rule 6400 outlines our timelines and processes for our magnet application and admittance process. As a result of our extended closure, we are revising those timelines.

- Placement offers from waitlists are being made by email with follow-up calls to non-responsive parents; per Superintendent’s Rule 6400. Offers are not being revoked if parents do not respond.
- When BCPS students accept placement, staff change the projected school, which allows receiving schools the ability to register students for appropriate classes.
- At this time, magnet appeals are on hold until magnet staff can access student files, in order to appropriately respond.

Special Permission Transfers
Special permission transfers are authorized in circumstances outlined in Board of Education Policy and Superintendent’s Rule 5140. According to Rule 5140, the Application for Special Permission Transfer, K-12 and the Application for Special Permission Transfer for Medical/Student Adjustment must be submitted with supporting documentation between April 1 and June 1. Due to the extended closure, we have adjusted this timeline.

A meeting is taking place on Wednesday, April 22, 2020, to discuss special permission transfers.

Enrollments and Withdrawals
Our timelines and processes for enrolling and withdrawing students is outlined in Board of Education Policy and Superintendent’s Rule 5150. Due to the extended closure, we have had to modify processes.

The Division of School Climate and Safety is centralizing enrollment processes during continuity of learning to ensure that communication is consistent and that students and their families have access to learning resources, supports, and packets.

For families that are new to Baltimore County Public Schools:

- Families are informed to contact the Office of Pupil Personnel Services at 443-809-0404. Pupil Personnel Services staff will contact the assigned pupil personnel worker (PPW) to reach out to the family and collect electronic copies of required residency documentation. The PPW will contact the identified school-based administrator via email to share pending enrollment. The school-based administrator will enroll the new student into the Student Information System (SIS) and create a schedule, if applicable. Finally, the school-based administrator or identified school-based staff member will contact parent/guardian to discuss continuity of learning. The PPW will follow-up with the family to complete the registration process once schools and offices are re-opened.

_Raising the bar, Closing gaps, Preparing for our future_
For students **transferring permanently within** BCPS, the following action steps have been identified:

- The student will remain in the same school in SIS. The school-based administrator will change the student’s permanent address in SIS to ensure accurate delivery of learning packets and/or devices. The school’s assigned PPW will follow-up with the family to complete the registration process once schools and offices are re-opened.

For students **transferring permanently** outside of BCPS (but will stay enrolled during continuity of learning), the following action steps have been identified:

- The student will remain in the same school in SIS. The school-based administrator will change the student’s **permanent** address in SIS to ensure accurate delivery of learning packets and/or devices.

For students **who have reported a temporary address outside of BCPS**, the following steps have been identified:

- The student will remain in the same school in SIS. The school-based administrator will temporarily change the student’s **mailing** address to ensure accurate delivery of learning packets and/or devices.

**Class of 2020**

A student’s senior year is a special year with many annual traditions. Due to our extended closure we have had to make decisions regarding those traditions to comply with our Governor’s executive order. On April 3, 2020, I sent a message to our seniors outlining the difficult decisions that were made regarding the celebrations every senior looks forward to throughout high school.

**Senior Activities**

Each year, the senior class plans activities to celebrate and commemorate their time in high school. Due to the Governor’s order regarding large gatherings, these activities have been cancelled. Principals are working to provide students and families with reimbursement when applicable.

**Graduations**

At this time, a decision regarding graduations has not been made. Our Student Member of the Board, Omer Rashid, conducted a survey to ascertain preferences our seniors have with alternatives to our traditional graduation ceremonies. Here are the results:
Additionally, the Community Superintendents are having conversations with principals and their Chief Action Group regarding possible alternatives. Some of these options include: virtual graduation; an outdoor recognition ceremony that is compliant with the Governor’s order; providing a diploma in a timely fashion by mail and hosting ceremonies when allowed; and lastly, waiting until the restrictions are lifted and hosting ceremonies during which a diploma is provided.

We continue to work with our stakeholders regarding these options and their feasibility. We will provide communication to principals, seniors, and family members when a final decision has been made.

**School Calendar**

On Thursday, April 2, 2020, a suggested calendar adjustment was presented to the Board. Following board counsel advice, the Board determined it was not necessary to hold a Board meeting in order to adjust the school calendar. Accordingly, adjustments to the dates of spring break were made so that learning would occur as of Monday, April 6, 2020. Spring break was adjusted to encompass Good Friday, April 10, 2020, and Easter Monday, April 13, 2020, both of which are designated as public school holidays. Board counsel cited Board Policy 8131 as controlling in this regard. 


During the Tuesday, April 14, 2020, Board meeting, the Board ratified the calendar adjustments to reflect the March 16-27, 2020, COVID Emergency Closure, March 30, 2020, being the first day for CoL training for teachers with training being completed remotely, Spring Break adjusted to encompass Good Friday, April 10, 2020, and Easter Monday, April 13, 2020, and the Maryland Presidential Primary moved from April 28, 2020, to June 2, 2020.
With the most recent announcement from Dr. Salmon concerning schools being closed through May 15, 2020, it seems reasonable that we may need to make additional adjustments to the 2019-2020 School Calendar. Currently, we are eligible for a 5-day waiver from the 180-day requirement. A letter will be sent to Dr. Salmon to request permission for BCPS apply the waiver.

**Graduation Requirements**

On Tuesday, April 14, 2020, the State Board of Education (SBOE) met to discuss the government assessment, as well as graduation requirements for the current seniors only. MSDE did not discuss the impact of the pandemic for future classes beginning with seniors graduating in 2020–2021. Further discussions about requirements for these students will be shared with the SBOE at future meetings.

The State Board unanimously voted to establish that seniors must still meet the 21-credit graduation requirement. Additionally, assessment requirements for students graduating in the 2019–2020 school year have been waived. These students will not need to complete bridge projects. All students have met the assessment requirement if they graduate in the 2019–2020 school year. Student Service-Learning hours for students graduating in the 2019–2020 school year have been waived.

In addition, the following was established for CTE programs. Specific to the program for cosmetology (*COMAR 13A.04.19.02*); seniors are granted a waiver for 500 hours of theory and 1,000 hours for demonstration and practical application. Seniors may graduate as a CTE completer with at least four CTE credits and need to complete the requirements to practice cosmetology and for Cosmetology Operator licensure as required by the Board of Cosmetology, beyond the school year.

With regards to the Curriculum for Nail Technician (*COMAR 13A.04.09.03*), seniors are granted a waiver of the 250–clock hours of theory demonstration and practical application. Seniors may graduate as a CTE completer with at least four CTE credits and need to complete requirements for licensure beyond the school year.

Seniors in the program for Barbers (*COMAR 13A.04.20*) will receive a waiver for 1200 hours for practical application. Seniors may graduate as a CTE completer with at least four CTE credits and need to complete the practical application for a barber to practice barbering as required by the Board of Cosmetology, beyond the school year.

Seniors in the secondary school career and technology education (*COMAR 13A.04.02.03(G)*) programs will be granted a waiver of the requirements for supervised work-based learning experiences and industry-mentored projects for seniors. Seniors may graduate as a CTE completer with at least four CTE credits and could complete work-based learning experiences beyond the school year.
Additional waivers were requested and approved for waiving the CPR and AED required instruction for students who were in a health or physical education class in the 2019–2020 school year but were unable to complete the instruction. Waivers were also approved for delaying the implementation of the middle school social studies assessment.

**College Board**

Due to the COVID-19 restrictions, the College Board has canceled all SAT and SAT subject test administrations, including SAT Day and the Saturday, June 6, 2020, administration. In addition, as previously announced, all in-person AP paper and pencil testing due to take place this May has been cancelled.

Currently, the College Board is planning to provide an SAT testing opportunity every month through the end of the year, beginning on Saturday, August 29, 2020. Tests will be administered according to the previously scheduled dates of August 29, October 3, November 7, and December 5, 2020, as well as an additional date in September. The College Board are looking for additional sites to increase the capacity to provide opportunities for all students to test. If schools are not open in the fall, the College Board will provide an online SAT for students to take from home.

If students were registered for the June SAT or they are part of the Class of 2021 and do not yet have an SAT score, the College Board will allow them early access to register for the August, September, or October testing dates.

The College Board is currently unable to provide dates for the PSAT testing in October. Students who were scheduled to take AP exams this spring will be able to take an abbreviated version of the exam in May. The schedule of dates and times can be found at: https://apcoronavirusupdates.collegeboard.org/educators/taking-the-exams/ap-exam-schedule.

In order to ensure students are prepared for the AP exams, the College Board is providing online AP classes and review sessions. These courses are delivered by AP teachers from across the United States. These courses are optional and designed to provide additional support to students. They are available via the AP YouTube channel. The course schedule can be found at: https://apcoronavirusupdates.collegeboard.org/students/ap-course-schedule

**Health Workplace Check**

Staff from the Office of Health Services (OHS) have made concerted efforts to support a healthy workplace in BCPS during the COVID-19 pandemic and for our essential personnel. Those efforts include the development of a systemwide education program to be rolled out to all employees. Signage for Baltimore County public schools and offices promoting COVID-19 safeguards and precautions have been developed. Additionally, OHS has provided guidance to the Office of Food and Nutrition Services about needed precautions after a possible exposure of
employees to a person with an active case of COVID-19. OHS has supported the Department of Information Technology (DoIT) with information regarding personal protective equipment (PPE) and appropriate safeguards to be used when providing services to the Baltimore County Detention Center. The Office of Innovative Learning was provided support related to practices to ensure worker safety with Chromebook distribution, and DoIT received support about practices and PPE for staff involved in device exchange. Consultation has also been provided to individual schools regarding COVID-19 safeguards and procedures. In addition, OHS has worked with schools and offices to share health supplies.

Action Steps:
- Health Services/nurses have created reminders for our essential employees who assist with the daily operations of the school system.
- Food and Nutrition Services and Building Services staff have been equipped to do their work, while practicing social distancing and avoiding close contact with others.
- Staff from the office of Health Services is developing an outline of protocols and resources that need to be in place when we shift to re-opening/reducing restrictions.
- A PowerPoint presentation to educate BCPS employees on precautionary and preventative measures to take in the midst of the COVID-19 pandemic has been developed and will be shared with staff.
- Consultation, as well as collaboration, with Food and Nutrition Services and the Department of Information Technology regarding work at the Detention Center has taken place.

Partnership with Baltimore County

Now as much as ever, it is important to maintain strong partnerships and collaboration with our Baltimore County Government partners. We continue to collaborate with our County Executive, Johnny Olszewski, his team, and all the county agencies involved in the Emergency Operations Center. In fact, on Thursday, April 2, 2020, the County Executive and members of the county’s senior leadership team, as well as myself participated in virtual town hall meeting about COVID-19. We outlined our individual areas of responsibility, and then answered questions provided to the County Executive via social media and e-mail. In addition, chief administrative and operations officer, chief of school climate and safety, and the chief of staff speak weekly to their counterparts in the county to stay updated on county activities and operations and to share what we are doing in BCPS. These relationships are important and will benefit the school system beyond this pandemic.
Five-on-Five

Our five unions—AFSCME, CASE, ESPBC, OPE, AND TABCO—continue to work with senior leadership on expectations and work conditions during this time of CoL. There are FAQs developed to address questions from staff members and a member of Cabinet reaches out to each president or executive director to maintain communication and problem solve.

Baltimore County Government Food Task Force

Every morning at 8:30 am, Karen Levenstein and Brian Scriven participate on a cross functional food task force conference call, which consist of multiple offices and agencies. This task force was developed to make sure that the citizens of Baltimore County have access to food during the COVID-19 pandemic. The task force troubleshoots, shares resources, and coordinates efforts in order to make sure the needs of its citizens are being met daily. The data and updates are shared in order to make informed decisions on what resources and materials need to be distributed and where.

The link below is an example of how we supported by having our men delivery 500 boxes to all of the Baltimore County PAL centers, photo opportunity for the CE.


Conclusion

As stated in the beginning of this document, this has been an unprecedented time and the response to this crisis has been a day to day exercise in thoughtful and collaborative actions. As evidenced in our COVID-19 and Continuity of Learning plans, our priorities are the health, safety and wellbeing of our students, their families, our staff and to the broader community. We will not do everything perfectly or in the way that some would like, but our focus is always what is best for our students. Every child. Everyday. I look forward to the day we welcome our 115,000 students back into our school buildings. Until then, we will provide them a robust Continuity of Learning and the social emotional support they deserve. I know you join us in this commitment because we are Team BCPS.