BALTIMORE CITY
PUBLIC SCHOOLS

CLOSING THE DISTANCE: PREPARING FOR THE REOPENING OF CITY SCHOOLS

Draft Plan – August 14, 2020

Baltimore City Public Schools
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Letter from the CEO

To the City Schools Community,

The upcoming school year will be unlike any that we have faced before. As a district, we are committed to meeting the needs of our students, staff, and families in these difficult circumstances, and we have strongly encouraged – and incorporated - valuable feedback from all of our stakeholder groups in our planning process. Our plan is grounded in our commitment to equity and based solidly on data, both in terms of COVID-19 and the disproportionate impact of virtual learning on our most vulnerable students.

"Closing the Distance" is a detailed roadmap for the new school year. Based on current COVID progression, we will delay the start of in-person learning and open the school year in a 100% virtual environment. However, we plan to return to in-person learning as soon as conditions allow, to meet our students' developmental and academic needs. We are firmly committed to protecting the physical health and safety of our staff, teachers, students, and families, but we cannot ignore the reality that many of our most vulnerable students benefit inordinately from in-person engagement with staff who care deeply about their academic success.

Regardless of the learning environment in which we find ourselves, we will provide students with rigorous, engaging learning opportunities that prepare them for success. I am proud of what we accomplished as a team last spring in response to an emergency that was thrust upon us without notice, but through surveys and focus groups we know that teachers, school leaders, parents, and students alike felt that too many of our students were not effectively engaged in learning in the spring and their academic progress was compromised. This fall must look different, and it will.

Throughout the coming year, our approach must be fluid. Based on our monitoring of COVID conditions, we may well find ourselves moving back and forth between virtual, hybrid, and in-person small group learning opportunities, and we have plans in place to ensure that we accelerate learning under all circumstances. Individual student learning will be informed by assessments and student work, and we will provide targeted supports to students with disabilities, homeless students, English learners, and students who were not sufficiently engaged in the spring. Throughout this time, we plan to provide the option for our most vulnerable students to engage in small group in-person learning as conditions allow, because we will not cede our responsibility to support accelerated learning for them so that they can grow and thrive.

Most importantly, all students will need to experience deep relationships to ensure they are cared for, seen, heard, and engaged in school. We found in the virtual environment this spring that the relationships our students and families had with their schools were critical to the consistent engagement of students in learning. This will require an unwavering focus on whole child engagement, including mental health and social-emotional support, enrichment opportunities, and targeted support for our most vulnerable students and their families.

We must remember that our most vulnerable students, especially our black and brown students, are most in danger of being left behind by this unprecedented interruption in their schooling. It is our collective obligation to effectively engage our young people, nurture their curiosity, foster their academic success, and provide opportunities for social connectedness – regardless of the learning environment.

We are asking a lot from our teachers and our families. Teachers must be provided with clear learning plans, coaching, ongoing support, and professional learning around best practices for virtual and blended

learning. Academic success will not depend solely on teachers and students, but also on family members at home. We will provide families with ongoing support and touchpoints, so that they in turn can support their students' needs. Continuous communication between staff, teachers, students, families, and community partners will be essential in providing clear messaging about expectations and resources.

To ensure readiness and a strong start to the school year, the Board has approved our request to delay the opening of classes until September 8th. Teachers and 10-month staff will return on August 26th to allow additional time for high quality professional learning around the skills and tools necessary to effectively support our students in either a virtual or hybrid learning environment.

Finally, our students' success will depend on our ability to maintain an attitude of partnership, openness to new ideas, and a willingness to learn from our experience in the spring and this summer to innovate based on those lessons learned. We will undoubtedly confront many challenges, but I am confident that we will adjust and respond as needed to provide our students with the support they need. With your continued partnership and commitment, we will do whatever is necessary for our children to thrive.

Sincerely,

Sonja Brookins Santelises, Ed.D.

Chief Executive Officer

1. Introduction, Context, and Stakeholder Engagement

Throughout the 2020-2021 school year (SY), we will confront significant challenges. Our collective task is to find the best way to balance health and safety concerns with our mission as educators to support student learning, wholeness, and leadership in the most effective ways possible.

Responsive to the Maryland State Department of Education's (MSDE) requirement to establish a recovery plan stakeholder group representative of our schools and communities to assist in the development of the district's reopening plan, our approach was two-fold:

(1) Our recovery planning efforts were led by 16 collaborative workgroups (see Figure 1) that included diverse stakeholders who brought perspectives on the unique needs of our student populations. This included cross-functional staff from across the organization, as well as teachers, principals, and Baltimore Teacher's Union (BTU)-identified representatives. A full list of the recovery plan stakeholder group members can be found in Appendix 1.

(2) Over the course of the spring and summer, our planning efforts were informed by ongoing engagement with a wide variety of stakeholders (parents, teachers, students, educators, community members, etc.); more details on our stakeholder engagement methodology and findings can be found in Appendix 5.
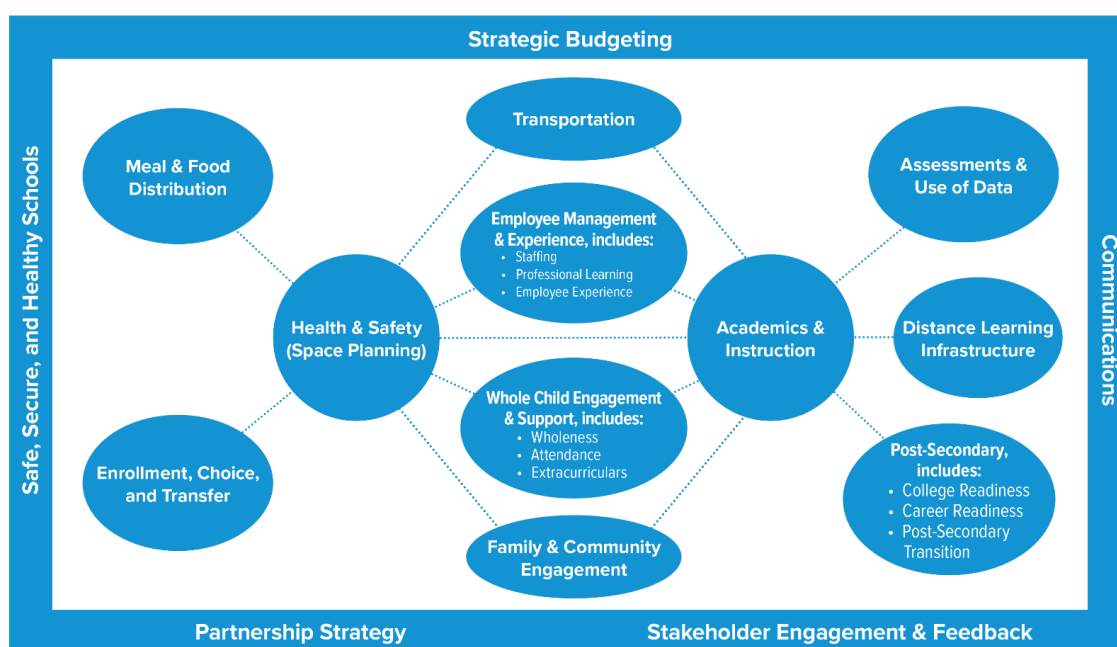
Figure 1: Recovery Planning Organizational Structure and Approach: We had 16 collaborative workshops leading our planning efforts. The two core components that grounded the workgroups were focused on Academics and Instruction and Health and Safety.

MSDE Requirements

We used guidance from MSDE's Recovery Plan, including the following designated requirements for each school system's recovery plan and the COVID-19 Checklist, during the planning process. Appendix 3 contains the Recovery Plan Requirements Checklist provided by MSDE, which outlines how we've met each of the requirements.

1. Post recovery plan to local school system website by August 14, 2020.

2. Reflect local school system's equity pan throughout the local recovery plan.

3. Establish a Recovery Plan Stakeholder Group representative of their schools and community, and post membership.

4. Determine where students are instructionally, identify the gaps in learning, and the path for instructional success and recovery.

5. Ensure MD College and Career Ready Standards PreK-12 are taught in all content areas and state frameworks are followed for each content.

6. Follow Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act (ADA).

7. Describe procedures for an individual who tests positive for COVID-19.

8. Describe safety protocols for collection of materials, cleaning of schools and other facilities, daily cleaning, and nutrition.

9. Describe protocols for the safe transportation of students to and from schools.

10. Describe system for tracking attendance when students are engaged in distance learning.

11. Develop and include communications plan.

12. Utilize COVID-19 checklist in the development of the recovery plan.

13. Describe the roadmap forward for interscholastic athletics and activities.

Guiding Principles

The **core principles** that underlie the plan are straightforward and consistent with our overriding goal of advancing our students' wellbeing and achievement. It should be noted that our goals and responsibilities as educators remain unchanged. It is our obligation to plan and execute processes that will achieve those objectives under any circumstances in which we may find ourselves.

Health and safety: We are committed to protecting our students, staff and families by strictly adhering to the guidelines established by the Center for Disease Control (CDC) and other public health agencies, by providing face coverings, upgrading air filters, and maintaining standard operating procedures (SOP's) that ensure adherence to social distancing standards and the implementation of student/staff hygiene best practices.

Accelerating student learning & thriving: We will focus on grade level content as our academic priority, rather than on remediation. All students will benefit from individualized learning paths informed by assessments and student work, and we will provide targeted supports to English learners, students with disabilities, homeless students and other vulnerable student populations.

Prioritizing equity for all communities: We must be intentional in our determination that the current national emergency not be used as an excuse to worsen inequities that already exist in many of our communities. City Schools also recognizes that the onset of the COVID pandemic has actually exacerbated these existing disparities. A recent study by the Hechinger Report showed a dramatic divide in the quality of remote learning experience between poor students and their more wealthy peers. Wealthier school districts focused on new content, delivered digitally in a combination of synchronous and asynchronous lessons. High poverty districts, on the other hand, tended to focus more on reviewing old content, with a much higher use of paper worksheets versus digital learning, due to inequitable access to broadband internet service and appropriate internet devices among their families. As a high poverty district with a significant majority of students of color, City Schools was impacted by all of these factors.

To address these factors directly, our approach is guided by expectations set within Policy ADA, Equity. A full copy of the policy can be found in Appendix 4.

Policy Background:

In June 2019, the Baltimore City Board of School Commissioners adopted Policy ADA: Equity, acknowledging the historical, generational, and compounding reality of the systems, structures,

and practices that have intentionally created and continued to afford advantages to some groups while perpetuating racial inequities for others. Through this policy, City Schools acknowledges the role educational institutions have in creating and implementing policies and practices that that data consistently shows result in predictably lower academic and graduation outcomes and disproportionate disciplinary action, for students of color than for their white peers. City Schools recognizes that these disparities contradict the beliefs and values it articulates about what students can achieve and the role of adults in ensuring conditions for success.

Policy ADA, Equity is organized by four core standards:

- (A) Disrupting and Eliminating Systemic Inequities
- (B) Honoring Culture, Experiences, & Humanity of Students, Families & Community
- (C) Ensuring Access & Representation in Academic Programming
- (D) Building Staff Capacity for Equity-based Teaching and Leading
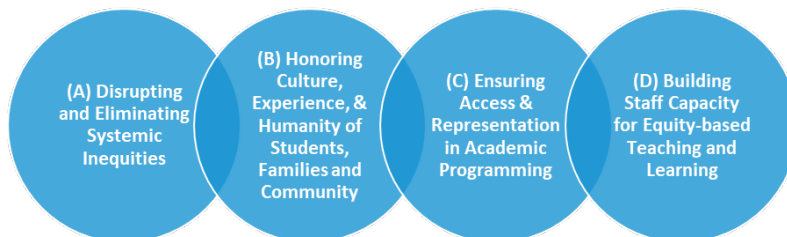
Policy Application:

To ensure policy alignment, the district has moved quickly to leverage the resources available to assess and address educational needs during school closure while planning for education recovery. A firm commitment to the principles of equity informs every aspect of the recovery plan.

For any policy, program, practice, decision, or action associated with recovery planning, we consider the following questions:

- What is the question/issue?

- Who are the groups affected by this policy, program, practice, decision, or action? What are the potential impacts on these groups?

- What data is available on existing disparities? Does this policy, program, practice, decision, or action worsen existing disparities or produce other unintended consequences?

- How have you identified stakeholders (internal and/or external)? In what ways have you engaged stakeholders? Did you include other impacted offices? How did stakeholders' (internal and external) feedback inform the policy, program, practice, decision, or action?

- What are the barriers within your scope of authority? Is any of your plan not implementable, why? How will you mitigate the negative impacts and address the barriers identified above?

By utilizing these guiding questions as a part of our planning efforts for fall reopening, we believe we can continue working to disrupt and dismantle the inequities in every area of our work. We will not use the COVID emergency as an excuse to sacrifice equity for expediency. In fact, we consider the principles of equity to be more important now than ever.

In our planning thus far and going forward as the school year unfolds, we have and will continue to use policy and program analysis through equity lens guiding questions to identify what groups may be disparately impacted by different decisions, programs, and policy changes. After gathering data on those disparities, we will implement measures to mitigate these effects, while continuing to monitor the impact of our decisions on our most vulnerable student groups. We will commit to continuing these regular practices of monitoring and analysis, as they're vital components to ensure we always have equity at top of mind during key decision-making processes.

Commitment to stakeholder engagement and support: As an integral part of our planning and equity processes, and to establish a recovery plan stakeholder group representative of our schools and communities to inform and assist in the development of our reopening plan as required by MSDE, we engaged with thousands of stakeholders. This included nearly 17,000 families, 4,900

teachers and staff, more than 300 school leaders, and 1,850 students, as well as more than 55 partner organizations - through surveys, town halls, focus groups, and workgroups.

We also held touchpoints with union leadership to provide updates and gain feedback on a regular basis (e.g. met with BTU 2-3 times per week starting in the spring); provided regular updates to the Board throughout the recovery planning process through regular committee meeting updates since May; and connected with elected officials through multiple avenues (e.g. focus groups, weekly calls with legislative leadership, city council committee hearing, and legislative town halls). As a result, we benefited from the full spectrum of ideas and diverse perspectives across the City Schools community.

That diversity was reflected in a variety of opinions, both within and across stakeholder groups, on the preferred models for school reopening and the level of comfort with returning to work or school in an in-person environment. The following charts illustrate the range of opinions on these issues among key stakeholder groups.

Preferences for All Virtual, Hybrid, or All In Person Models
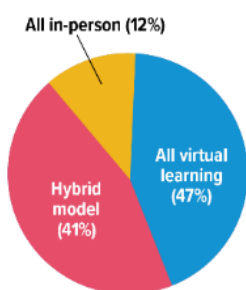
Families
Source: Possip Poll
N=5,156 responses
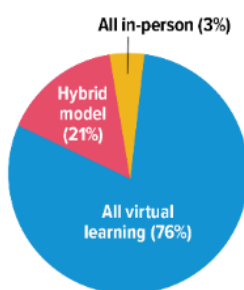
School Staff
Source: Quick Poll
N = 1,430 responses
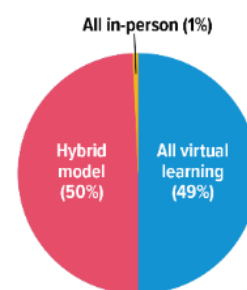
School Leaders
Source: Quick Poll
N = 70 responses

Comfort with Returning to School / Work In-Person
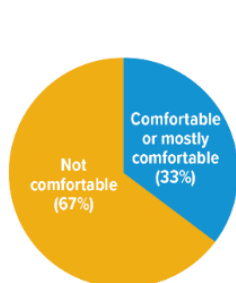
Families
Source: Possip Poll
N=7,457 responses
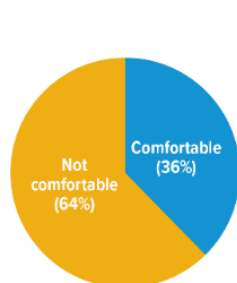
School Staff
Source: Quick Poll
N=1,369 responses
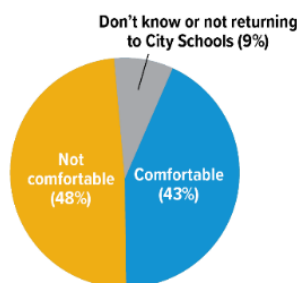
Students
Source: Student Survey
N=1,852 responses
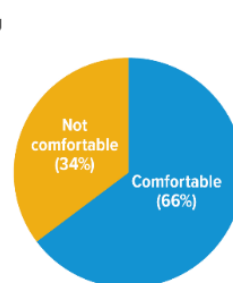
School Leaders
Source: Quick Poll
N=70 responses

After presenting our draft recovery plan and proposed school calendar to the Board on July 28, we held listening sessions with parents and advocates, students, families, school leaders, partners, and other community members to gain their feedback. We've incorporated updates into this reopening plan based on their input, such as sharing expectations and additional details for special education populations, providing guidance on building utilization through the health and safety SOP's, highlighting family engagement efforts, and providing additional detail on how time will be spent during the school day in our instructional models.

Additional information on our stakeholder engagement efforts – including methodology, quantitative, and qualitative results - can be found in Appendix 5.

Maintaining an environment of fluidity and continuous improvement

It is highly likely that COVID-19 conditions will require us to move back and forth across a range of learning environments over the course of the school year, and we have plans in place to ensure that we accelerate learning under all circumstances. We see these learning environments as aligned to 3 phases: virtual learning, hybrid model, and a new normal.

PHASE I
Virtual Learning
- 100% virtual learning
- May include small groups of students in person as conditions permit (following health and safety measures per local and national guidance)

PHASE II
Hybrid Model
- Medium term recovery phase
- Mix of in person and virtual learning occurs
- Option to continue 100% virtual learning available
- Health and safety measures per local and national guidance

PHASE III
A New Normal
- Long term planning
- Majority in person learning with some virtual components
- Incorporate lessons learned and innovative efforts from virtual learning during Phases I and II

While the district will begin the year in Phase I (Virtual Learning), it is important to note that all decisions regarding the most appropriate learning environment at any point in time will be based on monitoring a series of key data points, including current COVID conditions, assessments regarding students' academic acceleration, issues of equity, needs of our most vulnerable student groups[1] and support for the developmental, social-emotional, and mental health needs of students.

The district is committed to engaging our vulnerable students through small group in-person learning, even during Phase I of virtual learning, as safety conditions allow and academic needs indicate, because we cannot forego our obligation to provide every student with accelerated learning and the opportunity to thrive.

It is also important to note that families will have the option to choose a 100% virtual environment for their students within every phase of the recovery framework.

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[1] Vulnerable student groups include students who are behind grade level, students with disabilities, English Learners, homeless and foster care students, and newcomer and immigrant students. Sub-populations of this group may be referenced throughout the reopening plan based on relevant content and context.

In-Person Summer School

From July 13 to August 13, City Schools hosted in-person summer school at **6 locations** which provided an opportunity to **target K-12 students who most struggled with virtual learning in the spring**.

Administrators and teachers volunteered for this opportunity to engage with their students in person, knowing how much these students needed that experience to learn and thrive. **Initial feedback** from staff, students, and families who participated in the program has been very **positive** thus far.

These learning sites not only provided an opportunity to accelerate learning for a group of students most impacted by virtual learning in the spring, but also offered a chance for the district to **better prepare** for in-person interactions and future implementation of the hybrid model. This included practicing, reflecting, and updating the health and safety SOP's, and identifying **best practices** during **instruction** that can inform classroom practice and professional learning. Lessons learned from the summer programs around **instruction** and **health and safety** were utilized in developing our reopening plan and will continue to be used as we start the school year.

The Power of Innovation

We have seen many **success stories** of innovation from the spring and summer. A few highlights include:

1. Piloting a **mesh network** to bring internet to our communities

2. An enhanced focus on **acceleration** versus remediation in instruction

3. Partnering with the University of Baltimore to bring **college courses** to our students who were incarcerated

4. Testing a **master teacher model** to bring our best instruction to a larger number of students

We are looking forward to **continuing these types of initiatives** given their immense potential and the **positive impact** we see for our students, staff, and families to realize increased success.

Timeline and Accomplishments

Our recovery planning efforts began in April and involved the key milestones and events as outlined below. We will continue our rigorous and comprehensive planning efforts to ensure a successful start to the school year.

Date	Event
March 12	School closure announced
April 6	Virtual learning launches for students
April 15	Education recovery planning begins
May	Provided regular updates to the Board throughout recovery planning process through regular committee meeting updates since May
May 6	School closure for remainder of school year announced
Late May onward	Kicked off virtual family listening tours to get feedback from parents and families; continue and are ongoing
May 22 onward	Collected and synthesized teacher input on virtual learning and reopening
May 26	Stood up 16 workstreams to formalize recovery planning approach and organizational structure
May 28	Hosted principal meeting to share planning approach, progress, and gather feedback
June	Held first round of focus groups with teachers / staff and students on spring virtual learning and fall reopening

Began weekly meetings with Public Health Advisory Committee to inform operations, health, and safety planning; see Appendix 5 for additional details on Advisory Committee |

June 9	Communicated recovery planning updates and stakeholder engagement approach at Board meeting
June 12-23	Conducted survey with all City Schools staff on virtual learning and reopening
June 30 – July 10	Held first round of focus groups with school leaders
July 1 onward	Held regular touchpoints with union leadership, the Board, and Elected Officials to provide updates and gain feedback on a regular basis
July 1-13	Conducted virtual learning and reopening surveys with families and students
July 6-22	Held first round of virtual and in-person focus groups with families and conducted targeted outreach to English learner and underrepresented families
July 7	Kicked off weekly staff virtual townhalls to share updates and collect input; held quick polls with staff
July 7-11	Conducted quick polls with families to get real-time input on reopening
July 9	Kicked off weekly family virtual townhalls to share updates and collect input
July 13-17	Held second round of focus groups with students, teacher / staff, parents and families, and school leaders Held focus groups with community, business, and philanthropic partners; full list of partners in Appendix 5
July 13 – Aug 13	Held in-person summer school at 6 sites around the district
July 20	Shared communication on all virtual start to school year
July 28	Presented draft education recovery plan and proposed calendar at Board meeting
July 29 – Aug 10	Held listening sessions with students, families, teachers, school leaders, partners, advocates, and other community members to gain feedback on the draft reopening plan

Finance and Budget Context

The COVID-19 pandemic has highlighted the impact of long-standing and systemic inadequacies in the funding of Baltimore City Public Schools, as well as the resulting disparities in facilities and resources among school districts in Maryland. Funding challenges have included the decision to veto the Blueprint for Maryland's Future (Kirwan) legislation and the Built to Learn Act, as well as the equitable services regulation. These disparities have made it more difficult for the district to provide continuity of learning for its students during the nationwide school closures, which could last well into the 2020-2021 school year.

To support the continuity of learning for students, the district is devoting resources to technology needs and professional development for virtual learning, as well partnering with other organizations to address barriers to internet connectivity for many city families.

We anticipate that City Schools will continue to operate in a recovery mode, requiring significant and entirely unanticipated expenditures for the coming 2020-2021 school year, regardless of whether school buildings remain partially closed, re-open on a limited basis, or operate on a regular schedule with robust social distancing. Large quantities of personal protective equipment will be needed, and there will be increased costs to meet heightened cleaning, sanitizing, and disinfecting requirements in more than 160 school buildings.

The district will also incur the significant expense of providing academic tutoring and other supports to assist with educational recovery for all students, especially those with disabilities, English Learners, and homeless students. Schools will also need to provide extensive support for the social and emotional well-being of students whose families are impacted by the significant economic consequences of the pandemic, which have had a particularly devastating impact in Baltimore's neediest communities.

To support the district in addressing the needs related to the COVID-19 pandemic response, the district has leveraged a combination of new grant funds and existing resources. At this time, the full scope of the financial needs for educational recovery are still not known, but we know the final cost will be substantial and beyond the total relief that has already been made available. It is important to note that City Schools

does not see educational recovery as a single year of additional expenses, but rather acknowledges the reality that providing all students what they need to recover and be successful is a long-term commitment that exceeds beyond a single fiscal year. Immediate costs to facilitate virtual learning and reopening ultimately will be impacted by the length of time the district remains fully virtual, requirements to prepare buildings for the return of students and staff, and the final scope of the education recovery plan. Funding to support recovery will be impacted by the need to continue serving meals to our students despite reduced revenue generated from our normally robust school lunch program and may also be impacted by a reduction in state and local revenues.

Overview of new funds received to support COVID pandemic response

On March 27, 2020, the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), Public Law 116-136, 134 Stat. 281, was approved. The CARES Act authorized the Elementary and Secondary School Emergency Relief Fund (ESSER Fund) to provide school districts with emergency relief funds to address the impact of the Novel Coronavirus Disease (COVID-19). Additionally, the CARES Act provided funds through the Governor's Emergency Education Relief Fund (GEER Fund) to provide emergency support to local educational agencies that have been significantly impacted by COVID-19. The focus for support through the GEER Fund was determined by the Governor's office.

In addition to the two grant programs specifically established to support K-12 programs, Section 5001 of the CARES Act established the Coronavirus Relief Fund to make payments for specific uses to states. Governor Hogan elected to make $200 million of this fund available to support school districts across the state through three additional grant programs, the CARES Act Tutoring, the CARES Act Technology, and the Broadband for Underserved Students grants.

In addition to the federal funds provided to support City Schools in responding to the pandemic, the City of Baltimore provided a $3 million grant to support the implementation of virtual learning. These grant funds were made available to support the purchase of devices to be loaned to students.

Grant funds provided at the federal, state, and local level help support additional expenses or lost revenue City Schools has incurred as a direct result of the COVID-19 pandemic. Expenditures made through these sources pay a portion of the economic impact of the pandemic on the school system. Careful stewardship of available resources and long-term financial planning and decision making are vital during this period to ensure the availability of resources necessary to meet student needs now and during the recovery period that will be necessary when we return to a new normal.

Summary of COVID Grant Allocations to Baltimore City Public Schools

CARES Act Grants	City Schools Allocation	Legislated Spending Window	Allowable Expenses for the Grant
ESSER Fund	$48,392,781.00	3/13/20 – 9/30/22	• Devices to support Virtual Learning • Salary/Fringe for Food Service Workers • Virtual Learning Supports
GEER Fund – Technology	$1,440,291.00	3/13/20 – 9/30/22	• Devices to support Virtual Learning
CARES Act – Tutoring	$25,871,484.00	3/26/20 – 10/31/20	• Assessment of student learning loss and ESSA evidence-based tutoring and supports to address learning loss
CARES Act – Technology	$8,387,531.00	3/26/20 – 10/31/20	• Devices to support Virtual Learning
City of Baltimore	$3,000,000.00	As soon as possible – All Devices Purchased by 09/30/20	• Devices to support Virtual Learning
Broadband for Underserved Students Grant	$1,778,600.00	9/1/20 – 12/30/20	• Wi-Fi Access for Students
Total	**$88,870,687.00**		

As with all Federal funds that are awarded to City Schools via federal or state determined formulas (exception is the Broadband for Underserved Students grant which was competitive), a proportional share was made available to charter schools to develop school specific plans. For the ESSER Fund grant, a significant portion of the grant has been allocated to support emergency meal site staffing, projected additional costs for food services equipment needed to support feeding students while implementing a hybrid model, and costs to continue paying food service workers while schools were closed throughout the spring. These food service-related costs plus grant administrative costs benefit all students and were not part of the amount shared between charter and traditional schools.

Grant	Support for All Schools	Charter Schools	Traditional Schools	Equitable Share (nonpublic schools)
ESSER Fund	$25,002,926.79	$4,113,388.27	$17,824,682.52	$1,451,783.43[2]
GEER Fund – Technology	$86,570.93[3]	$232,218.15	$1,006,278.65	$115,223.28
CARES Act – Tutoring	$1,690,267.40[3]	$4,522,831.88	$19,598,938.14	
CARES Act – Technology	$547,984.31[3]	$1,469,915.00	$6,369,631.68	
City of Baltimore		$525,750.07	$2,474,249.93	
Broadband for Underserved Students Grant (competitive)			$1,778,600.00	
Total	**$27,327,749.43**	**$10,864,103.37**	**$49,052,380.92**	**$1,567,006.71**

[2] The equitable share was determined using the Title I methodology outlined in the CARES Act. At this time this methodology does not align with the guidance from USDOE. Maryland is part of litigation challenging USDOE's position. Depending on the outcome of the lawsuit, this amount could increase to be 8% of the grant amount.
[3] Indirect costs only.

Grant	Overview of Spending Plan for All Schools and Traditional Schools
ESSER Fund	• $18M in costs of meal sites including salary and fringe for food services workers during school closure due to the decreased revenue for the program • $15.6 M Devices and Hotspots for students • $1 M Learning Packet support (Spring and Summer 2020) • $500K Wellness Checks and Summer Reengagement • $400K Translation costs and Online Platform to Communicate with Parents • $275 K Professional Development for virtual learning and Video Conference license
GEER Fund – Technology	• All funds supporting device purchases for students
CARES Act – Tutoring	• $10 M Tutoring programs • $8.6 M Materials to support tutoring programs • $1.5 M Diagnostic Assessments • $265 K Professional Development for Tutoring Programs • $100K Support for Secondary Students
CARES Act - Technology	• $4.6 M Student devices • $800K Headsets for students • $850K Wireless access points for schools • $100K License for platform to connect staff and students
City of Baltimore	• All funds supporting device purchases for students
Broadband for Underserved Students Grant	• Support wireless service for students and families through December 2020

Projected Reimbursement of Expenditures through FEMA

City Schools has submitted an initial FEMA application for reimbursement of costs related to cleaning and the purchase of personal protective equipment (PPE). In addition, City Schools is working with the City of Baltimore to file for reimbursement for costs related to the emergency meal sites. FEMA reimbursements would be for up to 75% of the actual expenditures. The costs incurred to date will provide at most $3.6 million in reimbursement. The timeline to receive reimbursement is unknown. Work to track expenditures and file for additional reimbursement will continue despite uncertainty of the reimbursement.

Leveraging Existing Fund Sources to Support Educational Recovery

In addition to new grants, City Schools is leveraging existing fiscal resources to address the unbudgeted needs related to the pandemic. With respect to the general fund, school level spending for 2019-2020 school year was restricted on May 1, 2020 to support leveraging unspent school level funds for PPE and to secure funds that will be needed to prepare buildings for the return of students. With the opening of the 2020-2021 school year, school-level spending has been restricted to certain materials and services until the final recovery plan has been established and necessary expenses identified.

In addition, beginning in late March 2020, City Schools contacted school contractors asking that they submit revised scopes of work (SOW) that reflect how the work they were contracted to do will change in a virtual environment. Those submissions were then reviewed by a cross functional team to revise and finalize new or reduced SOW's for contracts that reflect work necessary to support virtual learning. Vendors are continuing to provide updated scopes of work for review and approval for the upcoming school year.

At the district level, work to revisit the priorities set last spring for 2020-2021 school year spending has begun. Through this process, both general funds and grant funds will be identified that can be repurposed to support the district's educational recovery plan.

2. The Plan for Reopening Schools

According to "The Importance of Reopening America's Schools this Fall" by the Centers for Disease Control and Prevention (CDC), "the harms attributed to closed schools on the social, emotional, and behavioral health, economic well-being, and academic achievement of children, in both the short- and long-term, are well-known and significant. Further, the lack of in-person educational options disproportionately harms low-income and minority children and those living with disabilities. These students are far less likely to have access to private instruction and care and far more likely to rely on key school-supported resources like food programs, special education services, counseling, and after-school programs to meet basic developmental needs." In addition to a child's home, a child's school has an immense influence on the child's health and wellbeing. This is because the in-person school environment is critical to children's educational instruction, helps develop their social and emotional skills, offers a safe learning environment, helps meet their nutritional needs, and provides access to physical activity[4].

For all these reasons, City Schools believes that in-person instruction is best for our students. It provides the real teacher-student interactions that are paramount for not only educational purposes, but better addresses the social-emotional development that is so crucial to a child's overall growth. However, since the health and safety conditions created by COVID-19 have raised significant obstacles to beginning the 2020-2021 school year 100% in person, City Schools has focused our efforts and planning around two major models. The first model is an all virtual approach where students would work with their teachers daily in a virtual space. The second is a hybrid approach where students would attend school in-person two days per week and work virtually for three days per week. In the hybrid model, families and students may choose to continue with all virtual instruction if they are not comfortable returning to school in-person.

At a Glance: Our Fall Reopening Plan

Our reopening plan for the fall has a phased, multi-component approach:

1. **Starting all Virtual**: All schools in the district will open the 2020-2021 school year virtually. In this all-virtual learning model, students would work with their teachers daily in a virtual space. We will also assess the need to prioritize certain small groups of students for in-person instruction during the virtual learning period and for the addition of the hybrid model later in the fall. Small groups of students may return for in-person instruction during this time as conditions allow and following health and safety measures as outlined in our SOP's.

2. **Transition to Add the Hybrid Model**: We want to ensure our families have choice to select the learning environment that best fits their student and personal needs. When City Schools transitions

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[4] https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools.html#fn4

to a hybrid model, families will have the option to transition to the hybrid model or continue with the all virtual learning model. We will plan for sufficient time to transition to the hybrid in-person model so that students, families, and staff have time to make plans for and adjust to that transition. We also want to ensure everyone involved is set up with the skills and resources to succeed, so we will provide opportunities to train and orient staff, families, and students to what the experience will be like for the option chosen.

3. **Adding the Hybrid Model**: We will reassess our ability to add the hybrid model as conditions allow later in the fall. When we transition to the hybrid model, we will plan to transition to an AA/BB schedule format and will aim to prioritize specific student populations and/or grades to return to school in-person in small groups. Regardless of the hybrid model chosen, families will *continue* to have the option for their students to stay in all virtual instruction if they are not comfortable returning their students to school in-person.

Assessing Model Transitions

Maintaining the health and safety of our staff, students, and families is one of City Schools' top priorities as we plan and prepare for the upcoming school year. To continue to prioritize health and safety amidst a changing landscape this fall and during the 2020-2021 school year, City Schools is taking a data-driven approach to make informed decisions on opening and closing schools, and transitioning between our virtual and hybrid model as needed throughout the year.

Working in partnership with the Baltimore City Health Department (BCHD), and our public health advisory committee, City Schools has developed a COVID dashboard to track 4 key metrics as outlined below to guide our decision making on opening and closing schools. These metrics are indicators, not hard stops or starts. They are draft metrics to be finalized and may change as we continue to learn more about the progression of the virus, health conditions, etc. Data from the Hotspot metric will also enable City Schools to determine if differentiated responses are needed for individual neighborhoods in Baltimore, based on the neighborhood a school is in or based on student residence.

The development and utilization of this dashboard will involve regularly monitoring epidemiologic data and evidence about variability in transmission of the virus. This monitoring will be done in partnership with BCHD, our public health advisory committee, and informed by guidance from the state health department. In addition to using these priority metrics for district-level decision making, we are also working with our partners to determine the additional school-level data we will track to inform school-specific decision making.

COVID-Dashboard: Key Metrics

Metric	Positivity	New Cases	Hotspots	Absenteeism
Description	7-day measure of percentage of positive tests	3-day average by test date	BCHD-identified areas with high risk	Percentage of schools with increased absenteeism
Goal	< 5% positive	14 day drop in new cases	NA	Flat / decreasing
Needs attention if	10% positive	5 day increase in new cases	20%+ positivity	Marked increase
Data source	https://coronavirus.baltimorecity.gov	https://coronavirus.baltimorecity.gov	https://coronavirus.baltimorecity.gov	City Schools attendance data

2A. Academics and Instruction

Key Terminology

The following are definitions for commonly used terms in our reopening plan and description of the virtual and hybrid models of academic and instruction.

Synchronous: Synchronous instruction means that the teacher is teaching <u>live</u> to a group of students. While we may record the videos for families and students to access later, synchronous learning occurs when teacher and students are working together <u>at the same time</u>. In other words, the instruction by the teacher and the learning by the student are <u>in-sync</u>.

Asynchronous: Asynchronous is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. In a virtual learning model, this is when the student is working <u>independently</u> of the teacher. This may in the form of pre-recorded webinars, discussion boards, assignments provided in Google Classroom, paper and pencil assignment, videos to watch, or personalized learning through a program designed to meet students at their instructional level. In other words, the instruction by the teacher and the learning by the student <u>do not occur</u> at the same time.

Office hours: Common to both virtual and hybrid learning models, and especially in a virtual learning model, time will be set aside for office hours. These are times for families and students to speak with teachers regarding their assignments and progress in the class. This can also be a time for teachers to call families to check-in with them on the progress of their student, discuss any engagement issues or topics related to the student, the class, and virtual learning. A school leader may direct a teacher to call on students that are struggling with virtual learning, or work towards outreach to all students over a given amount of time.

Focus Areas for the 2020-2021 School Year

City Schools will prioritize specific areas as we begin the 2020-2021 school year (SY), regardless of the instructional delivery model in use. They include:

- Reestablish a productive school community culture, and establish new teacher-student relationships with sound routines for student success

- Continue to provide weekly themes, topics, and mini-lessons focused on social-emotional practices for teachers to incorporate into their daily instruction to students; this is based on our learning that teachers effectively implemented and found value in social-emotional practices in the spring

- Clearly establish curricular and instructional expectations for a virtual learning space

- Assess students to determine progress, learning loss, and areas for focus, especially for personalized learning and small group instruction

> **Equity Policy Alignment**
>
> Section 2A of our plan, Academics and Instruction, aligns with the following standards of the Equity Policy. The full Equity Policy can be found in Appendix 4.
>
> (A) Disrupting and Eliminating Systemic Inequities
> (B) Honoring Culture, Experiences, & Humanity of Students, Families & Community
> (C) Ensuring Access & Representation in Academic Programming
> (D) Building Staff Capacity for Equity-based Teaching and Leading

- Ensure health and safety protocols are embedded into the school day to prevent the spread of COVID-19

- Take an equity lens when making decisions regarding students to potentially bring in-person into school for additional learning opportunities

Virtual Learning Model

City Schools will begin the 2020-2021 school year in a fully virtual learning environment. To start the school year, students will receive virtual instruction from teachers 5 days a week for students in grades PreK-8 and 4 days a week for high school students, with additional instructional time for certain students and additional professional learning and planning time for teachers on the fifth day. As the school year progresses, working in collaboration with BCHD and our group of health advisors, City Schools will use a COVID dashboard made up of available health data and indicators to inform potential shifts from 100% virtual instruction to a hybrid learning model. During any phase of implementation, students and families who prefer or need a virtual setting will always be able to access an all virtual option.

Core aspects of City Schools' virtual learning model include:

- Continued utilization of curriculum aligned to the Maryland College and Career Ready PreK-12 Standards and state frameworks for all content areas, to deliver standards-aligned grade level instruction

- Each lesson will include synchronous online instruction from a certified teacher, usually around 45 minutes, followed by a combination of small group instruction, an asynchronous assignment, and/or a personalized learning opportunity

- A consistent schedule and a clear understanding of the platforms to be utilized for each grade level will be available for every family

- Students will have the opportunity to receive extra support from their teachers during office hours to discuss individual questions and issues

- Social-emotional learning (SEL) will be embedded within lessons and at distinct parts of the student's day, usually at the beginning through an opening ritual and at the end through an optimistic closure

- Special educators and ESOL teachers will work collaboratively with their general education peers to deliver instructional services to their students

- Opportunities for students to engage in resource classes such as art, music, and physical education are embedded in the schedule with available offerings rotated through the schedule

- Projects and activities students can work on at home without a screen will be provided to students

- A 45-minute lunch, along with other breaks between subjects, will also be incorporated into each day as determined by the school

- We will also be providing physical materials and supplies for students to pick-up from school to utilize during virtual learning (e.g. math manipulatives, Wit and Wisdom workbooks)

Important considerations and sample schedules by grade band for the virtual model are described below; exact timings of each day will be determined by the student's school. Each grade band's sample schedule includes a recommendation for the maximum amount of time of synchronous, live, online instruction for each day and outlines a recommended amount of time to spend on specific activities and topics each day.

In general, the amount of screen time with online instruction ramps up or increases as we move from our younger learners to our adolescent students. We understand that how much time students can remain engaged in online instruction will vary with age and included this as a key component of our thinking around schedules. While developing the sample schedules for the virtual model, we looked carefully at the available research and best practice on how to most effectively provide instruction in a remote environment. Unfortunately, at present there is no firm consensus about how much synchronous instruction is appropriate or the appropriate limits for educational / learning screen time. Prior to the onset of the pandemic this spring, the limited amount of virtual learning being practiced in public education precluded significant research into appropriate screen time specific to educational learning or synchronous instruction. It is important to draw a distinction between the prevalent research on children's screen time spent on activities such as gaming or watching television, versus educational / learning screen time. We recognize there is a difference between the intellectual engagement, critical thinking, writing, and analytical work associated with working and learning using a screen versus screen time associated with watching television or scrolling through social media.

In the absence of definitive research, we looked at best practices from several long-standing providers of virtual learning. In their models, students can spend anywhere from 3-6 hours daily in live instruction with additional asynchronous learning. Furthermore, student schedules are designed to take into account the grade level of the students, having older students spend more time online and in synchronous instruction. There are also opportunities for students to interact with each other in small groups virtually and younger students can engage with printed materials and activities offline. This research informed the schedules we set forth for our students and aligns to the lesson development and guidance we are providing to all our schools. We also consulted with other districts in Maryland and comparable districts across the country.

Our synchronous learning schedules represent our best thinking at this time, subject to learnings acquired as the year unfolds. As school reopens for virtual learning on September 8, we will work closely with our students, educators, and families to hear about their experiences, monitor developments on a continuous basis, and make adjustments accordingly to accelerate student learning and wellness during this challenging period.

Pre-Kindergarten

City Schools Pre-K students will have no more than 110 minutes per day in online instruction; this will include a blend of synchronous instruction from classroom teachers and asynchronous instruction from classroom teachers and resource teachers. The expectation is that there is an additional 90 minutes per day for hands-on, experiential learning, purposeful play, and physical development at home away from the computer, along with additional asynchronous instruction and individualized learning to round out a typical student day of 6 hours and 15 minutes total. Resource courses will be delivered asynchronously on a rotating schedule, with content varying by day.

Important Considerations (Pre-K, Virtual Model)

Time	Each Day
10 minutes	Synchronous Morning Meeting / SEL Check-In
30 minutes	Synchronous Math (embedded Science) & ELA (embedded Social Studies) Instruction *Fundations – 1 Letter a week*
30 minutes	Synchronous Small Group Instruction (ELA & Math) *Heggerty - 2 sessions x 15 minutes*
30 minutes	Asynchronous Math / ELA / Science / Social Studies / Resource Instruction
60 minutes	Hands-on Learning
30 minutes	Purposeful Play
10 minutes	Optimistic Reflection / SEL

Sample Student Schedule (Pre-K, Virtual Model)

The below chart shows a sample Pre-K student schedule. This schedule allows Pre-K students to engage in mathematics, English / language arts, and social emotional learning content daily. Science and social studies content are embedded within math and ELA synchronous lessons and provided as part of the weekly asynchronous content.

	Monday through Friday
9:00 AM to 9:10 AM	Synchronous Morning Meeting / SEL
9:10 AM to 9:40 AM	Synchronous Learning - ELA (embedded Social Studies), Fundations (1 letter/week), Math (embedded Science)
9:40 AM to 10:00 AM	Break
10:00 AM to 10:30 AM	Synchronous / Small Group Time (2 groups x 15 minutes each with teacher and para) - Heggerty (phonemic awareness) & Math
10:30 AM to 10:40 AM	Synchronous Optimistic Reflection / SEL
10:40 AM to 11:10 AM	Asynchronous Lesson - ELA / Math / Science / Social Studies - Resource lessons
11:10 AM to 11:55 AM	Lunch, Wellness, and Movement Break
11:55 AM to 12:55 PM	Hands-on Learning at home - Aligned standards-based activities, projects, & family-based activities
12:55 PM to 1:25 PM	Purposeful Play at home
1:25 PM to 3:15 PM	Asynchronous instruction Time for additional related services, ESOL, or special education (SPED) services Office Hours with teachers as needed

[Sample Teacher Schedule (Pre-K, Virtual Model)](#)

This sample teacher schedule shows how teachers could structure their day to ensure all Pre-K online instructional expectations are met, while also including time for parent meetings, individual planning, team planning, and other essential school-based meetings.

	Monday through Friday
9:00 to 9:10 AM	Synchronous Morning Meeting / SEL
9:10 to 9:40 AM	Synchronous Learning - ELA (embedded Social Studies), Fundations (1 letter/week), Math (embedded Science)
9:40 to 10:00 AM	Break
10:00 to 10:30 AM	Synchronous / Small Group Time (2 groups x 15 minutes each with teacher and para) - Heggerty (phonemic awareness) & Math
10:30 to 10:40 AM	Synchronous Optimistic Reflection / SEL
10:40 to 11:40 AM	Office Hours
11:40 AM to 12:25 PM	Lunch
12:25 to 1:25 PM	Parent 1:1 Meetings
1:25 to 2:10 PM	Individual Teacher Planning (3x per week, can be combined with academic / collaborative time on the two additional days)
2:10 to 4:05 PM	Academic / Collaborative Planning, 504 Meetings, IEP Meetings, Teacher Professional Development/PLC, SST Meetings Time could also be used in small groups with other grades

Kindergarten

The kindergarten model will have no more than 160 minutes per day in synchronous online instruction, along with additional asynchronous instruction and individualized learning to round out a typical student day of 6 hours and 15 minutes total. This includes time for English / language arts, mathematics, social-emotional learning (SEL) and resource classes, including physical education, fine arts, and health daily. The time for Resource classes could be scheduled in a flexible manner throughout the day, including to serve as breaks between ELA and Math. An emphasis on early foundational literacy skills through Fundations and Heggerty curricula is established in the model. Students will receive ELA and math small group instruction daily; this is essential for ensuring that all students receive targeted support based on their unique needs.

Important Considerations (Kindergarten, Virtual Model)

Time	Each Day
10 minutes	Synchronous Morning Meeting / SEL Check-In
30 minutes	Synchronous ELA Instruction including foundational literacy skills
20 minutes	Synchronous ELA Small Group Instruction or Amplify Reading
30 minutes	Synchronous Math Instruction
20 minutes	Synchronous Math Small Group Instruction or i-Ready
20 minutes	Synchronous Resource
20 minutes	Synchronous Science / Social Studies
10 minutes	Optimistic Reflection / SEL

Sample Student Schedule (Kindergarten, Virtual Model)

The sample student schedule below shows what the instructional day could look like for a Kindergartener who is learning from home.

	Monday through Friday
9:00 AM to 9:10 AM	Synchronous Morning Meeting / SEL
9:10 AM to 9:40 AM	Synchronous ELA Instruction including foundational literacy skills
9:40 AM to 10:00 AM	Synchronous ELA Small Group Instruction or Amplify Reading
10:00 AM to 10:20 AM	Break
10:20 AM to 10:50 AM	Synchronous Math Instruction
10:50 AM to 11:10 AM	Synchronous Math Small Group Instruction or i-Ready
11:10 AM to 11:55 AM	Lunch, Wellness, and Movement Break
11:55 AM to 12:15 PM	Synchronous Resource
12:15 PM to 12:35 PM	Synchronous Science / Social Studies
12:35 PM to 12:45 PM	Optimistic Reflection / SEL
12:45 PM to 3:15 PM	Asynchronous instruction Time for additional related services, ESOL, or SPED services Office Hours with teachers as needed

Sample Teacher Schedule (Kindergarten, Virtual Model)

The sample teacher schedule below shows what a Kindergarten teacher's schedule could look like. It includes time for individual and collaborative planning, as well as one-on-one meeting with parents, and time for other essential school-based meetings.

	Monday through Friday
9:00 AM to 9:10 AM	Synchronous Morning Meeting / SEL
9:10 AM to 9:40 AM	Synchronous ELA Instruction including foundational literacy skills
9:40 AM to 10:00 AM	Synchronous ELA Small Group Instruction or Amplify Reading
10:00 AM to 10:20 AM	Break
10:20 AM to 10:50 AM	Synchronous Math Instruction
10:50 AM to 11:10 AM	Synchronous Math Small Group Instruction or i-Ready
11:10 AM to 11:55 AM	Lunch
11:55 AM to 12:15 PM	Synchronous Resource
12:15 PM to 12:35 PM	Synchronous Science / Social Studies
12:35 PM to 12:45 PM	Optimistic Reflection / SEL
12:45 PM to 1:30 PM	Individual Teacher Planning (3x per week, can be combined with academic/collaborative time on the two additional days)
1:30 PM to 2:15 PM	Parent 1:1 Meetings
2:15 PM to 4:05 PM	Academic / Collaborative Planning, 504 Meetings, IEP Meetings, Teacher Professional Development/PLC, SST Meetings Time could also be used in small groups with other grades

Elementary: Grades 1-5

Students in grades 1-5 will have 230 minutes or just under 4 hours of synchronous online instruction. An emphasis on foundational literacy skills and knowledge building through the Wit and Wisdom curriculum form the basis of the ELA instruction. Additional time is created for math, science, social studies, and resource classes, along with time for asynchronous instruction and individualized learning to round out a typical student day of 6 hours and 15 minutes. Resource classes, including fine arts, physical education, and health may be offered on a synchronous and asynchronous basis.

Important Considerations (Grades 1-5, Virtual Model)

Time	Each Day
10 minutes	Synchronous Morning Meeting / SEL Check-In
60 minutes	Synchronous ELA Instruction including foundational literacy skills
45 minutes	Synchronous Math Instruction
30 minutes	Synchronous Science / Social Studies Instruction
45 minutes	Synchronous / Asynchronous Resource Classes
30 minutes	Synchronous ELA & Math Small Groups (15 minutes each)
10 minutes	Optimistic Reflection / SEL

Sample Student Schedule (Grades 1-5, Virtual Model)

The sample student schedule below shows what the instructional day could look like for a student in grades 1-5 who is learning from home.

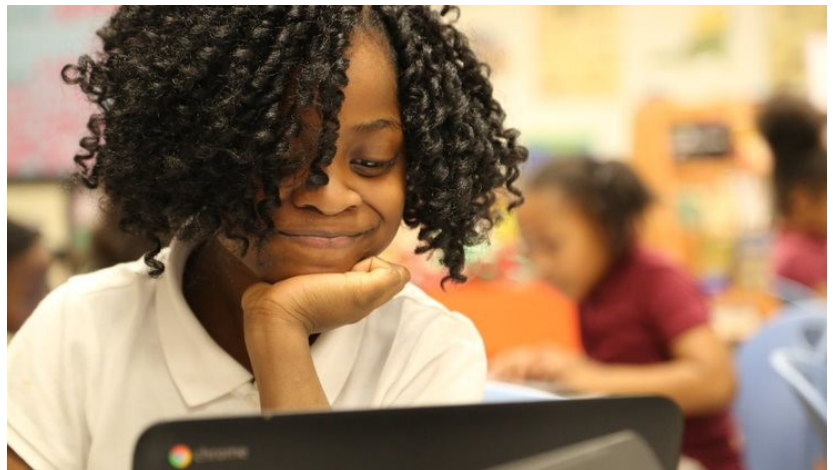|	Monday through Friday
9:00 AM to 9:10 AM	Synchronous Morning Meeting / SEL
9:10 AM to 10:10 AM	Synchronous ELA Instruction including foundational literacy skills 45 minutes whole group 15 minutes breakout / small group (breaks between classes determined by the school)
10:10 AM to 10:55 AM	Synchronous Math Instruction 30 minutes whole group 15 minutes breakout / small group
10:55 AM to 11:25 AM	Synchronous Science / Social Studies Instruction
11:25 AM to 12:10 PM	Lunch, Wellness, and Movement Break
12:10 PM to 12:55 PM	Synchronous / Asynchronous Resource Classes
12:55 PM to 1:25 PM	Synchronous ELA / Math Small Groups
1:25 PM to 1:35 PM	Optimistic Reflection / SEL
1:35 PM to 3:15 PM	Asynchronous instruction Time for additional related services, ESOL, or SPED services Office Hours with teachers as needed

Sample Teacher Schedule (Grades 1-5, Virtual Model)

The sample teacher schedule below shows what an elementary teacher's schedule could look like. It includes time for individual and collaborative planning, as well as time for office hours to provide additional support and guidance to students / families, and time for other essential school-based meetings.

	Monday through Friday
9:00 AM to 9:10 AM	Synchronous Morning Meeting / SEL
9:10 AM to 10:10 AM	Synchronous ELA Instruction including foundational literacy skills 45 minutes whole group 15 minutes breakout / small group
10:10 AM to 10:55 AM	Synchronous Math Instruction 30 minutes whole group 15 minutes breakout / small group
10:55 AM to 11:25 AM	Synchronous Science (MTW) / Social Studies (Th/F) Instruction
11:25 AM to 12:10 PM	Lunch
12:10 PM to 12:55 PM	Individual Teacher Planning (3x per week, can be combined with academic/collaborative time on the two additional days)
12:55 PM to 1:25 PM	Synchronous ELA / Math Small Groups
1:25 PM to 1:35 PM	Optimistic Reflection / SEL
1:35 PM to 2:20 PM	Office Hours
2:20 PM to 4:05 PM	Academic/Collaborative Planning, 504 Meetings, IEP Meetings, Teacher Professional Development/PLC, SST Meetings, School counseling sessions Time could also be used in small groups with other grades

Middle Grades

Students in grades 6-8 will have 315 minutes of synchronous online instruction, combined with asynchronous instruction and individualized learning to round out a typical student day of approximately 7 hours. The model will be a traditional middle grades schedule with the core classes (mathematics, ELA, science, and social studies instruction for 60 minutes daily) and resource classes (including fine arts, physical education, and health) occurring daily.

Important Considerations (Middle Grades, Virtual Model)

Time	5 Periods Each Day
15 minutes	Synchronous Opening Ritual & SEL
60 minutes	Synchronous ELA Instruction
60 minutes	Synchronous Math Instruction
60 minutes	Synchronous Science Instruction
60 minutes	Synchronous Social Studies Instruction
60 minutes	Synchronous Resource Classes: PE, health, art, music, second language, etc

Sample Student Schedule (Middle Grades, Virtual Model)

The sample student schedule below shows what the instructional day could look like for a student in grades 6-8 who is learning from home.

	Monday through Friday
9:00 AM to 9:15 AM	Synchronous Opening Ritual / SEL
9:15 AM to 10:15 AM – 1st Period	Synchronous ELA Instruction 45 minutes whole group 15 minutes breakout / small group (breaks between classes determined by the school)
10:15 AM to 11:15 AM – 2nd Period	Synchronous Math Instruction 45 minutes whole group 15 minutes breakout / small group
11:15 AM to 12:00 PM	Lunch, Wellness, and Movement Break
12:00 PM to 1:00 PM – 3rd Period	Synchronous Science Instruction 45 minutes whole group 15 minutes breakout / small group
1:00 PM to 2:00 PM – 4th Period	Synchronous Social Studies Instruction 45 minutes whole group 15 minutes breakout / small group
2:00 PM to 3:00 PM – 5th Period	Synchronous Resource Classes
3:00 PM to 4:00 PM	Office Hours with teachers and asynchronous instruction

Sample Teacher Schedule (ELA; Middle Grades, Virtual Model)

The sample teacher schedule below shows what a middle school English / language arts teacher's schedule could look like. It includes time for individual and collaborative planning, as well as time for office hours to provide additional support and guidance to students / families, and time for other essential school-based meetings.

	Monday through Friday
9:00 AM to 9:15 AM	Synchronous Opening Ritual / SEL
9:15 AM to 10:15 AM – 1st Period	Synchronous ELA Instruction 45 minutes whole group 15 minutes breakout / small group
10:15 AM to 11:15 AM – 2nd Period	Synchronous ELA Instruction 45minutes whole group 15 minutes breakout / small group
11:15 AM to 12:00 PM	Lunch
12:00 PM to 1:00 PM – 3rd Period	Synchronous ELA Instruction 45 minutes whole group 15 minutes breakout / small group
1:00 PM to 2:00 PM – 4th Period	Synchronous ELA Instruction 45 minutes whole group 15 minutes breakout / small group
2:00 PM to 3:00 PM – 5th Period	Individual Planning (3x per week, can be combined with academic/collaborative time on the two additional days)
3:00 PM – 3:30 PM	Office Hours
3:30 PM – 4:05 PM	Academic/Collaborative Planning, 504 Meetings, IEP Meetings, Teacher Professional Development/PLC, SST Meetings, School counseling sessions

High School

The high school model will have 325 minutes of synchronous online instruction, combined with additional asynchronous instruction and individualized learning to round out a typical student day of approximately 7 hours. The courses that City Schools high school students are scheduled for are unchanged by virtual learning; all students will be scheduled for courses based on their grade level and credit needs. Their schedules will mirror their traditional schedule, with an emphasis on classes for graduation requirements.

City Schools' high schools use a variety of scheduling models based on each school's unique programmatic offerings. The virtual learning model below is based on a 5-period day, which is the district's most common schedule format. Schools that have more than five periods will have fewer minutes in their classes or adjust to a 4x4 A/B model.

High schools will also have Lab Day Wednesdays. These days will allow teachers to intentionally work with students in Intervention Blocks designed to meet individual student needs, from literacy interventions to college and career needs to Advanced Placement small groups.

Important Considerations (High School, Virtual Model)

Time	5 Periods Monday, Tuesday, Thursday, Friday
65 minutes	Period 1
65 minutes	Period 2
65 minutes	Period 3
45 minutes	Lunch
65 minutes	Period 4
65 minutes	Period 5

Sample Student Schedule (High School, Virtual Model)

The sample student schedule below shows what the instructional day could look like for a student in 9th grade who is learning from home.

	Monday, Tuesday, Thursday, Friday
9:00 AM to 10:05 AM – 1st Period	Synchronous English 9 (breaks between classes determined by the school)
10:05 AM to 11:10 AM – 2nd Period	Synchronous Algebra
11:10 AM to 11:55 AM	Lunch, Wellness, and Movement Break
11:55 AM to 1:00 PM – 3rd Period	Synchronous Social Studies – World History as an example
1:00 PM to 2:05 PM – 4th Period	Synchronous Science – Biology as an example
2:05 PM to 3:10 PM – 5th Period	Synchronous Spanish I
3:10 PM – 4:00 PM	Office Hours with teachers and asynchronous instruction

Sample Teacher Schedule (ELA; High School, Virtual Model)

	Monday, Tuesday, Thursday, Friday
9:00 AM to 10:05 AM – 1st Period	Synchronous ELA Instruction 45 minutes whole group 20 minutes breakout / small group
10:05 AM to 11:10 AM – 2nd Period	Synchronous ELA Instruction 45 minutes whole group 20 minutes breakout / small group
11:10 AM to 11:55 AM	Lunch
11:55 AM to 1:00 PM – 3rd Period	Synchronous ELA Instruction 45 minutes whole group 20 minutes breakout / small group
1:00 PM to 2:05 PM – 4th Period	Synchronous ELA Instruction 45 minutes whole group 20 minutes breakout / small group
2:05 PM to 3:10 PM – 5th Period	Individual Planning (3x per week, can be combined with academic/collaborative time on the two additional days)
3:10 PM – 4:05 PM	Office Hours

Wednesdays as a Lab Day

High schools will have Lab Day Wednesdays. These days will allow teachers to intentionally work with students in Intervention Blocks designed to meet individual student needs, from literacy interventions to college and career needs to Advanced Placement small groups. Teachers would use the morning for professional development, and the rest of their day to work with students.

Sample Schedule (High School, Wednesday Lab Day, Virtual Model)

	Teacher Professional Development (Morning)
9:00–9:45 AM	Intervention Team Meetings – Data Review, Student Data Conversations, Considering Target Populations (SPED, At-Promise, ELL), OTG Teacher Team Meetings, Grade Level, SST
9:45–10:45 AM	Cycles of Virtual Engagement (Considering Virtual Components, Tools, Engagement, Feedback, Grading)

Lab Day Wednesday Sample Student Schedule	
11:00 AM – 12:00 PM	Intervention Block I
12:00 PM – 12:45 PM	Lunch, Wellness, and Movement Break
12:45 PM – 1:45 PM	Intervention Block II
1:45 PM – 2:45 PM	Intervention Block III
2:45 PM – 4:05 PM	Office Hours and asynchronous instruction

Intervention Guidance and Recommendations

Intervention is formative practice to improve student skills, close gaps, reteach standards, and promote learning growth.

Structure: Students are assigned to groups according to their needs – across teacher, content area, and / or grade bands. Students will engage in small group instruction, independent asynchronous practice, and teacher coaching. There will be a clear schedule that outlines how time for all student needs are to be met around foundational and targeted skills. All teachers are actively engaged in supporting student achievement during this time and all content teachers will be assigned to a facilitation team and / or use this time to provide additional interventions for students.

Before intervention blocks, teachers should identify students with specific skills and gaps and plan instruction to meet the needs of their learners and small groups during the intervention time. We do not recommend a one-size-fits-all approach, but a tailored approach based on the student, content area, performance to date, etc.

Time *during intervention blocks* should be used for explicit teaching, checking progress, and providing feedback. We recommend teachers use meaningful, targeted exercises that are aligned to identified standards to engage their students and provide time to answer clarifying questions.

After intervention blocks, teachers should review student data and progress and revise instructional and support plans for students based on key takeaways and insights from analyzing student data. Students will also be responsible to produce an artifact or deliverable that is scored and graded in the associated content area after the intervention block (eg. a formative assessment).

Intervention structure (Literacy and Numeracy): Students would spend 30 minutes on a self-paced platform (e.g. Achieve 3000 and Imagine) and then switch to small group, teacher directed instruction, with a focus on standards, writer's workshop, and discussion. There will be a clear schedule of teacher teams (2-3 teachers both in and outside the content band) that will support and facilitate successful small groups and collaboration.

Advanced Placement (AP) Acceleration Structure: Our AP students will engage in study groups aligned to their coursework. AP Humanities study groups will occur during the first intervention block and AP Science and Math for the second intervention block. These sessions will function as small study group spaces for students to use the AP Tutorial model, where students come prepared to engage with questions, texts, and a deeper inquiry process. Cross-school collaboration will be used to leverage best practices and content experts.

College and Career Readiness (CCR) Intervention and Support Structure: This space allows for our CTE students to log CTE hours, work on related projects, and receive coursework support. Students enrolled in dual enrollment programs will also receive check-ins and support during this time. Staff and students can also use this time for a variety of CCR-related activities, such as: On Track to Graduate programming, college visits, school counseling sessions, small and large groups sessions, career and guest speakers, career and college fairs, and work-based learning check-ins. In addition to CTE teachers, other content teachers can be used to provide student support during this time.

Hybrid Model

We will reassess our ability to add the hybrid model as conditions allow later in the fall. The hybrid model is a blend of in-person and virtual learning that allows for the imperative teacher-student and peer relationships to be established in a face-to-face setting. It is important to highlight that families will continue to have the option of virtual instruction if they are not comfortable returning their students to school in-person when we transition to adding the hybrid model.

Cohort	Monday	Tuesday	Wednesday	Thursday	Friday
A	In-Person at School	In-Person at School	All students at home, participating in virtual instruction* Cleaning Professional Development Collaborative Planning Virtual - Small group and individualized student check-ins *potentially bringing in our most struggling students for a half-day	Virtual	Virtual
B	Virtual	Virtual		In-Person at School	In-Person at School

The hybrid model will utilize an AA/BB schedule format, with students coming to school in-person for two consecutive days each week and participating in virtual instruction for the other 3 days of the week. The goal of the educational recovery plan is to eventually return in a normal face-to-face situation, which is why the City Schools' hybrid model aims to bring back students in-person two days per week. Students will be placed in one of two cohorts (A or B) and will attend school in-person two days per week based on their assigned cohort schedule. Cohort A will attend school in-person on Monday and Tuesday, and cohort B will attend school in-person on Thursday and Friday. On the days when students are at home (Wednesday, Thursday, and Friday for cohort A; and Monday, Tuesday, and Wednesday for cohort B), they will have a combination of potential synchronous check-ins or small groups, asynchronous assignments aligned to in-person instruction, personalized learning opportunities, and any applicable instructional videos. We recognize that learning and instruction may look different on these days than when students are in-person. The aim is also to move to a model where students can access the teacher's live instruction while at home; that is, students can access learning from the teacher regardless of where the student or teacher are located.

Students will participate in virtual instruction on Wednesdays. City Schools is examining the prospect of bringing in some students for a half-day of instruction on Wednesdays. If it is determined that this can be accomplished safely, we will utilize our equity lens guiding questions to inform that decision, using available data to identify students with the greatest need for additional in-person instructional time. Specifically, we will review students that have had significant learning loss, require additional supports

through their Individualized Education or Special 504 Plans, require additional support as English Learners, and or have had limited virtual engagement. We may also prioritize students in certain grades - our youngest students (Pre-K to 2nd graders) and students in transition grades (6th and 9th graders).

On Wednesdays, cleaning will occur so that our buildings, especially high-traffic areas, are ready to welcome a new cohort of students the next day. That same type of cleaning will occur at the end of the week before cohort A returns at the start of the following week. Teachers will also be able to check-in virtually with small groups of students or individual students as needed, and engage in collaborative planning and professional development opportunities on Wednesdays.

Sample schedules for the hybrid model are shown below. The health and safety of our students and staff is our priority. Each schedule reflects times for health and safety practices to take place throughout the day to minimize the spread of COVID-19.

Sample Elementary Schedule (Hybrid Model)

Time	Cohort A – Monday & Tuesday in person Cohort B – at home	Wednesday All students at home*	Cohort B – Thursday & Friday in person Cohort A – at home
25 mins	Welcoming Ritual Health and Safety Protocols	Cleaning Professional Development Collaborative Planning Virtual - Small group and individualized student check-ins Asynchronous instruction *potentially bringing in our most struggling students for a ½ day	Welcoming Ritual Health and Safety Protocols
60 mins	Foundational Literacy		Foundational Literacy
60 mins	ELA – Wit and Wisdom		ELA – Wit and Wisdom
10 mins	Health and Safety Protocols		Health and Safety Protocols
45 mins	Lunch & Recess		Lunch & Recess
10 mins	Health and Safety Protocols		Health and Safety Protocols
45 mins	Resources: gym, art, music, etc.		Resources: gym, art, music, etc.
75 mins	Math – Eureka		Math – Eureka
60 mins	Science / Social Studies		Science / Social Studies
10 mins	Dismissal and Prep for Home		Dismissal and Prep for Home

Sample Middle Grades Schedule (Hybrid Model)

Time	Cohort A – Monday & Tuesday in person / Cohort B – at home	Wednesday / All students at home*	Cohort B – Thursday & Friday in person / Cohort A – at home
25 mins	SEL & Health and Safety Protocols	Cleaning Professional Development Academic / Collaborative Planning Asynchronous instruction Virtual - Small group and individualized student check-ins *potentially bringing in our most struggling students for a ½ day	SEL & Health and Safety Protocols
80 mins	Math – Eureka		Foundational Literacy
80 mins	ELA – Wit and Wisdom		ELA – Wit and Wisdom
10 mins	Health and Safety Protocols		Health and Safety Protocols
45 mins	Lunch		Lunch
10 mins	Health and Safety Protocols		Health and Safety Protocols
80 mins	Resources: PE, health, art, music, etc		Resources: PE, health, art, music, etc
80 mins	Science / Social Studies		Science / Social Studies

Sample High School Schedule (Hybrid Model)

Time	Cohort A – Monday & Tuesday in person / Cohort B – at home	Wednesday / All students at home*	Cohort B – Thursday & Friday in person / Cohort A – at home
10 mins	Health and Safety Protocols	Cleaning Professional Development Academic / Collaborative Planning Asynchronous instruction Virtual - Small group and individualized student check-ins *potentially bringing in our most struggling students for a ½ day	Health and Safety Protocols
65 mins	Period 1		Period 1
65 mins	Period 2		Period 2
10 mins	Health and Safety Protocols		Health and Safety Protocols
45 mins	Lunch		Lunch
10 mins	Health and Safety Protocols		Health and Safety Protocols
65 mins	Period 3		Period 3
65 mins	Period 4		Period 4
65 mins	Period 5		Period 5

Resource Classes

Resource classes include fine arts, physical education, and gym. Students will engage in explicit fine arts instruction in all grades, aligned to the standard scheduling expectations for each grade band, as highlighted in the sample schedules above. Students will receive 45 minutes of synchronous fine arts instruction per week in the elementary grades and 45 to 60 minutes per week in the middle grades. High school fine arts courses will include the same amount of instructional time as all other scheduled courses, aligned to each high school's scheduling model.

For secondary schools, fine arts teachers are encouraged to use the Wednesday intervention time to check-in with students that are in virtual band classes, to conduct small ensemble and solo work with students, and to use the that time as "Campfire time" to provide students with the opportunity to discuss any difficulties they may be having with content. The emphasis here is to ensure that teachers have the opportunity to build rapport with their students, which is critical in the virtual learning environment. The fine arts team will also hold office hours on Wednesdays to provide check-in opportunities for teachers and professional development and support for the education applications that teachers will be using across the school year.

A few examples of what Physical Education teachers could do within the Wednesday intervention model include:
- Reviewing student progress toward grade level outcomes
- Reviewing attendance and reaching out to students that have missed sessions or assignments
- Attending IEP meetings
- Conducting and participating in team meetings to reflect and analyze effectiveness of instruction and develop plans and strategies to improve the student experience
- Small group lessons with students based on need or interest

Instructional Guidance and Materials: As in the past, schools have planned staffing and scheduling models to meet COMAR regulations, that holds true in the virtual setting. There are very few schools that have received a waiver to work with partners to ensure students have access to the arts. Schools have been provided with guidance to set aside funds for instructional materials. Information on the materials that should be purchased, consistent with curriculum that will support both virtual and face-to-face learning, will be provided in a Fine Arts Toolbox for Principals.

Fine arts scope and sequence documents have been revised to accommodate virtual learning as well as hybrid models in preparation for the eventual return to school buildings. Virtual teaching will continue to cover all five creative processes with discipline-specific emphasis being placed on inquiry / project-based learning.

We are implementing SMART Music for instrumental music and vocal performing ensembles to continue work in the virtual setting. We have also rewritten courses to better fit in the virtual space. All curriculum and course guides have been designed to accommodate the virtual learning platform and be leveraged throughout various stages of re-entry (hybrid to full school re-opening).

To support new teachers or teachers hired in the past two years, we have written pacing guides across all five fine arts disciplines. The guides are scalable, and educators are strongly encouraged to use them.

The fine arts virtual online learning portal will also be in operation this fall, just as it was in the spring. The portal will be updated to include SEL and wholeness activities and will highlight the SEL competencies that are linked to the lessons in each of the five fine arts disciplines.

Trainings for Students and Families: Training sessions will be offered to students and families throughout the month of September. These sessions will be facilitated by teachers and central office staff and are designed to acclimate students and parents to the platforms and applications that will be central to fine arts instruction. The calendar for these offerings will be included on the virtual learning portal.

Accelerating Student Learning

Most City Schools students will enter the 2020-2021 school year having been away from the traditional school setting for nearly 6 months. This time away from the school building has created unique challenges for students and families. No matter the instructional setting in which we teach and learn, City Schools will maintain a focus on accelerating student learning through the use of instructional models and strategies that prioritize the following areas:

- Engage all students in core grade level content aligned to the Maryland College and Career Ready PreK-12 Standards and state frameworks for all content areas, starting at the beginning of the school year; scope and sequence documents and pacing guidance will be developed to assist teachers and school leaders with prioritizing standards aligned to grade level content

- Create scaffolds to make grade level content accessible and support unfinished learning that is essential for students to master grade level standards

- Support gaps in foundational skills and knowledge through differentiated learning

- Utilize an online learning intervention / acceleration for students to engage in personalized learning responsive to students' individual needs

Every content area has created a content specific recovery plan that clarifies the purpose/role of various resources and supports teachers with how to approach instructional planning, delivery, and assessment. As an example, the mathematics recovery plan is in Appendix 6. All content area documents will be made available for City Schools staff through an internal Sharepoint link as they are available.

Supports for Rising 9th Grade Students

In addition to the steps being taken to accelerate learning for all students, City Schools launched an Academic Mentorship Program in late July. The program will serve 100 "academically middle" rising 9th graders who were disengaged during virtual learning in the spring. The transition from middle school to high school is already challenging under "normal" circumstances, so this program works to set young people up for success – especially those most vulnerable because of disengagement. These students will work with college students from Maryland universities, who will serve as their academic mentors. They will work together to achieve the students' academic goals in ELA and Math, while building strong mentoring relationships. Students will work on online math and ELA platforms on Mondays and Wednesdays, while receiving 1 hour of math and 1 hour of ELA tutoring and mentoring on Tuesday or Thursday. Reading First will be used for ELA instruction and Imagine Math will be used for math instruction. Ten current Baltimore City middle school math and ELA teachers are serving as coaches to the tutors throughout the program.

Supporting the Continuum of Learners

City Schools' virtual and hybrid learning models prioritize grade level instruction aligned to the Maryland College and Career Ready Standards, as well as time for differentiation provided via small group or individualized learning and asynchronous leaning. We know that the quick shift to virtual learning in the spring resulted in unfinished learning that must be addressed, so our content teams have created scope and sequence documents that have identified the most important essential skills and knowledge from the spring that will help students to meet academic success on grade level content for the 2020-2021 school year. We are also prepared to support teachers with strategies to ensure all students are able to attain academic success. As we continue to monitor health and safety guidelines, City Schools may also prioritize

certain groups of students (i.e. English Learners, students with disabilities, etc) to bring back in a face-to-face small group setting.

Student Support Team (SST): As new virtual learning protocols and guidelines are being solidified, support for our struggling learners through the SST program has also been fine-tuned. To support the successful implementation of the SST programming in schools, City Schools has identified new initiatives that will have a positive impact on the students and families that we serve, including:

- Virtual SST Guidance Document: This document outlines student support plans that schools should prioritize during the first three weeks that will lead to a successful start of the school year for many of our struggling students. Included are forms that can be used to support SST chairs as they navigate virtual SST referrals and meetings.

- Program Explanation for Parents: We will provide parents with an informational guide on the SST program as well as what to expect if their child goes through this process, including options for support for struggling students.

Multi-Tiered System of Supports (MTSS): By effectively leveraging available resources and strategically monitoring the effectiveness of those resources on student outcomes, school-based professionals will be empowered with the best information to support more effective two-way communication with students and their families. The MTSS team has developed several tools and resources to support schools in developing a system of tiered supports for meeting the needs of all learners. These include:

- Virtual classroom engagement tracker to identify varying levels of student academic engagement, at the individual, classroom, and school levels, to target groups of students with available supports, and monitor the effectiveness of those supports over time

- Resources to support triangulation of multiple data points for effective data-based decision making

- Direct coaching support for school leaders and teachers in developing strategies to support small group instruction and individualized supports for students, as well as developing systems to monitor the effectiveness of those supports

Supports for English Learners

English for Speakers of Other Languages (ESOL) teachers will continue to provide explicit language development instruction to English learners (ELs) in the areas of reading, writing, listening, and speaking on a regular basis. Language instruction will be targeted for ELs at multiple English proficiency levels and scheduled in alignment with district learning schedules. All ESOL teachers will set up and maintain Google classrooms and provide scheduled office hours for both students and parents. ELs in elementary and PK-8 schools may engage in co-taught classes and/or pull-out sessions with ESOL teachers. Secondary ELs will be scheduled for an ESOL course or a co-taught course.

Additional strategies for ELs include more intensive oral language instruction in the areas of listening and speaking, infused and combined with, increased supports for newcomers and beginners. Oral language instruction is critical when ELs are not regularly engaged with their English-speaking teachers and peers and can be more difficult to implement during virtual learning. Specific strategies include:

- targeted language instruction for ELs at multiple proficiency levels with additional newcomer / beginner supports including YouTube lessons and instructional packets, and

- framework for oral language instruction for newcomers / beginners through interactive virtual opportunities utilizing headsets for students and potential in-person activities for newcomers / beginners

Virtual workshops will be held to help families of ELs understand and support their students during virtual learning. Additional targeted supports will be provided to families and students through bilingual paraeducators and assistants. Families new to the district will be provided assistance by the Multilingual Enrollment and Support Center through both virtual and targeted in-person student assessment and enrollment sessions.

Supports for Special Education Students

City Schools will provide a free and appropriate public education (FAPE) as required under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act (ADA) to students with disabilities. Guidance provided by the United States Department of Education (March 2020) and Maryland State Department of Education, Division of Early Intervention and Special Education Services (Technical Assistance Bulletins 20-01-10) was followed when considering the delivery of services in a virtual learning and hybrid instructional setting. City Schools will ensure that students with disabilities have access to the general education curriculum with the services and supports identified on their 504 Plan or Individualized Education Program (IEP). Some of the resources used as reference when developing our plan for special education students can be found in Appendix 2.

Schedules for special education students may be different than the sample schedules described in the above section, based on the individual needs identified on a student's IEP. For example, students may need more frequent breaks, special education teachers may teach a combination of subjects during a particular time block, and the mode of instruction (i.e. whole group, small group, one to one) during instructional time may be different. Schedules for related service providers would be based upon the individual's related service provider's caseload. Services could be provided during instruction (inclusion) or pulled out depending upon the student's IEP.

Section 504

City Schools will continue to implement accommodations in accordance to students' 504 Plans. The 504 Plan document has been revised to include virtual learning platforms. 504 Teams will schedule meetings to be held telephonically or through approved virtual meeting platforms to revise each student's 504 Plan with parent agreement.

Special Education

Continuity of Learning Individualized Plans (CLIPs) will not be implemented during the 2020-2021 school year. Where appropriate, and to ensure equitable access to instruction, IEPs will be amended or revised to reflect appropriate accommodations and modifications based on students' individualized needs and the service delivery model that will be provided during virtual learning.

City Schools will work to build the capacity of teachers in delivering specially designed instruction (SDI) within a virtual learning environment. We are also developing additional supports and resources for all stakeholders in order to foster the acceleration of learning and work to close the learning gap for students with disabilities. Students will experience learning in new and innovative ways and will be equipped with strategies that will be transferable to all learning environments. Below is a brief sampling of what will be provided to ensure academic success for *all* learners.

Instructional Technology: Employment of tools, such as the Google Read & Write Toolbar, that support struggling learners and provide equity and access to grade-level curriculum. Through the use of the academic tool indicator, Special Education Liaisons and Educational Specialists will be able to collaborate and provide direct support to educators and students in virtual classrooms to ensure accessibility and utilization of these tools, which will further accelerate student learning.

High Leverage Practices: Implementation of instructional strategies, including High Leverage Practices (HLPs) in Special Education that provide access to the general education curriculum and outcomes and develop independent learners who are able to think critically and fully engage within the world around them. City Schools will provide professional development to teachers that encompasses High Leverage Practices (HLPs); one such practice is the teaching of cognitive and metacognitive strategies to support student learning and independence.

Students will also receive specially designed instruction (SDI) as identified on their IEP. Below are considerations for providing SDI in virtual and hybrid instructional settings:

- Least Restrictive Environment (LRE) A: For students whose IEP identify inside general education as 80% or more, the special education teacher will push into the general education virtual classroom to support the inclusive setting, and (when safe to implement) the hybrid classes will reflect an

inclusive environment with the special education teacher pushing into the general education classroom

- Least Restrictive Environment (LRE) B: For students whose IEP identify inside general education as 79 to 40%, the special education teacher will push into the general education classroom to support the inclusive setting as well as provide SDI in small group virtual setting and (when safe to implement) hybrid setting

- Least Restrictive Environment (LRE) C: For students whose IEP identify inside general education as less than 40%, the special education teacher will provide SDI in a small group virtual setting and (when safe to implement) hybrid setting

- Sample schedules for grades 1-5, 6-8, and 9-12 will be followed by students with disabilities in LRE A, B, and C. City Schools' Citywide Programs have been provided an alternative schedule to meet the unique needs of the students. See subsequent section "Sample Schedules for Special Populations (Citywide)" for sample schedules.

- Related services (social work, psychological, speech and language, vision, physical therapy, occupational therapy, etc.) will be provided by the provider via push in and pull out in a virtual setting and (when safe to implement) hybrid setting as identified on the IEP. The services will be provided via tele-heath, using City Schools' approved digital platform. Service providers must obtain parent permission for all group sessions provided virtually.

- All indirect services provided by special education teachers and related service providers as identified on the IEP will be documented on the Indirect Service Log and uploaded in MDOIEP. This includes indirect services provided to parents / guardians.

- If direct services are unable to be implemented during virtual or hybrid learning, the IEP Team will convene to review the educational impact in the context of these unique circumstances of the COVID-19 pandemic and determine appropriate next steps to address the student's needs, including the provision of recovery services when in-person school operations resume.

- City Schools will ensure students, families, and school-based staff are equipped with the resources necessary to provide transition services in a virtual setting. Virtual implementation of secondary transition services includes monitoring and tracking of services, agency linkage, across campus programming, and scheduling.

Parent Support

City Schools recognizes that with an entirely virtual instructional model, parents may not feel equipped with the proper tools to provide appropriate support to their students at home. IEP Teams will collaborate with parents / guardians and families to support access to instruction in the design and scheduling of services for students with disabilities. We must work to meet the needs of all stakeholders and to this end we will be developing parent friendly asynchronous trainings and resources to ensure that parents are also being supported as we navigate online instruction. In this way, students with disabilities and their families will be fully engaged in their learning.

IEP Team meetings will continue to be conducted virtually and telephonically in accordance with IDEA. IEP Chairs will continue to contact families to obtain their preferred mode of communication to ensure their participation in the IEP process. The administration of assessments (i.e., educational, cognitive, speech, language, etc.) and evaluations to determine the initial eligibility and reevaluation for students with disabilities that can be administered virtually with validity will be conducted as appropriate. City Schools will identify centralized assessment centers to administer in-person assessments by appointment and adhering to CDC and local health guidelines (when safe to implement). In addition, IEP teams will explore creative problem-solving to prioritize opportunities for in-person service delivery for students with disabilities and their families who experience significant challenges with in-person learning, as appropriate and consistent with all health and safety guidance.

Special Education Nonpublic

City Schools students participating in nonpublic schools will continue to receive their educational instruction and related services from the non-public schools. City Schools will continue to collaborate with

each nonpublic school to review their reopening plan and provide appropriate feedback based on programmatic components, IEP team meetings, transportation, and social distancing. City Schools is committed to ensure students have equitable access to technology for participation in virtual learning (as appropriate). City Schools encourages nonpublic schools to collaborate with their community and parents / families as they plan and prepare for students to return to the instructional setting virtually, hybrid, and / or face-to-face.

Supports for Gifted and Advanced Learners

The foundation for supporting formally identified Gifted, Advanced, and Talent Development learners (GAL) in City Schools remains such that the expectation is that these students have Individualized Learning Plans (ILPs), which allows them the opportunity to customize elements of their education based on their strengths. ILPs are created at the school level for students in grades K through 12 in collaboration with students and families with support from the district GAL office. ILPs feature regular pre-assessing of students to help these learners accelerate to the appropriate level of learning for them, and incorporate problem-based or project-based learning opportunities that are intended for use as more appropriate work rather than as more work within the general education setting. All schools have access to templates and grade level exemplars for creating ILPs for their GAL students and Title I schools can work in direct partnership with a dedicated Educational Specialist in the GAL office.

Building upon the ILP foundation, teachers in grades K-5 will incorporate the GAL Overlays - curriculum companion documents that support the implementation of curriculum for GAL students; they are aligned to specific units within the district curriculum for English / language arts (Wit & Wisdom) and the district curriculum for mathematics (Eureka Math). These Overlays provide opportunities for purposeful differentiation utilizing supporting gifted curricula materials provided to schools (Jacob's Ladder reading, M2 / M3 math, and William & Mary math units). Additionally, the GAL office will provide weekly short video lessons to assist teachers in providing appropriate use of supporting curricula for ELA, math, and science for these grade levels. Teachers and students can also directly access activities on approved platforms like EverFi and Legends of Learning to further enhance learning.

In the upcoming school year, all students in grades 6-12 are being provided with unlimited enrollment in Apex Learning courses and tutorials. This learning opportunity is intended to provide GAL students with the chance to either earn original credit as part of an approved acceleration track or pursue non-credit bearing elective opportunities where they can explore less traditional options, without concerns about grades. Examples of non-credit bearing electives include Art Appreciation and Sociology, which can help GAL students determine if these might be areas of future interest in high school or college. The district is also making use of Apex digital courses to support its continued efforts to expand AP course options to all high schools via the use of the 13 separate AP courses provided by Apex. These 13 Apex AP courses include 6 of the most widely taken courses in the district (*Biology*, Calculus AB, Chemistry, *English Language*, *English Literature*, Environmental Science, Macroeconomics, Microeconomics, Psychology, Spanish Language, *Statistics, U.S. Government, and U.S. History*). The AP Classroom digital learning platform, created by College Board, is also being required for use in all AP courses this year. Finally, most high schools will be offering AP seminar this year, which aligns well with the independent learning elements found in ILPs.

Assessment Strategy & Approach

City Schools believes that assessments should be student-centered and require a commitment by all stakeholders to provide opportunities for students to demonstrate learning, growth, and mastery. Ongoing meaningful assessments delivered through various forms, serve the purpose of providing timely feedback that informs instructional decisions and programmatic needs for all learners and the district.

City Schools understands that as a result of COVID-19, many students are entering a new academic school year with pre-existing gaps coupled with unfinished teaching and learning from the prior year[5]. The district's assessment strategy is in support of student's acceleration in learning with assessments that can be used as a tool to identify students' unfinished learning and their progress in mastering grade-level standards. The district plans to administer 3 types of assessments to diagnose student understanding, identify gaps in foundational skills, and develop a plan to overcome those gaps. Doing so enables to answer key questions about our students: where are they, where do they need to go, and how do we get them there? This approach is consistent with the purpose and use of assessments in prior years.

Assessment Types

- *High-quality diagnostic assessments* in ELA and Math are administered 3 times a year to measure students' progress during set amounts of time

    - The first set of diagnostic assessments will be administered in late September/early October to supports schools' focus to create welcoming and supportive learning environments for students and adults[6]

    - Data from these assessments will also be used to support the monitoring of trends in learning gaps, growth of students, and identify foundational skill gaps that need to be addressed during intervention and individualized learning blocks

- *Short-cycle, formative assessments* in ELA and Math are 10-15 minutes each and embedded in the curriculum to monitor student learning of the content and allow teachers to tailor their instruction ("just in time")

    - Data from these assessments are used to assess student knowledge and application of delivered content, scope and sequence pacing, and instructional scaffolding

- *Summative assessments* are 30-40 minute quarterly assessments used to gauge students' mastery of the content delivered based on the adapted scope and sequence pacing guides

    - They occur in all content areas at the end of units to assess student knowledge and pacing

    - Data from these assessments are used to assess scope and sequence pacing and student knowledge and application of the content

- The short cycle *formative* and *summative* assessments are standards-based and provide a comprehensive picture of student performance on curriculum-based assessments. They support

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[5] PIVOT Learning and Unbound ED, "Equity Toolkit"
[6] CGCS: Unfinished Learning

day-to-day instructional decision-making and inform actions around curriculum adjustments, professional development, and ongoing implementation support.

Considerations for Virtual & Hybrid Models

- All assessment types can be completed online during virtual learning, synchronously or asynchronously
- The district is exploring ways to ensure equitable administration and testing-taking opportunities for students based on the technology they have available at home and other factors.
- In a hybrid model, the district will prioritize certain assessments, like the diagnostic assessment and the end of unit / quarterly assessment, to be completed in the school building. It is preferred to give diagnostic assessments in-school, and formative and summative assessments can both be completed either in the school building or online in a synchronous or asynchronous fashion.
- With the transition to completing assessments virtually, there will be an enhanced focus to train school and district staff on test administration. Training and materials will also be given to students and families to plan for their students' test completion at home.

State mandated assessments

The administration of state mandated assessments for the 2020-2021 school year is dependent on decisions made by MSDE. These assessments include MCAP reading, mathematics, social studies, high school government, and science, as well as alternative assessments and ACCESS. State testing will not be administered in a virtual setting. If MSDE does not waive the assessments, the testing calendar will need to include days for students to return to the building to complete state assessments. Students who choose to participate in full virtual learning will be scheduled to complete testing at the school where they are enrolled. Students who choose the hybrid model will take assessments on the days they are scheduled to be in the building. Adjustments to the district's testing calendar will need to be made based on details shared by MSDE.

Data Cycle & Training

1. Assess

Data Cycle

2. Analyze

4. Instruct & Learn

3. Apply & Communicate
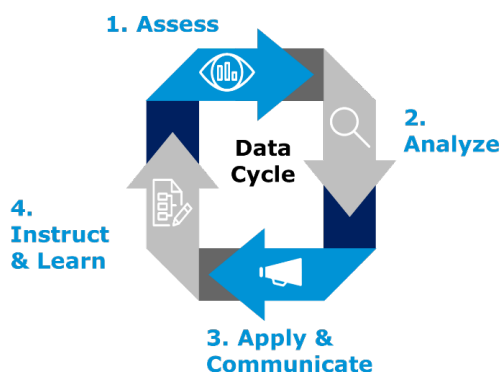
A robust data cycle and staff training and professional development will complement assessment administration to help educators grow in their capacity to effectively reflect and analyze, interpret, and apply data-driven insights from the results of the assessments to inform grade level instruction. For school staff to do this effectively, the district will ensure that staff are provided with, trained on, and consistently using standard data inquiry protocols.

The data cycle has four steps:

1) Assess: Administer assessments to diagnose and understand student learning

2) Analyze: Staff have dedicated time in their schedule, the necessary analytic tools, and reports to collaboratively identify key insights and takeaways from assessment data.

- *Time*: At minimum, teachers will have 45 minutes bi-weekly; principals and ILT teams will have 45 minutes twice a month; and district staff will have half-day monthly collaborations

- *Tools and Use*: Timely tools and reports in support of the data inquiry protocol will be used to support identification and implementation of strategies for whole group, small group and individualized student learning

3) Apply & Communicate: Staff adjust instruction and provide feedback and recommended supports to families based on assessment results and student progress. Families will also have reports summarizing their student's performance with strategies and next steps that they can do at home to support their students.

4) Instruct & Learn: Staff deliver instruction informed by insights from the assessments. They also receive professional resources and ongoing training on assessment administration, effective use of data and understanding student assets, analysis best practices, student support, adjusting instruction appropriately, and supporting grade level access and avoiding over-remediation.

Technology

City Schools recognizes that many of our students require access to computers and internet to participate fully in virtual learning. As staff work diligently to provide the best options to kick-off a virtual opening in the fall, one thing is certain: we must enable access to devices, connectivity, and platforms for students and build the capacity to be able to shift between a fully virtual learning model to in-person instruction as needed.
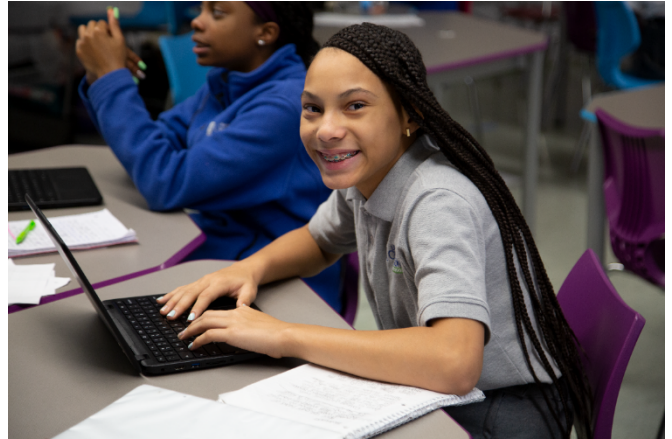
Devices

Through school-based distribution of devices during the spring and distribution from City Schools headquarters during the summer, City Schools has distributed 25,0000 Chromebooks to traditional school students. As the start of the school year approaches, City Schools will resume school-based distribution of devices later this summer to ensure that every student who needs a device can access one.

Connectivity

City Schools is using a multi-pronged strategy to enable internet access for our families:

1. First, we've encouraged families who need broadband access to sign up for Comcast Internet Essentials since March of this year. This program provides free internet for the initial months of service and a reduce price bill for all families with children in City Schools. Utilizing the State Broadband for Underserved Students grant, City Schools is currently working with Comcast to determine how to provide support to approximately 7,000 families who need assistance in paying the monthly service cost for the Comcast Internet Essentials program through the end of the 2020 calendar year.

2. Second, the district has already secured 10,000 hotspots and began distributing them to City Schools' families in need who attend traditional schools, are not signed up with Comcast Internet Essentials, and lack broadband connection at home. These devices can support up to 10 computers, phones, or tablets at a time and will include a six-month data plan. Funding through the State Broadband for Underserved Students grant will allow City Schools to secure an additional 5,000 hotspots to support additional families in access internet for 10 months.

3. A mesh network proof of concept is underway in four neighborhoods. This project tests the viability of broadcasting City Schools internet throughout communities. More information on this solution will be made available as the pilot phase progresses.

In addition, the district is working on opportunities to address in-school wi-fi challenges. This will require significant infrastructure investment. Currently, a short-term strategy and a long-term strategy are being put in place to address this gap. The short-term plan involves improving wireless wi-fi access by 30%, and purposefully targeting the schools with the biggest connectivity gaps. An investment of ~$900k will be required to achieve this short-term goal. The long-term plan is to enable wireless access in every classroom. This will be a bigger, multi-year infrastructure initiative that involves significant capital investment, uses available federal funding for schools, and goes beyond the 2020-2021 school year.

Platforms

City Schools aims is to deliver high-quality instruction seamlessly to all students across virtual, hybrid, and in-person learning environments. To facilitate virtual learning, the district is adopting a renewed strategy to allow for a deeper, more controlled, and engaging experience of synchronous and

asynchronous instruction. Valuable lessons were learned through the COVID-19 pandemic and after review of these experiences and community feedback, the district will leverage existing and new platforms, including the following, to allow students to experience virtual learning in a standardized and consistent manner.

Platform	Description & Justification
Google Classroom	Google Classroom is a blended learning platform designed to help students and teachers communicate, collaborate, organize, and manage assignments. It is designed to be used on Chromebooks and is familiar to students and staff.
Seesaw	Seesaw is an online platform for student engagement and remote learning. It has been found easy to use, age appropriate, and aligned to early learning needs in Pre-K and K.
Zoom	Zoom has equitable, enhanced, and secured collaboration features to facilitate meaningful engagement.
Clever	Clever is an online service that securely integrates all education technology tools with a single log-in for all online programs and resources for access by teachers and students.

Technology Training & Support

In order for our staff and families to succeed in a virtual learning environment, it is critical they receive the necessary tools, resources, training, and support around associated platforms and ways of working to deliver high-quality instruction and successfully support their students.

We will prepare our staff to facilitate virtual learning by:

- City Schools will provide devices to support teachers who require a device to deliver virtual instruction and who are not interested in utilizing their own device. Instructional staff should reach out to their principals if they need a device.
- Provide training and professional development, both before the start of the school year, transition to add the hybrid model, and during the school year on key topics such as technology platforms, best practices in virtual learning, etc.

We will also provide increased supports for families by:

- Helping parents and students navigate virtual spaces and learning environments
- Providing training on new equipment, technology platforms, etc.
- Help troubleshoot and solve technical difficulties will be critical to the success of our students

In addition, we will continue to offer a hotline for technology support to staff and families

- The increase in available devices for virtual learning and remote work will increase the demand for support in virtual and hybrid learning models, so we plan to increase supports at the technology service desk to answer tech-related support calls from staff and families
- New learning requirements will result in the need for technology to be set up in different classrooms to fit the school-level plans

CTE & Work-Based Learning

The transition of Career and Technical Education (CTE) to a virtual learning format will require immense creativity and innovation. We are making several adjustments to curriculum and instruction, as well as the resources and equipment required for this shift.

Content Adjustments

Because virtual learning will provide less time for synchronous live instruction, the district will collaborate with teachers in our 36 CTE pathways to prioritize the knowledge, skills, and abilities that students will need for certifications and employability. This prioritized content will be translated to a revised scope and sequence for each course that will be aligned across the district. In addition, we will be providing teachers with a model unit plan to start the school year in a virtual setting.

Recognizing the additional resources required for this transition, we will be reviewing and recommending resources and equipment including high-quality demonstration videos, online curriculum, appropriately equipped computers with the software that some of our pathways need, and resources (such as "CTE kits") for students to use at home. Our CTE teachers will play an integral role in informing these decisions. We will gather teachers by CTE pathway on a regular basis to share best practices, resources, and innovative ideas for how to continue to support students' skill acquisition. We will offer curricular resources and regular professional learning communities to support teachers in virtual CTE instruction.

In a hybrid setting, we will emphasize a flipped classroom model, with theory instruction provided during virtual days and in-person class time used for hands-on labs and practice. Heightened cleaning and safety procedures will be in effect, including sanitizing and disinfecting equipment between classes according to district protocols, and additional equipment will be purchased when possible to minimize sharing of equipment. Recognizing the challenges that seniors faced last year in trying to earn certifications in the spring, students from the Class of 2020 will have until December 31, 2020 to complete certification exams, which will be arranged with a teacher outside of school time.

Classroom Lab Experiences

We will prioritize bringing small groups of CTE students and teachers to classrooms for in-person lab experiences during Phase I as conditions allow to provide students with these hands-on learning experiences.

The following pathways will have high priority to return to the classroom:

- Academy of Health Professions – Nursing, Dental, Sports Medicine, Pharmacy,
- Advanced Manufacturing
- Automotive
- CISCO
- Cosmetology and Cosmetic Services
- Construction – Carpentry, HVAC, Electrical, Masonry, Welding
- Fire Fighter/EMT
- Print Education

The following pathways will have secondary priority in returning to the classroom:

- Agriculture
- Business Management and Accounting
- Career and Research Development
- Computer Science/Project Lead the Way Computer Science

- Early Childhood (lab hours with young children will be determined in alignment with district and local requirements)
- Fashion Design
- Homeland Security - GIS and Criminal Justice
- Interactive Media Production
- JROTC
- Law and Leadership
- Project Lead the Way Biomedical Sciences
- Project Lead the Way Engineering
- Seagoing
- Teacher Academy of Maryland

Work-Based Learning

Work-based learning opportunities will remain an important part of our career readiness framework. In addition to working with our existing employer partners to provide students with as many virtual opportunities as possible, our district work-based learning team will also be developing new partnerships and relationships. All interested employers will be encouraged to have a remote working plan established, and priority will be given to employers with remote working option. The district team will also create a curated set of job shadow and career presentation videos that schools can use and share with their students.

As health conditions change, we will provide schools, students, and employers with ongoing and updated guidance about how students can engage safely in work-based learning experiences, including internships and apprenticeships, expectations, and protocols.

Dual Enrollment

The district is continuing to move forward with dual enrollment opportunities for both fall and spring semesters. Courses will be available both for cohorts of students at specific schools and cohorts across schools. Requests for dual enrollment will go through the College and Career Readiness office and receive approval for credit from the Teaching and Learning Office.

School Counseling and Advising

The transition to virtual learning does not change the work of our school counselors: to support students in academic, social-emotional, and career readiness. Counseling will transition to an online setting, where counselors will still run groups and meet individually with students based on their needs. With the leadership of a team of school counselors, we have created guidance for school counseling in both a hybrid and virtual setting. The district will continue to hold professional learning opportunities that help counselors innovate, share best practices, and receive support during these changing times.

All schools will continue to provide College and Career Exposure for K-12 students on at least a monthly basis. The district provided College and Career Readiness trajectory with monthly lessons by grade level as a resource that can be used for those purposes. The College and Career Readiness Office will also provide an additional library of resources and curate video content that can be used districtwide.

Our district's 9th grade initiative, based on the research that a strong start in 9th grade is highly predictive of high school graduation, will continue to support schools in tracking the ABC early warning indicators – attendance, behavior, and course completion. Monthly professional learning sessions will help schools implement this initiative, including adjustments for engaging and supporting 9th graders.

Postsecondary advising will occur virtually for our seniors throughout the week, with counselors leveraging Wednesday's schedule with asynchronous instruction. They will continue to present seniors with a full range of options, including job training programs, 2- and 4-year colleges, the military, and employment rights after graduation. The Navigator Center will continue to serve as a resource for recent graduates who need assistance with the postsecondary transition, by providing support from district staff and local partners.

Student Learning Centers

City Schools and Baltimore City Department of Recreation and Parks (Rec and Parks) are joining together to create Student Learning Centers at 15 schools across the city. These centers will be open to select students from 8:30am – 4:30pm daily and serve a total of a little over 1,000 students.

Program Model
Students will be grouped into cohorts of 10–15 students, with one City Schools staff and two Rec and Parks staff assigned to each cohort. Students and staff will stay with their cohort throughout the day in order to minimize the number of people that come into contact with each other.

During the school day, students will report to their virtual learning room to complete their synchronous and asynchronous virtual learning. Each student will receive a Chromebook, headphones, and academic materials. When they are not engaged in virtual learning, students will be with Rec Leaders engaging in enrichment and extra-curricular activities. All students will receive breakfast and lunch.

Each school will host between 3 and 7 cohorts depending on space availability, and cohorts will range from 10 to 15 students depending on classroom size. These centers will follow all health and safety protocols as outlined in the health and safety SOP guidance.

Grading

City Schools is committed to providing a student-centered educational program, focusing on grade-level standards. To support these efforts and establish a system where daily instruction and assessments inform instructional decisions and programmatic needs of all learners, we will provide a fair and equitable process for evaluating and reporting student progress that is understandable to students and their parents or guardians.

The district will return to a variation of our pre-pandemic grading policy, though some adjustments to the weights of different components (formative and summative assessments, participation, homework, and classwork) are being considered for the virtual and hybrid learning environments.

Grading will be broken up as follows:

- **Assessments** (70%)

    o Formative Assessments: Built into the curriculum, are more frequent, and are used to monitor a student's mastery based on the scope and sequence of curriculum and individualized learning

    o Summative Assessments: Assess mastery of the complete set of grade-level standards

    o Virtual & Hybrid Considerations: The proportion of formative versus summative assessments is currently being reviewed

- **Classwork, Participation, and Homework** (30%)

  o <u>Classwork</u>: The written or oral work done in a classroom by a student (distinguished from homework)

  o <u>Participation</u>: The active engagement of students expressing their ideas in a way that others can understand and demonstrating their understanding of a topic

  o <u>Homework</u>: An assignment given to a student to be completed outside the regular class period

  o <u>Virtual & Hybrid Considerations</u>

    ▪ The evaluation of this component can be determined in both asynchronous and synchronous learning environments

    ▪ The differentiation between formative assessments and classwork is to be determined

Whole Child Engagement & Support

Guiding Philosophy: Caring, Connection, Community

Over the past several months, City Schools students, staff, and families have faced a host of stressful and challenging experiences, including the COVID-19 pandemic, prolonged isolation while sheltering at home, economic implications of the pandemic, a sudden and unprecedented shift to virtual learning, and ongoing exposure to racist and violent incidents targeting Black and Brown people. For many of our community members, these communal experiences were layered upon personal experiences of grief, loss, or trauma.

As we return to school in the fall, it is essential that we recognize the collective toll that these stressors are placing on our students and give both young people and adults the time, space, and support they need to process their emotions and engage in healing. We must also acknowledge that the stresses confronting our community are ongoing and may be exacerbated by anxieties related to the return to school or the need to make up for learning losses.

It is equally important that we honor the profound strength and resilience of our students, staff, and families, bolster their capacity to persevere through challenge, lift up their voices, and make way for their leadership. This means not only focusing on cultivating individuals' social and emotional skills and well-being, but also building strong school communities—whether virtual or in-person—where every student, family, and staff member feels a sense of safety, belonging, and shared ownership and responsibility.

Our plan for the coming school year emphasizes the importance of caring, connection, and community, with an ongoing commitment to nurturing all aspects of young people's development and health. In particular, our approach to whole child engagement and support is built around the following guiding philosophies:

- Create regular opportunities for students and adults to process and heal

- Build on the momentum generated around student and adult wholeness initiatives during the spring virtual learning period

- Provide increased and better-coordinated mental health and social supports, especially for potentially vulnerable and less engaged students

- Encourage attendance and positive behavior through focused engagement, support, and emphasis on restorative approaches

- Ensure that students have access to enriching experiences outside of core academic content, including during periods of virtual learning

- Direct increased resources to students, families, and schools that are marginalized or affected by a historic lack of investment

- Sustain strong and consistent supports and engagement between in-person and virtual environments

Wholeness, Climate, and Culture

In 2017, City Schools launched its Blueprint for Success, which named "student wholeness" as one of three strategic priorities for the district, along with literacy and leadership. The vision for student wholeness is that "City Schools students are inspired to pursue their passions and reach their potential when schools provide engaging, safe, and supportive environments that foster well-being and meet academic, social, emotional, and physical needs."

Our focus on wholeness will continue and intensify in the coming school year, with an increased emphasis on social and emotional learning (SEL) and Restorative Practices (RP), as dedicated time for social and emotional learning is built into student schedules, and supports and professional development will be provided to support this focus.

City Schools partners with the Collaborative for Academic, Social, and Emotional Learning (CASEL) on the design and integration of SEL strategies and practices across the district, with ongoing support provided by a team of expert consultants. We organize adult and student learning activities around the development of the five core SEL competencies identified by CASEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Wholeness Activities for Students

During the virtual learning period in the spring of 2020, City Schools developed daily wholeness activities for teachers to use with students, organized by theme and grade band. Many teachers provided positive feedback on these activities. Here is just one example, taken from an end-of-year survey of staff across the district:

> *"The Student Wholeness Curriculum was always on point and user friendly. In fact, I am inquiring its continued availability in the upcoming year."*

Based on this positive feedback, in the 2020-2021 school year, we will again provide a library of wholeness activities to teachers to support them in engaging their students around SEL and restorative practices. The activities will focus on a different competency each month (i.e., September focuses on self-awareness, October on self-management, and November on social awareness). They will include opportunities to practice mindfulness, integrate physical movement, process emotions, and engage in discussion around students' feelings and concerns.

Dedicated time has been allocated for social-emotional learning and support within the instructional academic schedules for all grade levels at the beginning and end of the day. In addition, teachers will be expected to embed SEL into academic instruction using CASEL's Three Signature Practices:

- Welcoming Ritual: settles learners into the class or lesson and provides opportunity for relationship- and community-building, as well as development of SEL skills

- Engaging Pedagogy: provides stimulating activities, opportunities to take brain and body breaks, and chances to learn SEL skills while engaging in content learning

- Optimistic Closure: offers learners the opportunity to reflect, bring closure to a session, and look forward with hope

In addition to the time allotted at the beginning and end of each school day and the integration of the Three Signature Practices throughout lessons, SEL is also built into the structure of several of our academic content areas, including English Language Arts through the Wit and Wisdom curriculum, math through Eureka, and art, social studies, and physical education, through internally developed strategies and activities.

Beyond teacher-led activities, City Schools will also directly engage students, providing them with videos and other resources that promote SEL strategies that will help them navigate the challenges and opportunities of the new school year with enhanced SEL skills.

Wholeness-Related Professional Development

In the spring of 2020, we provided opportunities for school leaders, teachers, and other staff to reflect on and process their own emotions, while also experiencing strategies and practices that they could potentially implement with students.

This included a series of "Caring for the Leaders Circles," weekly small-group conversations for principals led by experienced Restorative Practices facilitators from our partner organization, Akoben. We received overwhelmingly positive feedback from the 30 principals who took part in these sessions. In particular, several principals expressed gratitude that the district was focusing on their well-being as leaders and for the opportunity to engage in honest conversations with their peers in a safe space. Here is just one example of the feedback we received from principals:

> *"I wanted to take a quick moment of your time to share that the Caring for the Leaders circles were incredible! Our facilitator led with grace and humility and the questions and conversations were a great support in helping to process the thoughts and emotions raised in this moment we are living through. It was also an opportunity to connect with colleagues and listen and learn from their experiences. I know this is low hanging fruit compared to a million other things but if they could continue in the fall I think it would continue to be a great benefit."*

Because of the positive feedback we received from principals on these circles, we offered healing circles for teachers and other 10-month staff during their end-of-year professional development in late June, and another round of healing circles for all principals during their end-of-year leadership institute.

In addition to these restorative circles, we provided a variety of other end-of-year wholeness-oriented professional development sessions for teachers led by partners and district staff. Thousands of teachers and staff participated in these sessions. Here are a few of the comments we received after these sessions:

> *"I needed this outlet today!"*

> *"This has been the best virtual PD yet! Thank you!"*

> *"Art is always an amazing form of expression. Thank you for sharing ways that we can connect with ourselves and our students!"*

> *"Thank you so much! This was time well spent."*

Based on this and other feedback, we will continue to provide professional development for school administrators, teachers, and other staff in the coming year to assist them in their efforts to support students' social-emotional learning and well-being, while also providing opportunities for staff to process

their own emotions and experiences through restorative circles and other formats. We will place a particular emphasis on preparing for and supporting the first month of school and re-entry into a virtual learning space. This is an especially crucial period of time for nurturing wholeness and building strong, supportive school cultures and climates that can serve as a strong foundation for the year ahead.

Wholeness-Related Support and Engagement for Families

Parents, guardians, and other family members are key partners in the effort to nurture students' social and emotional well-being and growth. To support engagement with families, schools will host both on-site and virtual welcome sessions for families to build culture and set expectations for the new year. These sessions will also provide an opportunity to share strategies and activities with families that they can use to support students' social and emotional well-being.

As we head back to school and throughout the year, we will also offer both school-based and district-wide virtual gatherings to provide strategies and support for nurturing SEL and well-being. We will also continue to provide strategies and resources for families online, building off the positive feedback we received from similar online offerings in the spring.

Virtual and Hybrid Model Considerations

In a virtual learning environment, supports and activities related to wholeness, climate, and culture will be mostly the same as during hybrid learning, but nearly all activities and supports will be carried out online. There will be a particular focus on building and sustaining community and connections with and support for students in the absence of in-person interactions.

In a hybrid setting, our work around wholeness, climate, and culture will bridge in-person activities in schools and virtual learning days when students are at home. Wholeness activities will be easily adaptable by teachers for use in live or virtual classrooms. Online activities for students will enable them to engage in reflection, cultivate their own well-being, and build their social and emotional skills outside of class time.

Most professional development and family engagement activities during periods of hybrid learning will be virtual, in order to facilitate access by large numbers of people and allow people to access resources at times that work best for them. However, limited in-person sessions may also be offered, as health and safety conditions allow for this.

During periods of hybrid learning, there will be a special emphasis placed on building and maintaining a strong school culture and community in spite of the challenges posed by not having all students in buildings in the same time and by the continuous movement between in-person and virtual learning.

Mental Health and Wraparound Supports

While we must support the holistic health and emotional wellbeing of all students, some young people will have more significant mental health concerns that require specialized support. We anticipate that the number of students requiring such services in the coming months is likely to be even greater than in the past, and we are committed to providing the strongest possible support for young people. Key activities to foster student mental health will include:

- Professional development for teachers, administrators, and staff to identify and refer students in need of mental health services

- Services provided by school social workers / psychologists, counselors, and clinicians from Expanded School Behavioral Health partners; using teletherapy when school is virtual

- Visits to classrooms by clinicians to observe and support students when needed

- Tiered supports for students exhibiting indicators of isolation, distress, or disengagement (such as attendance, behavioral, and/or academic challenges)

- Strengthened coordination among mental health teams in each school and support for clinicians to help them process their own emotions and manage stress

Wraparound supports will also be provided to students and families through close partnership with city agencies and community-based organizations, including the following key activities and supports:

- An intensive effort to identify, connect with, and provide coordinated supports to students and families experiencing homelessness

- Enhanced focus on unaccompanied youth, newly homeless families, and families experiencing language barriers

- Increased outreach to and individualized support by Home and Hospital and other staff for medically fragile students, newcomers, pregnant and parenting teens, and other students who are potentially vulnerable or marginalized

- A centralized online resource list for families

Virtual and Hybrid Model Considerations

In a virtual learning environment, mental health and wrap-around supports will be similar to those in a hybrid setting, but all mental health services will be provided virtually. There will also be an enhanced focus on connecting with and ensuring that the needs of potentially vulnerable or marginalized students are addressed, accounting for the lack of in-person contact and engagement that might normally help surface concerns.

In a hybrid setting, district staff will work closely with schools and partner organizations to ensure continuity in mental health and wrap-around support across in-person and virtual learning days. Telehealth sessions will enable clinicians to continue providing services to students even when they are not physically present in school buildings. Special attention will be paid to ensuring that students experiencing homelessness and others with specific support needs have the resources necessary to fully

participate in learning every day, whether online (e.g., access to technology) or in person at school (e.g., transportation, uniforms, etc).

Expanded School Behavioral Health (ESBH)

To augment the core services provided by school social workers, psychologists, counselors, and other service-providers, for the past 33 years, City Schools has implemented the Expanded School Behavioral Health Program (ESBH). Currently operating in 130 City Schools, the ESBH program in Baltimore City utilizes unique funding systems and effective evaluation tools to support trauma-responsive interventions. We are currently seeking additional funding to add ESBH clinicians in more schools.

Mental health services provided by the ESBH Program are meant to promote school readiness, address barriers to learning, enable youth to make better use of educational programs, foster positive interpersonal relationships, and expand upon behavioral health services offered within the structure of Special Education programs. Active coordination between ESBH Providers and identified Baltimore City Public Schools is integral to ensuring the success of the program. City Schools will work closely with Behavioral Health System Baltimore, the local behavioral health authority, to ensure a comprehensive array of behavioral health services are available to students in Baltimore City Schools.

ESBH Clinicians provide the following services and supports:

- Consultations with teachers and administration on schoolwide behavioral needs of students and follow-on work to provide support

- Participation in meetings related to student mental health, student support teams, and mental health team meetings in collaboration with school professional counselors, psychologists, and social workers to strengthen coordination among school mental health teams

- In-service presentations for school staff around mental health awareness

- Support crisis response teams for schools due to staff / student loss

- Prioritization and provision of individual virtual mental health treatment services to students who express fears, loss, anxiety, isolation, distress, signs of depression, and / or disengagement

- Group prevention activities in collaboration with school wholeness specialists and mental health teams for student groups, classroom wide activities, parent and family outreach, and school assemblies

- Sharing of resource materials for parents about how to cope with challenges associated with COVID-19 and mental health supports for students

- Coordination of services with other related service and wholeness staff around social emotional learning, wholeness activities, and restorative practices

- Increase accessibility and raise awareness about crisis hotlines, text lines, brochures, mental health websites, and virtual counseling resources available by working in collaboration with the Office of Communications

At the district level, the ESBH program is overseen by a mental health coordinator, who:

- Manages the community-based mental health providers participating in the Expanded School Behavioral Health Collaborative by providing leadership, support, and accountability

- Establishes links between school staff and the Expanded School Behavioral Health Collaborative in order to build schools' capacity to support social emotional wellness through strengthening the school climate and teachers / administrators' abilities to serve students with mental health concerns

- Monitors crisis response requests of support for the Expanded School Behavioral Health Collaborative

- Monitors services and reviews qualifications of community-based mental health providers outside of the collaborative providing additional mental health treatment services in schools

Positive Discipline and Code of Conduct

Establishing a clear and common understanding of expectations for student behavior is an essential aspect of creating a safe and supportive learning environment for all students. Helping students build developmentally-appropriate social and emotional skills is also critical—this includes helping young people cultivate the ability to recognize and successfully manage their feelings and behavior, build positive relationships and resolve conflicts peacefully, and manage stress in healthy ways.

When students exhibit behavior challenges, it is often indicative of underlying emotional, social, or academic needs or issues. Educators should prioritize understanding and addressing the root causes of student behavior, collaborating with other staff and partners to ensure that students receive all necessary supports, while also establishing clear boundaries and helping students understand and take responsibility for the impact of their behavior on themselves and the community around them. In light of the significant stress that students have faced in recent months, it is possible that some students will exhibit increased behavioral issues. It will be important for schools to provide these students with focused attention and supports as soon as such issues become apparent.

City Schools' Code of Conduct defines common expectations for student behavior, while also providing guidance on interventions and disciplinary responses that are appropriate in the wake of incidents that violate the expectations defined in the Code. The following parameters will guide implementation of the Code of Conduct and discipline practices in the coming year:

- The Code of Conduct will apply in the 2020-2021 school year, whether students are in school buildings or participating in virtual learning

- City Schools will issue a brief guidance document to support implementation of the Code of Conduct in virtual and hybrid contexts

- Support and restorative approaches should be prioritized, as usual, with suspensions being used as a last resort (in accordance with Board Policy JKA)

- When an incident happens during virtual learning days or activities, schools may use teacher or school leader level interventions (levels 1 or 2 as outlined in the Code of Conduct)

- More serious incidents warranting a possible higher-level response such as suspensions (levels 3 - 5) must be referred to City Schools' Office of Student Conduct and Attendance for investigation and resolution

- Following a suspension, schools are strongly encouraged to hold a restorative conversation between the student and relevant teacher and / or students prior to re-entry; however, the organization of such a conversation may not prevent or delay the student's scheduled return to school at the end of the suspension period

Virtual and Hybrid Model Considerations

The Code of Conduct will apply when schools are operating in a virtual learning environment. As described above, when an incident happens during virtual learning days or activities, schools may use only teacher or school leader level interventions (levels 1 or 2). More serious incidents warranting a possible higher-level response such as suspensions (levels 3 -5) must be referred to the district's Office of Student Conduct and Attendance for investigation and resolution. As usual, students must be provided with assignments while on suspension. During virtual learning, these assignments should be provided online.

When schools are functioning according to a hybrid model, the Code of Conduct will apply, as usual, whether students are participating in learning in-person or virtually. Incidents that occur when a student is in school will be handled as usual. Incidents that occur when a student is participating in learning virtually will be managed according to the guidance provided above.

Suspension days must be consecutive. This means that if a student is suspended during a hybrid learning period, they will not be allowed to participate in in-person or live virtual learning opportunities on those days. However, they will be expected to take part in self-directed learning and will be provided assignments, as usual.

Attendance

Daily attendance in school is critical for young people's academic success as well as longer-term life outcomes, such as college graduation, employment, and physical and mental health. City Schools will prioritize student attendance throughout the year, whether operating in a hybrid or virtual learning model.

City Schools will continue to follow all relevant state and local laws, policies, and regulations regarding attendance. The following key parameters will guide the district's approach to attendance in the 2020-2021 school year:

- All students are expected to attend school five days a week and to attend all classes in which they are enrolled during both hybrid and virtual learning periods.

- In the event that a student is unable to participate in synchronous learning on a particular day or for a particular course due to extenuating circumstances (such as work, childcare, or other significant scheduling conflicts on the part of the student or parents/guardians), the student may be marked present for that day or class, if they provide evidence of participation in asynchronous learning for each class by 11:59 p.m. the same day.

- Each school may determine what evidence is required to document participation in asynchronous learning. Examples of documentation include an online exit ticket, evidence of engagement in a class discussion thread on an online learning platform, or submission of an assignment or learning task related to the session missed.

Recording Attendance

- Teachers will enter attendance into Infinite Campus each day

- Elementary / Pre-K-8 attendance will be taken at the start of the day by the homeroom teacher. Attendance will be reviewed again after lunch to ensure students return virtually and are accounted for. In the event a student does not return in the afternoon, the student should be recorded as attending school as a half day and contact made with the home to ensure the student is safe.

- Secondary schools will take attendance by period, as usual

- Parents / guardians must submit a written note or email if a student will be absent for a full or partial school day

- Students who are not present and do not submit documentation providing a legally recognized excuse for their absence will be marked absent and every effort will be made to find, support, and re-engage them

City Schools will provide attendance expectations and guidance to students and families through its website, emails, and school orientation sessions. The district will promote daily attendance through communications and community outreach, with particular emphasis on maximizing attendance during the first month of school in order to establish positive attendance habits for the year.

Virtual and Hybrid Model Considerations

During periods of virtual learning, student attendance will be based on evidence of participation in virtual learning activities, whether during synchronous learning or through participation in asynchronous learning activities, as described above.

When operating in a hybrid model, student attendance will be based on students' in-person presence in school on days when they are scheduled to be in the school building. On days when students are scheduled to be engaged in virtual learning, their attendance will be assessed by teachers based on students' engagement through online learning platforms, conversations with educators, submission of assignments, or other evidence of participation in learning on those days. Students who do not attend school on in-person days or who do not participate in learning on virtual days will be marked as absent.

Extracurricular and Enrichment Opportunities

Extracurricular and enrichment opportunities are an important part of a well-rounded education and essential for nurturing young people's holistic development. Such activities provide an opportunity for students to gain exposure to new ideas and experiences outside of core academic content and to explore their own interests and passions.

City Schools will work to ensure that all students have access to enriching learning experiences beyond their regular course work, whether in hybrid or virtual learning. We will also focus on maintaining continuity in such activities, even as the district transitions between learning modes. In particular, supports and activities will include:

- A district-level resource page for students and families to identify and access enrichment and extracurricular opportunities

- Guidance for schools and partners on planning, implementing, and assessing virtual and in-person extracurricular and enrichment activities; this guidance will focus on:

    o Ensuring the safety of students, staff, and partners

    o Providing quality programming

    o Creating equity of opportunity

    o Building plans and programs around student voice and choice

    o Prioritizing opportunities for students to take part in outdoor opportunities

    o Using extracurricular and enrichment programming to supplement core academic offerings and to engage students during days when they are not in school buildings

Virtual and Hybrid Model Considerations

Most extracurricular and enrichment opportunities during periods of virtual learning will be offered virtually. However, some limited in-person activities may be offered in some schools after close consultation between school and district leaders and based on strict adherence to health and safety measures.

In a hybrid setting, there will be an emphasis on ensuring that students have access to enriching virtual activities and programs, both organized by the school and at the district or community level. Some activities are expected to take place at schools but will need to be planned and implemented with strict adherence to all health and safety measures, giving priority to space and schedules required to sustain regular academic programming during the school day.

Athletics

The opportunity to participate in athletics programming is an important part of a well-rounded education and can be extremely valuable to young people's physical, social, and emotional wellbeing. For some students, being an athlete is a central part of their school experience, provides an incentive for attendance and academic engagement, and even contributes to a positive sense of personal and social identity.

City Schools will offer athletics programming to the extent possible, while always prioritizing the health and safety of student-athletes, staff, and fans. All decisions and plans with regard to athletics programming are made in alignment with guidance from MSDE and the Maryland Public Schools State Athletic Association's (MPSSAA) Roadmap for Return to Interscholastic Athletics. Our plans may change accordingly, as new decisions and directives are issued at the state level.

MPSSAA's Roadmap lays out four stages in the Return to Play: preparation, pre-season, participation, and post-season. City Schools has already begun the preparation phase and is convening a cross-functional Return to Play Committee on a weekly basis. This group reviews and provides input to the Office of Athletics on guidance from MSDE and MPSSAA, discusses preparation for the Return to Play, and provides a variety of expertise and perspectives (e.g., coach, athletic director, administrator, health professional, etc.) on issues related to the Return to Play and City Schools' plans.

On August 3rd, MPSSAA announced that the high school fall and winter 2020 athletics seasons would be postponed during the first semester.

City Schools' goal is to allow teams and athletes to engage in voluntary in-person conditioning activities in the fall, on the condition that those activities take place after school hours, are only conducted outside, and follow strict social distancing, health, and safety measures, in accordance with the guidance provided in the Roadmap and based on close consultation with local public health experts and officials. Clearance for such activities will be contingent on administrators, athletic directors, and coaches completing required training and all stakeholders signing required commitment and release forms that acknowledge their understanding of the risks and health and safety measures to which they must adhere.

Other ongoing supports for student athletes will include:

- Academic support for athletes to foster academic success and future eligibility
- Focused supports and advising for seniors pursuing college-level experiences
- On-going planning and preparation for successive stages of the Return to Play process

Virtual and Hybrid Model Considerations

In a virtual setting, athletics programming is expected to remain focused on at-home conditioning by student-athletes, with some return to in-person team conditioning possible, contingent upon the health context and with strict adherence to health and safety practices, as stipulated in guidance and training to be provided to schools by the district.

The return to athletics programming during hybrid learning periods will be staged, evolving from at-home conditioning to team conditioning sessions, intra-squad practices, interscholastic competition within the district, and finally to competition with schools in other districts. The feasibility of moving from one stage to the next will be regularly re-assessed, taking into account the health and safety context as well as guidance from local and state health and education authorities. The pace of re-entry may be different for different sports, depending on their risk level (e.g., cross country running poses relatively fewer risks of spreading the COVID-19 virus than do close contact sports, such as football and basketball).

Evaluation of Virtual Learning & Hybrid Models

City Schools has identified several measures that will be used to understand how well the virtual learning and / or hybrid models are being implemented and their impact on student learning. We will use these measures to evaluate overall effectiveness and assist in future planning. The proposed set of measures include:

- Attendance

- Access to and Use of Technology Devices

- Virtual Learning Participation

- Course Grades

- Student Performance on the NAEP (National Assessment of Educational Progress), District and State Assessments

- Internal and External Stakeholder Survey Responses and Feedback

- Educator Professional Development

Updates on these measures will be shared throughout the year and a year-end summary will be provided when all data are available.
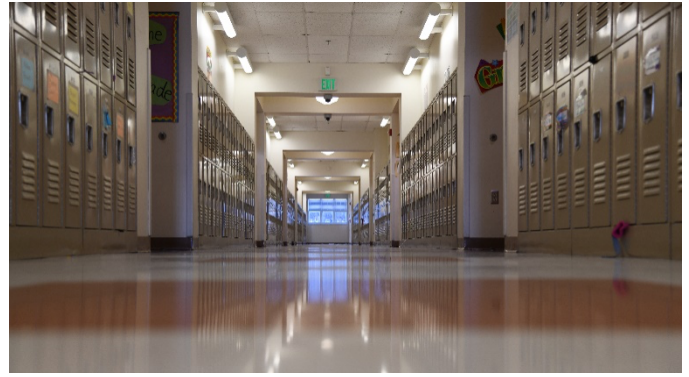
2B. Operations, Health, and Safety
Health and Safety

While school programs will open in the fall in an all virtual environment for learning, school facilities and / or grounds will be accessible for a variety of activities including device distribution, meal sites, staff accessing wifi, back-to-school events, student learning centers, student assessments, and small group instruction. During the summer, a limited number of school sites were open for in-person summer school. Based on guidance from the Center for Disease Control (CDC), the Maryland Department of Health (MDH), the Baltimore City Health Department (BCHD), Maryland State Department of Education (MSDE), and advice and input from our group of health advisors, standard operating procedures (SOP's) outlining specific protocols that support health and safety were developed for the operation of in-person summer school sites.

Equity Policy Alignment

Section 2B of our plan, Operations, Health, and Safety, aligns with the following standards of the Equity Policy. The full Equity Policy can be found in Appendix 4.

(A) Disrupting and Eliminating Systemic Inequities
(D) Building Staff Capacity for Equity-based Teaching and Leading

Our current SOP's reflect lessons learned from in-person summer learning programs as well as from other in-person activities, such as the operation of meal sites and device distribution events. City Schools will continue to update our SOP's to reflect current guidance from the CDC, MDH, and BCHD and continue to refine our SOP's based our experience implementing in-person activities and the advice of our group of health advisors. We will also develop a SOP to support the hybrid learning model, using similar principles and lessons learned from our current SOP. Key procedures are described here, and the full Health and Safety SOP is in Appendix 7. In addition to the measures and practices listed below, we will also organize and provide training and simulation opportunities for students, staff, and families to practice designated health and safety behaviors before returning to buildings.

<u>Responding to a confirmed COVID-19 case or a COVID-19-like-illness</u>

A COVID-19 like illness for the purposes of this document is defined as**:** New onset cough or shortness of breath OR at least 2 of the following: fever of 100.4 degrees or higher, chills, shivering, muscle pain, sore throat, headache, loss of sense of taste or smell, and gastrointestinal symptoms (nausea, vomiting or diarrhea), as per guidance from the Maryland Department of Health.

Staff, students, and families should stay home if they have symptoms of a COVID-19 like illness, have been diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case. They should not return until it is appropriate as per guidance outlined from MDH. Appendix B also provides the decision tree for how to respond to a student or staff member with symptoms of a COVID-19 like illness or someone who comes in to close contact with someone with a COVID-19 like illness, and when it is appropriate for them to return. Steps that must be taken include:

- If a student presents with any new symptoms of a COVID-19 like illness during the day, they should be isolated immediately in a Wellness Room (set up as described below)

- If a staff member presents with any symptoms, they should notify the program administrator (using digital or physically distanced communication) and leave after consulting with the program administrator and ensuring alternative supervision for any students in their classes

- Students, staff or visitors who answer yes to any of the health screening questions must go home (for students, only if the parent is still there) or report to the wellness room to await pick up

- If a student has an existing health condition on the COVID-19 symptoms list, screen for new symptoms only. For a more thorough consultation, the student can be referred to the school nurse

- If a student is in the Wellness Room due to COVID-19 symptoms, parents must be called to pick up their child ASAP. The school nurse should communicate testing options to the family and provide the family with guidance around social distancing while test results are pending. The student and supervising staff are to continue wearing face coverings while the student is in the Wellness Room.

- If a student, staff or visitor has symptoms consistent with a COVID-19 like illness (as defined by guidance from the Maryland Department of Health, Appendix B), the student or staff must stay home at least 10 days after the symptoms first appeared AND until they have no fever for at least 24 hours without medication AND there is improvement of other symptoms.

- Any staff, student or visitor with a confirmed case of COVID-19 or a COVID-19 like illness must report their case to their school administrator who will report the case to the Office of Human Capital (OHC). See additional details in the *"Reporting a confirmed case of COVID-19 or a COVID-19-like-illness"* section

  o OHC will then work with the school to identify all staff and students who have been in "close contact" with the person. The CDC defines close contact as any individual who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset.

  o All staff and students who have been in close contact with someone with a COVID-19 like illness or a confirmed case will then be notified by their school that they must stay home for 14 days from the date of last exposure even if they have no symptoms or they have a negative COVID-19 test done during quarantine.

<u>Reporting a confirmed case of COVID-19 or a COVID-19-like-illness</u>

If a student, staff person, a family member of a student or staff person, or any other person who has come into the building

  o believes they have been exposed to COVID-19
  o is seeking to be tested for COVID-19, or
  o has been tested for COVID-19,

then the school site program administrator must notify OHC immediately by emailing HumanCapital@bcps.k12.md.us with "COVID-19" in the subject line or calling 410-396-8885. OHC will confidentially gather more information, determine appropriate next steps, and provide specific guidance to staff members who are affected. OHC will also notify the BCHD upon becoming aware of a positive case. Additional details on testing procedures and school-level contact tracing procedures are in development and forthcoming.

Creating and using a Wellness Room

- Each school is to identify a Wellness Room, near the building entrance or adjacent to the nursing suite if possible, to use for isolation. The Wellness Room will be used as a safe place for students who have answered YES to the screening questions or who feel sick during the day to wait for their parents.

- If the Wellness Room is separate from the nursing suite, identify a staffing plan.

- The Wellness Room can accommodate only one person at a time. If multiple people have symptoms, the school should identify a backup Wellness Room and staff supervisor for the second Wellness Room.

- The symptomatic student should remain in the Wellness Room alone. Staff may provide the student with reading material or other forms of work or entertainment (eg. puzzles, Chromebook, etc.), but staff should not be in the Wellness Room with the student.

- The student in the Wellness Room should remain within eyesight of staff at all times. Staff should remain just outside of the Wellness Room to supervise the student and both staff and student should continue to wear a face covering. If the door to the Wellness Room has a window, they may close the door. If the door does not have a window, staff should leave the door ajar.

- After the student in question is picked up, custodians should clean and disinfect the Wellness Room while wearing gloves and a face covering. See Cleaning Protocols for detailed cleaning procedures.

Social Distancing, Hand Washing, Face Coverings, and Health Screenings

Social distancing, hand washing, face coverings, and health screening procedures are to be followed carefully and consistently in order to prevent illness spread.

- To reinforce these procedures, district approved signage with reminders of protective measures and descriptions of how to prevent the spread of COVID-19 are to be posted.

- When students are in the building, developmentally appropriate instructional activities that teach precautions for self and others should be integrated into the daily routine to regularly reinforce the procedures. Verbal and visual messaging must be developmentally appropriate and accessible for all staff, families, and students, including those with disabilities.

- Social distancing is deliberately increasing the physical space between individuals to limit the spread of COVID-19. Staying a minimum of six (6) feet away from other people reduces the risk of exposure to someone who may be infected.

- Proper hand hygiene protocols will include the following:

- o Wash hands regularly with soap and water for at least 20 seconds

- o If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% alcohol

- All staff, students, and visitors will be required to wear a cloth face covering when inside a City Schools building. Staff will be provided with two reusable face coverings and may wear their own mask that meets composition criteria. Each school site will also receive a supply of surgical or ear-loop masks to be stored and allocated to students or staff who may have forgotten or lost their mask and need one.

- Outdoor breaks are encouraged for staff or students to allow for taking a break from wearing a face covering as long as ten feet of social distancing is consistently maintained.

- We may also use other physical barriers between individuals (e.g. desk dividers, sneeze guards, etc.) as needed and able.

Cleaning Protocols

- Surfaces frequently touched by multiple people (e.g. door handles, phones, light switches, faucets, toilets, urinals, fixtures, dispensers, handrails, walls that are 6 feet high, other surfaces and objects that students and staff frequently touch) should be cleaned and disinfected daily, at least twice during the day, and at the conclusion of the program. More frequent cleaning and disinfecting may be required based on level of use.

- EPA approved disinfectants must be used for cleaning of all surfaces in accordance with product instructions

- Products must not be used near children, must be used with adequate ventilation to prevent inhaling of fumes, and must be stored securely away from children

- Desks, chairs, counters, file cabinets, and computers should be cleaned and disinfected before staff and students arrive each morning

- Soft and porous surfaces (e.g., rugs, upholstered furniture) are difficult to disinfect and must be removed

- Carpeted rooms should not be used

- Area rugs should be cleaned, rolled up, and tagged for storage

- Wear disposable gloves for all tasks in the cleaning process, including handling trash. Gloves should be removed carefully to avoid contamination of the wearer and the surrounding area.

- Once cleaning tasks are complete, wash your hands with soap and water for 20 seconds.

- Basic cleaning and disinfection directions for in-person instruction are:

  - o Pre-clean heavily soiled surfaces

  - o Apply Alpha HP by coarse trigger spray to hard, non-porous inanimate surfaces

  - o All surfaces must stay visibly wet for 5 minutes

  - o Air dry

- Outdoor exercise is encouraged. If playground equipment is used, ensure students maintain six feet of distance and clean their hands before and after using equipment.

- Do not share instructional items across cohorts of students, unless the items are washed and disinfected before being moved from one group to the other

- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas

Ventilation

- Following guidance from the CDC and American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE), air filters will be upgraded to MERV 13, which are efficient at capturing airborne viruses

- Ventilation and fresh air exchange rates have been adjusted to meet the recommended thresholds of the ASHRAE

- Building ventilation systems are continually monitored for proper operation during daily walkthroughs

Building Set-Up, Use, and Access

School buildings are planned to be open to support a variety of operations this fall. This will likely mean staff, visitors, and in some circumstances, students, will be present and will have to safely enter, exit, and navigate buildings. Key procedures are highlighted below:

- To support safe building use, floor decals and signs will be provided to each school to use throughout the building to support consistent and clear expectations

- In order to provide a physical barrier between visitors and staff, City Schools will set up portable plexiglass guards in the main office reception areas in all school buildings

- Signs are to be posted to indicate where the "line" to enter should be formed and that only one staff member or visitor is to be in the office at a time

All adult interaction that can be done remotely must be done remotely. When in-person interaction must take place, the following procedures must be followed:

- Maintain a distance between all people of at least six feet

- People must stay home if they feel sick at all and notify their supervisor

- Handshaking or any physical contact with anyone is not permitted

- Hands are to be washed with soap and water frequently for at least 20 seconds

- Common touch points (e.g. workspaces, devices, objects, and surfaces including tools) are to be clean and disinfected frequently

- Avoid touching eyes, nose, and mouth with unwashed hands

- Cover coughs or sneezes with a tissue, then throw the tissue into the trash

- Wear a face covering in the presence of others and when navigating the building

Gathering and Meeting Spaces

Auditoriums, gyms, or other internal gathering spaces

- These spaces should not be used for large gatherings, as large gatherings should be avoided at all times

- Limiting access to such spaces will also ensure that the regular disinfecting of such rooms is able to be limited so that custodial staff can focus on common areas and classrooms

- If the weather makes it impossible to go outside and students need a "mask break", staff may use these spaces; students must spread out (at least 10 feet) to take a mask break

- These spaces may be used take movement breaks at a safe distance; students should keep their face coverings on for movement breaks

- Only use these spaces for one cohort at a time and clean all high-touch surfaces before another cohort enters

Cafeterias

- These spaces should be used to support food service operations, meal site distribution efforts, or for student learning centers to support virtual learning. These areas, both due to COVID and due to general food handling safety practices, must be frequently disinfected.

Conference rooms and offices

- Technology should be used for hosting meetings or having conversation between staff instead of in person meetings whenever possible

- If necessary, conference rooms and offices are acceptable locations to meet if the number of staff in these spaces at any given time is limited to small groups, with an absolute limit of no more than 10 and no more than allowable to maintain a minimum of 6 feet of social distance

- If these spaces are used for small meetings, chairs made of plastic or other surfaces that can easily be disinfected should be used, while chairs with fabric coverings should be avoided

Entry & Exit, Hallways, Transitions, and Common Spaces

While use of common spaces should be minimized to reduce opportunities for germs to spread between those in the building, such areas are common and so will receive more traffic than individual classrooms or offices. Schools must implement tight procedures to minimize person-to-person contact in hallways and restrooms.

Entrance and Exit Points

To ensure individuals are aware of staff, students, or visitors coming and going from the site, the number of entry and exit points from the school should be limited.

- Schools should identify, if possible, one main point of entry and exit and limit access to other points of entry unless a specific group needs such access (for example, if food service workers need to have side door to the cafeteria open or if they enter through a kitchen area)
  - The identified entry and exit point should meet ADA compliance for safety and navigation for those with disabilities
- Schools should consider designating ONE door for entry and ONE door for exit to support general flow of traffic and to minimize the proximity of people when entering and exiting the building
- Everyone must complete a health screening before entering the building
- Schools should use the "6 feet" decals provided or tape to mark six feet of spacing where people will wait outside of the door to enter and complete the health screening
- Develop a plan to use shaded areas, overhangs, other coverings, etc. to provide protection in the case of adverse weather conditions. Position a person at the normal screening location to direct traffic to the new screening location should it change

Hallways

- Mark hallways and entrances to indicate one-way routes and six feet of spacing where people may wait in line (at restrooms, classroom entrances, etc.) using tape or provided "6 feet" decals
- Post signs outside of each door, restroom, and other places where staff, visitors, or students form lines to reinforce the importance of maintaining six feet of distance

Water Coolers & Fountains

- Staff are encouraged to bring reusable water bottles each day
- The water cooler in the main office for adult use needs to be cleaned and disinfected between use
  - Hands are to be washed before and after using the water cooler
  - Disinfecting supplies should be placed next to the cooler to support regular cleaning between uses
- Signage should be posted behind water cooler reminding staff of best practices around use
- Water fountains in common areas should not be used

Stairs

- Where possible, stairs should be designated as one way (Up or Down)
- If that is not possible, consider designating certain staff use certain stairwells and when students are present, managing transitions to ensure only one cohort of students is using the stairs at time

Elevators

- Elevators must be used by a maximum of 2 people at once
- Elevator buttons should be regularly disinfected and wiped down
- Signage for elevator capacity should be posted on each elevator door

Bathrooms

- Arrange bathroom breaks so that students are in the restroom one at a time
- Place signs around the restroom that remind staff and students to socially distance and how to properly wash hands
- If possible, designate which people will have access to which bathrooms to minimize cross-contamination or consider only opening a limited number of bathrooms
- Bathrooms should be cleaned twice daily as well as each evening prior to closing the building

- Clean high touch surfaces using appropriate disinfectant as outlined
- Check bathrooms twice daily to ensure all soap, paper towel, and toilet paper dispensers are stocked

In-Person Student Engagement

There may be some instances where schools open their doors to small cohorts of students for small group instruction or specialized instruction to meet their needs during the virtual learning phase. Schools wishing to create opportunities for small in-person student instruction or activities must contact their ILED to seek approval of the plan and ensure its implementation is consistent with the SOP's. In these situations, the following guidance should be followed:

- Schools will operate as contactless sites with pick-ups and drop-offs occurring outside. Parents should ensure that anyone escorting their child to school is wearing a face covering when picking up and dropping off their children. Students should all have on a face covering when being dropped off for school
- Symptom monitoring, including temperature checks and health screening questions, is to be implemented for all students, staff, and visitors entering the building
- In order to promote social distancing, students should be grouped into cohorts, small groups of approximately 10-12 students with a single teacher, and remain with that cohort and teacher throughout the day. If other staff must step in to provide the primary teacher with a break or to observe the class, they should remain 6 feet apart from all students and preferably remain in the doorway to the classroom
- Classrooms are not to be used for students until approval from Facilities Planning has been received

Hosting Safe Distributions and Events

City Schools recognizes and expects schools to continue to serve as hubs for resources as we head into a virtual reopening for the start of the school year, particularly as schools host technology and meal service distributions. A distribution effort is different in that groups of people are welcomed on site during specific windows of time for a targeted purpose. As such, precise instructions regarding access, operations and navigation, resources, and safety is critical. Schools must contact their ILED to seek approval of the plan for any distribution activity, event, or in-person program and ensure its implementation is consistent with the SOP's. During distribution, a variety of key measures apply, including the following (additional details in Appendix 7):

- Screening should always take place *prior* to staff or visitors entering the building or entering a distribution line
- Clear markings to designate the distribution area and directional signs and arrows are to be used to maintain fast, efficient, one-way flow
- Face coverings, social distancing, and hand hygiene must be used as illness spread prevention measures

Transportation

In the event that students are transported to school for small group instruction or to attend during implementation of a hybrid model, City Schools will follow these strategies to ensure students are safely transported to and from school, following CDC guidance whenever possible. Given social distancing guidelines, modified bus scheduling will be required.

School Bus Seating

- The maximum number of students per bus will be one student per seat near the window on each row, with every other seat when possible. Students from the same household will be allowed to sit together in the same seat.

- The seat behind the driver will remain empty during every trip unless they are in the same household as the driver.

- To ensure physical distancing:

    o   Students will be assigned a seat and should only sit in their assigned seat

    o   If there are seats that must remain vacant, they will be marked or blocked

    o   Visual reminders will be posted for students regarding social distancing

    o   Practice physical distancing on routes and during loading and unloading of buses (eg. load front to back and unload back to front)

- While waiting to exit the bus, students will remain seated and will not congregate in the aisle

Cab Travel

- The maximum number of students per cab will be 1 student or household per cab with mandatory face coverings which will result in approximately 3 students per sedan cab. Students from the same household will be allowed to ride in the same cab.

- *Airflow*: To increase and improve airflow, whenever possible, windows may be open to the maximum extent possible when weather permits.

School Bus Safety

Students should adhere to all directives provided by the driver and follow the Transportation Bus Handbook when traveling to and from school.

Airflow

To increase and improve airflow:

- Whenever possible, windows may be open to the maximum extent possible as weather permits

- Roof hatches and 3 windows on each side of the bus will be partially opened to increase airflow

- The driver side window may be open, and fans should be utilized to increase the airflow

Face Coverings

- Face masks / shields are mandatory for all students when riding the bus

    o Transportation services anticipates that there will be students who refuse to wear masks or shields. In this case, staff members working directly with those students will wear face masks and face shields.

    o Students may seek medical exemptions from wearing a face covering on the school bus.

- All drivers and aides must wear face coverings each day, which will be provided by the district

    o Drivers will be required to wear face coverings when students are disembarking or boarding the bus while not on route

    o Drivers will not be required to wear face coverings while driving, because this may be distracting to the driver and drivers that wear glasses may be at risk of their glasses fogging while driving

- Bus drivers and aides who drive special need and non-public routes will be required to wear masks, gloves, and face shields

- Face shields, in addition to face masks, will be required for staff members who may interact with students who spit or have salivary incontinence or the involuntary spillage of saliva over the lower lip

Training

- All drivers will attend a mandatory in-service meeting / training before students return to school, which incorporates all updates of procedures relating to COVID-19, including proper cleaning and safety protocols

- Students and staff will receive training on the importance of social distancing and health and safety practices when commuting

- Training may be required for some students to educate them on the importance of social distancing and best health and safety practices when commuting to and from school

Inspections

- Prior to transporting students, self-owned and contracted buses will be inspected in accordance to MVA COMAR regulations related to school vehicle standards from August 3 to August 18, 2020

- Drivers are currently paid for an additional 30 minutes per day for pre- and post-trip inspections that consist of 15 minutes at the beginning and end of their run

    o During these inspections, they check safety equipment, vehicle damage, and complete mild cleaning

    o Additional cleaning requirements may require that more time be built into the daily routine schedule depending on the desired frequency (once per run, after each school, etc.) and may require additional compensation for staff

Cleaning

- We will have regular and intensified cleaning protocols for our buses and transportation vehicles
    - All buses will be disinfected prior to school opening
    - Disposable gloves will be worn to clean and disinfect vehicles
    - Buses and specialized equipment will be cleaned at the conclusion of each run, in between morning and afternoon routes, and at the conclusion of the day
- The focus for cleaning will be on "high-touch" areas of the bus, such as:
    - Handholds / rails, pull cords, rails, steering wheels, door handles, shift knobs, dashboard controls, and stanchions
    - Window ledges
    - Spot cleaning walls and seats to include seat backs
- Specialized equipment required for transport will be cleaned in between each bus run
- Parents of students with safety vests and / or specialized equipment must clean the safety vest each evening
- If a student or staff member who was on a bus has experienced symptoms, the bus will be immediately taken out of service for cleaning and disinfecting prior to being placed back into service
- Additional routine cleaning schedules may be recommended if deemed necessary

Health and Safety

- Staff will be reminded of the importance of proper hand hygiene
- Students and staff should follow all district guidelines for COVID-19 screenings and procedures prior to being transported
- Temperature of staff will be taken prior to performing job duties
- If a driver becomes ill during their route, they will contact their bus dispatcher and/or supervisor, and City Schools immediately
- Drivers will not report to work if they:
    - Have a temperature greater than 100.4 degrees Fahrenheit; recommended to contractors to test bus staff before performing job duties; temperature testing machine is installed and in use at 1210 E 20th Street
    - Show symptoms of COVID-19 as per CDC guidelines
    - Are in a quarantine period due to possible exposure
- To minimize exposure, drivers will be encouraged to refrain from exiting their school buses while on school property or congregate in any manner unless necessary. This includes, but is not limited to, waiting in line at school or during any other time that requires them to sit in the bus seat.
- Students and staff are restricted from eating and drinking on buses

Pick-Up and Drop-Off

- Arrival and drop-off locations and/or times will need to be staggered and adjusted, or protocols will be in place to adhere to social distancing when parents or caregivers are dropping off students

- Since many schools do not have a separate entrance for buses and cars at arrival time or dismissal, parents will be asked to wait until after dismissal to pick up students or park off property to meet their student

- Increased AM vehicular traffic will require additional staffing or other controls to prevent backups entering the school property

- Face coverings and proper physical distancing are recommended for students while waiting at the bus stop

Additional notes

- Buses will require special approval for additional physical modifications and safety measures in order to ensure safety requirements for students and staff

- Students will be picked up and dropped off from their residential address only; curb-to-curb service will be reduced, including for homeless students

- Seats will be offered first to students with special needs, with an IEP, and the medically fragile

- We will ensure that transportation is provided if it's required as part of a student's IEP or the McKinney-Vento Homeless Assistance Act. We will work to prioritize individuals and set criteria by which students attend A or B day in the hybrid model.

- Siblings that do not qualify for transportation will not be approved to ride with siblings

- Based on current information and guidance from the Maryland Transit Administration (MTA), students traveling on MTA will be expected to wear face masks at all times. City Schools will work with MTA to provide any updates on schedules or protocols prior to returning to a hybrid model.

Meal Service & Food Distribution

Food Insecurity Context

Food insecurity and hunger have significant immediate and long-term impacts on children's health. Access to healthy meals supports students' ability to learn and thrive, regardless of whether they are in the school building or learning virtually. City Schools recognizes the fundamental importance of child nutrition through the district's board-adopted Wellness Policy, and in alignment with the CDC's Whole School, Whole Community, Whole Child model (WSCC).

In Baltimore City, 37,833 children (28.3%) live in areas where residents lack both access and the economic resources to purchase healthy foods, as measured by the following criteria[7]:

- The average Healthy Food Availability Index (HFAI) score is in the lowest tier

- The median household income is at or below 185% of the Federal Poverty Level

- Over 30% of households do not have a vehicle available

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[7] Baltimore City Food Environment Brief, Department of Planning:
https://planning.baltimorecity.gov/sites/default/files/City%20Map%20Brief%20082719.pdf

- The distance to a supermarket is more than a quarter mile

These numbers reflect high need during a time of relative financial stability – and do not illustrate the recent financial crisis associated with COVID-19. State and local data highlight the high food security needs during COVID-19. For example, data released from the Maryland Department of Human Services (MD DHS) shows a more than 400% increase in the number of Supplemental Nutrition Assistance Program (SNAP) applications received in Maryland in April of this year, as compared to March. DHS also notes they saw a record number of applications due to COVID-19. In Baltimore City, the increase in SNAP applications was upwards of 600%[8].

Engagement Insights

We developed our meal and food distribution strategy based on lessons learned from the spring and family engagement efforts including the Food & Technology Survey, targeted school-based outreach to families without internet access, and a family survey administered in July.

In the Food & Technology Survey[9] (administered late March through May), we learned the following about family's food needs:
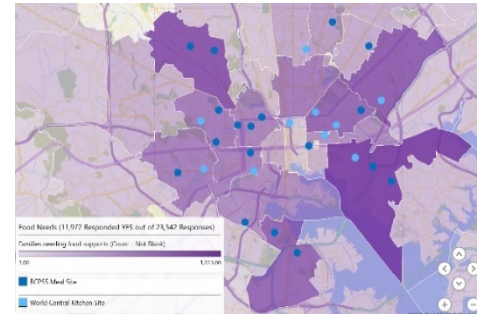
- 52% of students indicated they need food support

- The highest counts of survey responses come from the Northwest, Northeast, and Southeast Baltimore, with more families indicating a need for food supports in these zip codes, as shown in the map to the right

- English Learners reported the greatest need for food support (69%), followed by students in economic disadvantage (61%)

- Hispanic/Latinx respondents reported over twice as much need (63%) as white students (27%)

- 11th and 12th graders reported a lower need for food support (46% and 44% respectively, vs. 52% overall)

The second survey we administered was the Family Survey on the spring virtual learning period and school reopening, collected in July. From this survey, we found the following around family food needs:

- Only 30-35% of families indicated they don't need food support

- Families need options in terms of the type of food picked up, pick-up time, and location

  o They prefer to pick up a week's worth of groceries (34%) and individual meals (13%)

  o 27% of families prefer morning pick-up time and 20% prefer evening pick-up time

  o They are split between picking up meals from the building closest to them (22%) and their child's school (26%)

Meal & Food Strategy

Ensuring student access to adequate nutrition is extremely important – whether students are learning in the school building or in a virtual environment. As we move into Fall 2020, Food Services is preparing to test the feasibility and sustainability of delivering meals at an expanded number of sites. We anticipate

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[8] Maryland DHS: 2020-All-Prg-MoStat-Public-Web-w-Charts-PRELIMINARY-11.pdf, page 12: Food Supplement Program: Applications Received, Applications Approved, & Applications Not Approved.
[9] City Schools' Office of Achievement and Accountability supplemented an online public survey with telephone based robocalls, and targeted school-based outreach to families without internet access. The survey was open to responses for a period of six weeks (March 27 to May 10).   Responses represent ~50% of student enrollment.

opening additional buildings for meal service in the fall even while learning is virtual to address anticipated increases in the volume of meals served following increases in poverty and unemployment[10].
The meal and food distribution strategy aims to achieve the following goals with reopening meal service:

- Minimize the COVID and food safety public health risks associated with meal service

- Maximize student access to high quality meals in closer proximity to residential locations and to meet a range of student academic schedules

While the district prepares for the virtual learning start of the school year and an expanded number of meal sites in fall 2020, Food & Nutrition Services will continue to provide meal service through August 21 at the 18 Emergency Feeding Sites and Limited In-Person Summer Programming Sites. The in-person summer learning sites are closed to the public for meal service and will help us to improve our safety protocols for our eventual addition of the hybrid model.

The department will also prepare for Fall 2020 meal site expansion by preparing meal service layouts that minimize entry into buildings; developing heightened safety protocols and trainings for all Food Services staff; conducting building, kitchen and equipment checks to ensure readiness; and reconfiguring kitchen space to maximize staff distancing during preparation. Students and staff will be reminded, through signage, trainings, and/or regular reinforcements, of the importance of following proper health and safety protocols before, during, and after all meal services. At school sites with in-person programming, students will receive meals in a separate location from the students (and parents) who are not enrolled in that programming.

Managing students with allergies

To ensure accommodation of students with allergies in alignment with the [Baltimore City Schools Wellness Policy](#), Food & Nutrition Services will continue to accommodate students with special dietary needs and provide nutrition and allergen information on City Schools website, which can be accessed via computer or mobile app. A detailed plan is shown in the table below, and staff supervising meal service will be trained in identifying allergic reactions.

Step	Hybrid or Full Return	Virtual Learning
Identify	With parental, cafeteria, and school staff cooperation, create procedures for students identified with food allergies that do not compromise students' privacy and confidentiality.	Families will be allowed to identify allergens via an online menu and see the process for accommodations.
Document	Each special dietary request must be supported by a signed statement from a medical authority, which explains the food substitution that is requested.	Documentation will occur via submission of a signed statement or by providing medical authority contact information through a web-based platform.
Collect	Family returns a diet prescription form to the school nurse, who will provide a copy to the cafeteria manager.	Families will be allowed to submit the form via a web-based platform, which will go to nurse and dietician. Alternately, families can make requests via meal sites.
Notify	The cafeteria manager will log the diet prescription form and notify the dietician.	The dietician will log the diet request form and notify the cafeteria manager at the meal pick-up site.
Accommodate	The dietician will make menu accommodations as per the diet prescription form.	The dietician will make accommodations and work with the cafeteria manager at the meal pick-up site to set the menu.

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[10] United States Department of Agriculture, 2012. *How Economic Conditions Affect Participation in USDA Nutrition Assistance Programs*. https://www.ers.usda.gov/webdocs/publications/43667/32191_eib100.pdf

Standard operating procedures

Sites will continue to operate under the Baltimore City Health Department (BCHD) approved Hazard Analysis Critical Control Point (HACCP) Standard Operating Procedures, the management system in which food safety is addressed through the analysis and control of biological, chemical, and physical hazards from raw material production, procurement and handling, to manufacturing, distribution and consumption of the finished product.

This plan was updated in April 2020 for outdoor meal service, and will be updated across each step of the process to account for COVID Specific Procedures under the virtual and hybrid return models. All food service staff will be trained, including monthly retraining, on the updated procedures, including proper health, safety, sanitation measures such as the handwashing and use of face coverings.

Standard meal service measures across models

- Heightened cleaning and safety procedures, including handwashing, cleaning, and disinfecting after food contact

- Reconfiguration of preparation & distribution areas to allow for ample spacing

- Limit interaction of students, families, and staff when in-person

- Sharing of food or utensils is not allowed

- Additional safety measures will be put in place to minimize transmission:

  o Meals will be unitized in a to-go fashion to minimize interaction of students and staff during meal service

  o All packaging and utensils will continue to be disposable

  o Share tables will no longer be permitted

  o We will assess individual schools to determine the best meal delivery option for each environment based on factors such as capacity, operational needs, logistics, etc. Due to differing configurations at schools, students will receive classroom meal delivery when feasible, and are also permitted to rotate through the cafeteria in cohorts with disinfecting of all surfaces in between cohorts.

  o Students are encouraged to consume meals outside when weather permits, as masks cannot be worn during meal consumption and mealtime poses an increased risk of transmission


Virtual model

- Grab N Go meal service will be available at 50% of school buildings; locations are based on key criteria (see note below) and will offer after hours pick-up

- Food Truck mobile meal routes to support high density neighborhoods starting late fall

- Home box delivery to families who are sick or quarantined

Considerations for Fall 2020 Meal Site Selection

By early August, the district will have determined which school sites will serve as Grab-N-Go Meal Sites based on the following factors:

- Proximity within/adjacent to area designated as Baltimore City 2018 Health Food Priority Areas, where:
  - The average Healthy Food Availability Index (HFAI) score is in the lowest tier
  - The median household income is at or below 185% of the Federal Poverty Level
  - Over 30% of households do not have a vehicle available
  - The distance to a supermarket is more than ¼ mile
- Proximity to neighborhoods with high concentrations of:
  - Students eligible for FARMS in the previous five years (2014-2019)
  - English Learner students
  - Students who indicated they "Need Food Support" on the Food and Tech Survey
  - Households participating in SNAP
- Buildings where cafeteria is easily accessed within the school
- 21st Century sites or buildings with no significant facilities issues (No A/C or Heat issues; equipped with generators and/or new or upgraded construction)
- Schools with School Based Health Centers or those offering Immunization Clinics
- Schools or communities that have expressed interest in supporting food distribution efforts
- Proximity to other meal sites to maximize citywide coverage
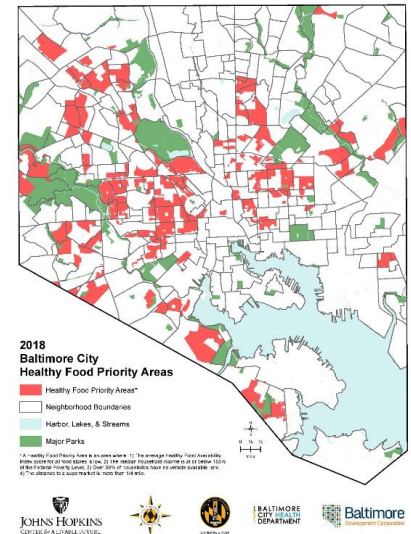
Hybrid model

- Maintain cohorts by staggered cafeteria service or meal pick-up from kiosks
- Students rotate through the cafeteria, eating meals at tables marked for social distancing; in their classroom; or outdoors as weather permits
- Students eat meals while in schools and take meals home when leaving school
- Food Truck mobile routes continue to serve students and families
- Select schools will be open for specific morning or evening hours to allow virtual learners and families time to pick-up meals

Sample meal schedule for AA/BB day hybrid model

Mon (A)	Tues (A)	Wed	Thurs (B)	Fri (B)
Breakfast & lunch onsite Snack and supper to go		Possible bulk pick-up day	Breakfast & lunch onsite Snack and supper to go	
	Take breakfast, lunch, snack, and supper home for Wed-Fri (12 meals)			Take breakfast, lunch, snack, and supper home for Mon-Wed (12 meals)

Space Planning

Preparing to bring students and staff back into school buildings requires careful planning at the classroom and school level to ensure spaces adhere to our health and safety standards.

Before transitioning to implementation of a hybrid model, each school will be required to complete space plans at the classroom level to identify seat locations. We will provide guidance and video tutorials on the process and work with each school to develop, review, and finalize classroom and individualized school plans before bringing students back into school buildings.

We will work with all schools to ensure their plans are developed and reviewed in line with appropriate health and safety guidelines before students return into the building. In working with each school, we will help identify strategies to address any challenges as needed and determine alternative options, such as making minor adjustments at the room-level, redistributing space within the building, and looking into satellite sites. As we move towards the start of school, additional factors will inform space planning and layouts, such as program enrollment, the number of families and students who choose to continue in virtual instruction when we add the hybrid model, etc.

Space Planning and Layout Guidance

Our space planning and layout guidance will include the following elements. Understanding that schools and spaces are different, City Schools will work to ensure our facilities meet the guidance as provided by Maryland Recovery Plan for Education and CDC's Considerations for Schools while providing conducive environments to learning for our students. As guidance changes, we will make adjustments accordingly.

- o Aim to maintain 6 feet of social distancing between students and staff

- o Allow space for the teacher to provide instruction and move through the classroom

- o Leave space for common areas such as entrances, sinks for handwashing, and bathrooms

- o Use a grid, staggered, or unique seating pattern when needed for your students when accounting for classroom assets and obstacles

2C. Employee Management & Experience

Staffing

As City Schools examined its approach to staffing this fall, we considered our responsibility to provide both live or highly coordinated, self-managed virtual instruction each day, and, during any period in which COVID-19 spread is being managed effectively in the city, having a responsibility to offer in-person instruction with appropriate health and safety protocols. This means ensuring that the educational needs of our students are being met while at the same time caring for and managing employee needs related to COVID-19.

City Schools considered the following overarching objectives with respect to staffing for the upcoming school year:

1. Ensuring that there are <u>enough staff</u> for schools to support the virtual and hybrid learning environments

2. Supporting the designated <u>instructional approach</u>, providing students with access to appropriate and required supports

3. Aligning staffing approach with <u>health and safety</u> guidelines

4. Minimizing <u>staff attrition</u> through creative staffing approaches and equitably granting accommodations and assignment requests where possible

5. Maintaining <u>fiscally feasible</u> options and structures

6. Ensuring that the approach can be <u>implemented practically</u>

7. Meeting state, federal, local, and bargaining unit <u>legal and contractual requirements</u>

Equity Policy Alignment

Section 2C of our plan, Employee Management and Experience, aligns with the following standards of the Equity Policy. The full Equity Policy can be found in Appendix 4.

(A) Disrupting and Eliminating Systemic Inequities
(D) Building Staff Capacity for Equity-based Teaching and Leading

Additionally, a myriad of additional factors come into play when taking into consideration the virtual start to the year and a later transition to the hybrid model. These factors include space limitations, operational alignment, student and employee experience, the availability of staff and instructional needs for both the virtual and hybrid model, as well as working with the systems that we have to ensure that we can successfully and effectively implement the designated model. All of these factors influence staffing for the fall and create a push and pull between the virtual and hybrid options.

In-Person Reporting Expectations

During the spring school closure and virtual learning period, City Schools sought to have as many staff members as possible work from home whenever they were able to fulfill the duties and responsibilities of their role off-site. At the same time, there were staff members with certain job titles who still needed to work on-site, either every day or on some days. Whenever this was the case, this work was done only in accordance with guidance from city, state, and national government officials and health experts, adhering to all accepted public health protocols to ensure adequate workplace protection for staff members. No regular employee experienced a reduction in pay during the spring, even when some categories of employees could neither fulfill the duties and responsibilities of their role off-site or be assigned alternate work either on site or from home.

City Schools will continue to determine work location expectations by role and ability to effectively and efficiently complete the responsibilities of the role from home. School administrators and critical staff in the District Office will begin reporting on-site again in late August 2020. The district anticipates more broadly reopening the District Office – including directing staff members to report on-site on an alternating and/or staggered schedule – in September 2020, with prior training on City Schools' health and safety protocols. Additional employees may be directed to report on-site (or to work from home) based on updated determinations of need throughout the school year. In all cases, either a staff member's immediate supervisor or the Human Capital Office may direct a staff member to work on-site based on specific needs of the district, even if staff members with their job title are generally expected to work from home.

Leave, Accommodation, and Assignment Requests

We understand that some staff members may be less prepared or able to return on-site, and some may be eligible for leave, accommodation, or consideration of an alternate assignment due to their personal, family, and/or health circumstances. We will take staff members' situations into consideration as much as possible. Staff members who believe they are eligible for COVID-19-related leave (such as FMLA related to childcare) or who would like to request an accommodation will be able to do so through the online request forms used for this purpose since the spring of 2020, and requests will be evaluated on an individualized basis, consistent with the methodology utilized to review requests for reasonable accommodations under the Americans with Disabilities Act (ADA).

The Families First Coronavirus Relief Act provides additional, temporary paid leave for staff members who are directly impacted by COVID-19, as defined by meeting certain criteria outlined in City Schools guidance from March 2020. We will continue to direct all staff who are sick in any way not to come to work in person, even when their job would otherwise require it. City Schools staff members earn leave time annually and are able to carry over leave time from year to year to accumulate significant leave time. We encourage staff members to utilize leave time responsibly, understanding that unexpected circumstances can arise that necessitate the use of leave time. However, we recognize that there will be some staff members who lack adequate leave time to receive pay during otherwise appropriate leave, including taking time off when sick. This lack of adequate leave time may be due to shorter lengths of service with City Schools and/or past utilization of accrued leave time. For staff members seeking to supplement their own leave accruals, two options are available:

- City Schools will work with union partners to make sick leave bank allocations available to staff members

- A staff member may request an advance of leave that the staff member expects to accrue through future service; each request for a leave advance will be reviewed and decided on a case-by-case basis

Staffing Approach and Overview

In order to be prepared and ensure we have the needed staff for the start of the school year, we will:

- Hire 650+ new teachers as we've done in recent years, including 580 new teachers already identified by the first week of August

- Hire up to 50 surplus teachers for Day One to fill additional vacancies that arise, particularly due to the COVID-19 context

- Centrally fund and hire 30+ additional, full-time custodial workers to allocate across traditional schools and provide additional support

- Increase rates of pay for substitutes teachers to ensure a robust substitute teacher pool

- Reassess the responsibilities and the level of need for each role in the virtual model, including clarifying each role's responsibilities in an all-virtual context

Roles Requiring Reassessment of Responsibilities and Level of Need

The details of the teaching and learning model, including whether instruction is delivered in-person or virtually, have an impact on the need for and the responsibilities of certain job titles. We are in the process of determining job responsibilities and duties that might shift as a result of virtual and / or hybrid learning models. The district will also continually reassess needs to inform the deployment of staff in these and all other job titles and may make adjustments as needed.

Substitutes

Even though City Schools will be starting instruction virtually this fall, we know that we will need to leverage short-term and long-term substitutes to fill any remaining vacancies or absences that arise in the virtual environment. Additionally, we want to make sure we have a robust pool of substitutes who can support both virtual and in-person instruction when we transition to the hybrid model.

In addition to hiring new substitutes, City Schools is surveying all current substitutes to discern who is interested in continuing to substitute for the upcoming school year, as well as whether they have reliable access to technology and are comfortable working in a virtual environment. We will also be providing a training for all substitutes regarding the virtual platforms that City Schools will be using so that they are prepared to provide coverage beginning this Fall.

We define short-term substitutes as someone who works for one or multiple educators on an as needed basis, and long-term substitutes as someone who is assigned to the same classroom at the same school location for greater than 10 days. All substitutes – with the exception of coverage for locked special education positions – must be obtained by using AESOP, our substitute management system.

Staff Wellness

City Schools recognizes the extraordinary circumstances our students, families, and staff are dealing with due to the impact of COVID-19. To ensure our employees and their families feel and receive the support they deserve, we will continue to build on the initiatives and work of our Be Well Employee Wellness Program through the implementation of *The Bridge to Be Well* Initiative. This initiative will provide employees and their families with mental, physical, and wellness supports and programming that address the challenges we are forced to face due to COVID-19 to improve individual and collective health in 4 focus areas. A description of the 4 focus areas and supports and programming is below.

Mental health

- Provide and implement training opportunities for supervisors and staff to identify warning signs of trauma or stress

- Promote and enhance presence of the District's confidential, free support options provided by Beacon Health Options and the Employee Assistance Program, which include: 6 free in-person or virtual counseling sessions (per issue) for employees and family members, access to financial counseling, legal counseling / advice, support with child and elder care, as well as ongoing workshops, assessments, and webinars hosted on City Schools' Achieve Solutions website

- Targeted mental health sessions and resources to address the impact of COVID-19 on the lives of employees, their families, and communities

Social-emotional health

- Provide weekly virtual office hours to provide employees an opportunity to connect with other employees in the City Schools' community, share thoughts, feelings, experiences, and receive ideas as well as resources to assist with coping with the realities of working in virtual and / or hybrid learning environments

- Mindfulness sessions to assist employees and their families to cope with anxiety and stress

- Seminars and workshops on grief, keys to coping with COVID-19, etc.

- Activities and opportunities to build relationships within and across the City Schools' staff community

Physical health

- Free online / virtual fitness classes will be available at least once a month for employees and their families to participate (eg. Zumba, yoga, exercise classes, etc.)

- Promote and encourage enrollment in KP.org and ShareCare applications to promote physical fitness

Wellness

- Provide virtual wellness sessions and online resource to promote healthy living

- Coordinate virtual cooking demonstration on healthy eating

- Virtual wellness courses on financial, relationships, parenting, etc.

A monthly calendar of events will be posted on the Be Well page of the City Schools website. Resources, session days, times, as well as other information will also be disseminated through the monthly Be Well newsletter and in the Inside Scoop internal communications.

Employee Experience & Professional Development

Employee Experience

We want to ensure our staff has proper training and support for a successful school year. Training and support will include the following for new and returning staff and will be tailored based on the staff audience.

Supports part of the employee experience will fall into 3 main categories:

- *Professional development and training* (eg. on health and safety, academics and instruction, student wholeness, mental and physical wellness focused on COVID-19 and new work models, digital literacy and technology)

- *Guidance and protocol documents* (eg. "Day in the Life" resources outlining teacher and student expectations in virtual and hybrid settings; processes for leave, etc.), and

- *Technology tools and resources* (eg. we will continue to offer a hotline for technology support; technology-oriented trainings; technology platform access and device distribution)

Professional Development Topic Areas

We are looking into developing and offering professional development on the following topic areas, leveraging expertise and collaboration by and across department offices. The list includes the major categories for professional development, associated offices that will collaborate to prepare content, target audiences, and example topic areas.

Academic Instruction: Schools and Academics Offices (College and Career Readiness, Special Education, Teaching and Learning, Wholeness)

For teachers

- New methodologies and tips in virtual, technology-enhanced instruction

- Blending online and in-person learning, AA/BB scheduling

- Strategies to support student emotional health and affirm student voice (student-directed learning, restorative circles, performance based, non-test-based assessments, culturally responsive-sustaining pedagogy, etc.)

- Focusing on teaching language and content simultaneously for English Learners

- Humanity in teaching, integration of SEL activities, and trauma-informed practices to increase educator empathy

- Strategies to support students with disabilities: understanding specially designed instruction

For principals, coaches, mentors, etc.

- Understanding and providing prioritized instructional models focused on acceleration and recovery

- Strategies and technical aspects of mentoring / coaching in a virtual context rooted in racial consciousness, empathy, and high-quality curriculum implementation

- Technology-enhanced learning and trauma-informed care best practices

Assessment Administration & Data Use: Achievement and Accountability Office

For principals, teachers, and school test coordinators

- Testing integrity
- Assessment administration platform competency (inSynch, Equip, i-Ready, mClass, Data Link, etc.)
- Assessment completion monitoring

For principals, teachers, ILTs, coaches, and mentors

- Dashboards, assessment reports, and tools
- Data inquiry protocols focused on translating assessment data into specific classroom moves and individualized student supports

Digital Literacy and Technology: Information Technology Office

For all staff

- Digital safety and device training (where applicable)
- Technology and platform competency (Zoom, Teams, Hangout, etc.)
- Ongoing, on-demand tech support

For new teachers and paraprofessionals

- New device fundamentals and safety (Chromebook)
- Teaching platforms and tools (Blackboard Collaborate, Google Classroom, Data Link, etc.)

Health and Safety: Operations and Human Capital Offices (Labor, Employee Effectiveness)

For all staff (including substitute teachers)

- Safety screen and temperature checks procedures
- Personal reinforcement: hygiene, hand washing, clothing, PPE, etc.
- Enforced social distance measures: sanitation, food, spacing, etc.

For supervisors (one training to incorporate the following):

- Train-the-Trainer series on hazard prevention and operations controls (quarantining, tracing, shift staggering, internal communication, response protocols, etc.)
- Managing labor relations, return to work (RTW) accommodations, leaves
- Medical certification, leave, and managing symptomatic staff
- Performance management in virtual and current contexts
- How to attend to / monitor staff relationships, health and symptoms of staff

Student Wholeness: Academics Office (Wholeness)

For teachers and principals

- Wholeness in the virtual space
- Foundations of SEL and restorative practices
- Implementing the Code of Conduct
- Attendance expectations and documentation

For teachers, principals, and support staff

- Support for students experiencing homelessness
- Immunizations A-Z

Workplace: Legal Office

For instructional staff

- Equal opportunity in the workplace, including sexual harassment
- Recognizing and reporting child abuse and neglect
- Student bullying, harassment, and intimidation
- Suicide prevention

The Human Capital Office (Talent and Organizational Development) will oversee the coordination of professional development across offices. This includes:

- Co-design, consult, and deliver professional development in coordination and collaboration across offices, including those listed above
- Provide minimal facilitation and train-the-trainer delivery support
- Build capacity on adult learning principles
- Partner with OAA to track, monitor, and minimally assess impact

Teacher Professional Development

City Schools worked immediately upon school closure to create and deliver professional learning that would prepare school-based staff for our new virtual learning environment. An online resource hub was created that housed files and opportunities for asynchronous learning for teachers and other staff. These resources were continually updated based on the latest research and best practices, as well as feedback from our teachers and families.

During the summer, content teams offered continued professional learning to teachers. Learning opportunities for district curriculum materials were delivered synchronously, including: K-8 literacy academies, supports for implementation of Eureka Math, targeted learning for new physics teachers, and an opportunity for teachers and paraeducators aligned to early literacy skills. Asynchronous opportunities were updated on the online resource hub. All content specific professional learning emphasized the importance of continuing to teach grade level appropriate content to ensure our students are prepared for college and career upon graduation. We have also incorporated important feedback from small, summer school pilot programs to guide teacher support. Teachers in those programs noted the need for support in small group instruction in a virtual environment.

There are eight days for teacher PD before school opens in September; some days will be allocated for school-specific learning while others will be facilitated by district office teams. To support teachers in the reopening of schools, staff are planning professional learning aligned to the following overarching goals. Some topics and areas may overlap with the professional development and training mentioned earlier for all staff.

- supporting standards-based curriculum implementation,
- how to utilize and leverage digital learning tools, and
- using data and diagnostic information to determine the best opportunities for students to engage with during asynchronous learning

District staff are also in the process of designing professional learning for teachers to support specific student populations, including gifted and advanced learners, students with disabilities, English learners, and students in need of tiered intervention supports.

Gifted and Advanced Learners

It is essential that all teachers be supported in their efforts to meet the wide range of needs of their students, as virtual learning can create barriers that limit the ability of some students to be seen for who they are and for the potential they possess. In that spirit, City Schools is providing the following support for our teachers to support gifted and advanced learners:

- 13 self-paced online modules on best practices in gifted education; topics covered include: Gifted 101, Differentiation, Archetypes, ILPs, Primary Talent Development (PTD), Social Emotional needs, Twice Exceptional Learners (2e), Bibliotherapy, Jacob's Ladder, and Divergent Questioning

- Monthly GAL professional learning opportunities designed for school designated GAL leads; these sessions are open to all interested teachers

- School specific professional learning as requested by school leadership

- Short video lessons for use in grades K-5 or as part of a virtual pull-out class option

- APEX training and management support specific to acceleration track learning and GAL exploratory learning options

Continued support is being provided to all GAL families and those interested in learning more about addressing the academic and social emotional needs of their children, regardless of whether they have been formally identified as gifted, advanced, or talent development. Those supports include partnering with the Johns Hopkins Center for Talented Youth to offer quarterly sessions on topics ranging from meeting the social-emotional needs of gifted learners to how to successfully engage accelerated learners. Additional supports will include monthly sessions for families aligned to many of the same topics offered to teachers around the best practices for identification and instruction, and weekly office hours where families can register for student specific consultation sessions hosted by GAL district office staff.

Students with Disabilities

City Schools is committed to providing continued support and professional learning opportunities to school leaders and educators in delivering Specially Designed Instruction (SDI) to students with IEPs. Professional learning opportunities will build capacity of educators in delivering SDI in both traditional and virtual learning environments. Offerings will include a focus on implementing, planning, and evaluating the delivery of SDI to students with IEPs. Sessions will include virtual tools and supports for teachers in implementing specially designed instruction virtually. These unique times require unique thinking; therefore, City Schools will be inviting teachers to take part in all stages of the professional learning content development process, and we will be highlighting City School teachers that have been innovative in their approaches to delivering high quality and engaging SDI in the traditional and virtual learning environments.

English Learners

Strategies for teachers include support to both ESOL and content teachers allowing for development of instructional strategies to best meet the needs of ELs in their classrooms and provide collaboration time to ensure that planning and instruction includes necessary scaffolds and differentiation for ELs. Specific strategies include:

- specialized professional learning and office hours for ESOL teachers, content teachers, and ESOL bilingual staff focused on supporting ELs in virtual learning,

- additional formative language assessments for identifying impact of virtual learning on English language development and monitoring moving forward

Student Support Teams (SST)

In addition to sharing written guidance with all schools, City Schools will provide systemic professional development to our SST Chairs and administrators, and technical support webinars. Weekly sessions will

be made available where staff can meet with the district SST team to answer questions in a forum setting. If more individualized support is needed, staff can sign up for direct support sessions to prepare for upcoming meetings or receive one on one supports as it relates to the SST process.

Multi-Tiered Systems of Support (MTSS)

City Schools will provide synchronous weekly professional learning sessions in collaboration with Special Education Liaisons. In consideration of varied schedules teachers will be encountering, City Schools will share asynchronous learning opportunities so that teachers will be able to self-select sessions that are specific to their individual needs. Teachers will also be able to seek out individual support via office hours that will be held weekly by the Special Education Liaisons and Educational Specialists. Our goal is to ensure teachers feel supported and have the tools they need to ensure students with disabilities are accessing and progressing toward grade level content, making progress toward individualized IEP goals, and actively engaging in rigorous instruction.

Formal Observations for Teachers

Two formal observations are required as part of the evaluation process for educators, subject to any potential changes in "on / off cycles" prior to September 30, 2020. In the event that the instructional model in place during the formal observation windows necessitates the completion of formal observations during virtual instruction, City Schools is creating an Instructional Framework companion document outlining "Look-Fors" for the formal observation of online instruction. This companion document will serve as a guide for qualified observers, mentors, and instructional coaches to provide informal feedback throughout any periods of virtual instruction as well.

3. Engaging with our Families, Communities, Students, and Partners

Enrollment Process & Protocols

As part of our recovery planning, the Enrollment, Choice, and Transfer (ECT) and Multilingual Enrollment & Support Center (MESC) teams will merge as a combined unit at District Headquarters to maximize support for the enrollment needs of our students and families. As a result of the coronavirus pandemic, City Schools launched Online Registration, powered by Infinite Campus, to support the key enrollment and registration needs of new and existing families. This enhancement enabled the district to shift from the current, paper-intensive format to an online format to enable families to complete end-to-end processes in a full, virtual environment.

Online Registration: New and existing families should use the Online Registration process to complete the key enrollment and registration processes: new student enrollment (1-12), out of zone requests, Pre-Kindergarten and Kindergarten enrollment, transfer requests, address changes, and surveying families. Families will retain the option of enrolling and / or transferring using the paper-based (traditional) process; this involves submitting paper applications and necessary documentation in-person if they're unable to submit this information online. District supports

Equity Policy Alignment

Section 3 of our plan, Engaging with our Families, Communities, Students, and Partners, aligns with the following standards of the Equity Policy. The full Equity Policy can be found in Appendix 4.

(A) Disrupting and Eliminating Systemic Inequities
(B) Honoring Culture, Experiences, & Humanity of Students, Families & Community
(D) Building Staff Capacity for Equity-based Teaching and Leading

will also be available for families for follow-up and support via telephone, virtual conference, or by appointment. We are and will continue to set up training for district and school-based staff to ensure they're familiar with the online process to best help and support families.

We are also seeking to implement and sustain improvements in our current processes to better support the needs of students, families, and school leaders in the fall and throughout the school year. Such efforts include:

Middle and High School Choice: We will host our Annual Choice Fair virtually this year and are developing additional strategies to support this effort to ensure families have the right information to prepare for and navigate the choice process (e.g. virtual tours of our school options for families to explore, in-person counseling on school choice options, etc.).

Residency & Address Verification: In collaboration with multiple district offices (e.g. Office of Achievement & Accountability, Office of Food & Nutrition, and Office of Schools), we will work to verify and update residential addresses, as necessary, for City Schools' families that are eligible for extra food benefits (Pandemic Electronic Benefit Transfer, EBT's), and establish and staff satellite sites to collect related documentation from families to ensure they receive the proper benefits and information.

Family, Community, and Youth Engagement

City Schools believes that family engagement is a shared responsibility and an essential component for improving the academic outcomes of our students. Based on feedback and input from our school communities—parents, families, students, teachers, staff, principals, and community partners - the Engagement Office will provide enhanced supports to ensure school teams are equipped with the strategies to build the capacity of parents to effectively partner in the education of their children in virtual and hybrid learning environments. We had had very robust stakeholder engagement efforts throughout our recovery planning process, both virtual and in-person, and will continue these efforts as we can continue preparing for and throughout our fall reopening.

Our approach to building the capacity of staff and families is guided by the Dual Capacity-Building Framework for Family-School Partnerships (DCBF), an evidence-based strategy for building strong academic partnerships with educators and families. Due to COVID-19, students, families and school communities have been adversely impacted. Families have been required to manage multiple priorities-- keeping up with their own work while caring for and teaching their children. We cannot educate Baltimore's children without their parents, families, and communities. We must all work together to ensure each one of our students reaches their highest potential during this unprecedented time. The Engagement Office's roadmap for supporting our families and communities is anchored in data and research and includes the following focus areas and related initiatives. The aim is to provide the trainings, support, and resources necessary for parents and families to support their students and feel connected to their academic success throughout the school year.

In addition to the initiatives listed below, all families have the ability to support their children's learning and the actions taken at home play an essential role in accelerating that learning. Wide Open School is a resource available to all parents and families to access tips and guidance to help support their child's academic success.

Building the Capacity of Staff and Families to Support Learning at Home

This will involve:

- Family University: Launch Family University to provide training and learning opportunities for parents, teachers, principals, and staff to get well connected on best practices in virtual learning. Through workshops, online resources, and videos we aim to meet the unique needs of all families to support learning at home. The focus areas of trainings and supports will be:
    - best practices in virtual learning for parents and families (e.g. understanding academic content, accessing technology, two-way communications, etc.)
    - building and sustaining family-teacher partnerships in virtual learning environments, family health, and wellness

- Trainings and supports: A variety of resources will made accessible including toolkits, at-home learning materials, webinars, in-person, and live trainings. All offerings will be available in both English and Spanish. In addition, to ensure our most vulnerable families (e.g. Title I, homeless, newcomer, and immigrant families) have access to information, we will create digital media cards with tips and guidance on the digital learning environment for distribution at meal sites and in-person home visits. To ensure that our underserved, immigrant and newcomer families have access to information and resources for virtual learning, in-person training and targeted supports will be provided as needed.

- School leader and school-based team trainings and supports: Provide training and professional development for principals, teachers, and school-based teams on leveraging family input and feedback (1) to build trusting relationships and sustain strong academic partnerships in virtual / hybrid learning environments; (2) monitor student engagement and performance in virtual learning to inform family dialogues and school level and individual family engagement strategies; and (3) use evidence-based practices to design school-level engagement plans and strategies (e.g. virtual home visits, student-led conferences and in-person home visits, conferences or trainings as needed. Supports for educators will:
    - Equip staff with tools and resources to strengthen family engagement strategies guided by the Dual Capacity-Building Framework for Family-School Partnerships
    - Allow staff to equip families with tools to support their children's academic achievement during virtual learning or in a hybrid model
    - Ensure staff ability provide learning opportunities for families that align with instruction across all content areas and grade bands
    - Create learning opportunities to help families support social-emotional learning and student wholeness in a virtual environment
    - Train staff in strategies for engaging families struggling with virtual learning or hybrid models, including safely and effectively engaging families in-person via home visits, in-person conferences, or trainings for small groups of families as needed
    - Train staff in effectively and safely implementing standard operating procedures to safely engage families or students in-person as needed
    - Provide one-pagers with strategies to build home-school partnerships in virtual / hybrid learning environments
    - Share scripts for teachers to address frequently asked questions about virtual learning including monitoring their child's progress, technical questions, and meeting student's social emotional needs
    - Launch virtual Teacher Networking Community
    - Train staff in launching virtual Parent Networking Communities to connect parents who are supporting their children's virtual learning experience – particularly connecting parents who are new to school communities and have students in transition grades

- o Hold virtual office hours for staff and teachers on how to coach and provide guidance to families around supporting their child's virtual learning experience including logging on, accessing online resources, completing online assignments, getting help, and monitoring their children's progress

- o Create a dedicated page on the district's website for families, staff, and community-partners to share information about family engagement resources and best-practices for sustaining home-school partnerships. The page will include webinars, tip-sheets, and content for families that help them support virtual / hybrid learning.

- Technology support hotline: We will continue to offer a hotline for technology support to help address questions, issues, and concerns for parents and families.

Sustaining Family Engagement and Decision-Making in Virtual Learning Environments

- Parent Support and Connections: City Schools will develop, opportunities, protocols, and systems to support schools with sustaining and building strong parent networks.

  District Level Parent Support Group: The Engagement Office will host monthly parent support groups for families to get support, stay connected, share resources, and coping strategies for virtual / hybrid learning. Content offices will participate to share best practices and information about district resources for students and families.

  School-Level: FCE Specialists will partner with school-teams (e.g. social-workers, teachers, parent leaders and community schools' coordinators) to launch parent support groups to foster a sense of community and create opportunities for families to network and build trust within their schools. To ensure that EL families have access to parent leadership and networking supports, the Bilingual FCE Specialist will provide coaching and guidance to ESOL schools around implementation of this strategy. Additionally, in-person support groups will be offered to underserved, immigrant, and newcomer families to ensure all families are able to participate in this resource.

- Virtual Back-to-School Event: City Schools will host a virtual district-wide back-to-school event. This family learning opportunity will include information about academic, at-home learning supports, family literacy, social and emotional and family wholeness, and community-based resources.
  .
  - Back-to-School Learning Materials: City Schools will develop and distribute a "Back-to-School" in a box kit for families that orients them to district and school level information about virtual learning. Available in multiple languages, the kit will include literacy materials, information on how parents can access academic and learning supports, community-based resources, how to stay engaged and connected during the virtual learning period, and beyond. Kits will be available to all families across the district's meal sites and will also be mailed to families that cannot access meal sites. A digital version of the kit will be made available on the district's website and social media platforms for all families to access.

  - School-Based Back-to-School Events: All schools will host an annual meeting / back-to-school event to welcome families and share important information about academic priorities. To ensure targeted supports are offered at the school-level, FCE Specialists will provide webinars, guidance, trainings on use of standard operating procedures, and technical assistance for school-level virtual and in-person Back-to-School Nights, Open Houses, and family academic activities.

  - o District Level Family Orientation: City Schools will host a virtual family orientation during the beginning of the school year to provide families with helpful tips and best practices and details regarding what they can expect from the district and schools. Focus areas will include policy overviews on topics such as: attendance and grading, targeted programming for special education, multilingual supports, programming for early learners, training on curricular programs, etc.

- o School-Based Family Orientation: Each school will also host its own family orientation to help families support their students in a virtual learning environment with confidence. Principals and school teams will host virtual and some in-person orientations using standard operating procedures that meet health and safety standards. Families will receive their access information for virtual learning, schedules, details on how to obtain their workbooks, and other relevant guidance to help them partner in their students' learning.

- School Family Councils and Parent Groups: We will relaunch school family councils and organized parent groups to ensure equity and access to opportunities for decision-making for all families (e.g. revisioning for budget engagement and annual meeting) in virtual learning environments. Supports include: training and coaching, updated guidance for principals, parent leaders and partners to foster transparency, and increased open and two-way communication around district and school priorities.

- Targeted Supports: Provide targeted supports for unique populations to include newcomer and immigrant, English language learners, homeless, special education students, students who are not effectively engaging in virtual learning and underserved families through training, offering culturally relevant activities, and partnering with community-based connectors and family navigators to meet the needs of these communities.

- Provide training and guidance (e.g. toolkits, webinars, tip-sheets) to vendors, principals, and school teams around planning and facilitating virtual or in-person family academic events and activities that extend learning beyond the instructional school-day

Building Community Connections

- Community Ambassador Program: In September 2020, we will launch a Community Ambassador program to build awareness of district and school level priorities by activating partners and volunteers to share our priorities within their networks and outreach strategies. We will also activate volunteers and other key community stakeholders to help address school needs in a virtual environment. A roundtable and advisory of trusted neighborhood, faith-based, and community leaders will also be established to inform district priorities and foster shared ownership.

- Community Outreach: The Engagement Office will facilitate regular community outreach to key stakeholders when making critical decisions for the district. We will ensure collaboration with neighborhood associations, city agencies, faith leaders, and other community-based organizations to help communicate district plans and updates, support the engagement of families and community members, and partner on citywide and Mayor's Children's Cabinet initiatives.

- CEO Community Conversations: We will hold CEO Community Conversations throughout the fall with community-based organizations and neighborhood groups to share district priorities and hear ideas and feedback from the community. All CEO Community Conversations will take place in the evening. Confirmed dates include the following, with additional to be added:
  - o August 10, 2020
  - o January 13, 2021
  - o May 12, 2021

- Neighborhood Association Meetings: The CEO and / or other members of the City Schools leadership team will also participate in neighborhood association meetings. Meetings that are scheduled so far include the following, and will occur in the evening.
  - o October 7, 2020 - Harbel Community Organization
  - o November 11, 2020 - Park Heights Renaissance
  - o December 9, 2020 - Johns Hopkins Medical Center
  - o February 11, 2021 - University of Maryland Medical Center
  - o March 11, 2021 - Mondawmin Coordinating Council
  - o April 15, 2021 - Cherry Hill Community Coalition

Leveraging the Community Schools Strategy to Eliminate Barriers to Student Success

About Community Schools: The goal of the Community School Strategy is to ensure all students in City Schools are academically successful, graduate from school, and are college, career, and citizenship ready. The Community School strategy offers an integrated focus on academics, health and mental health services, youth development, expanded learning opportunities, and family and community support and recognizes the multiple aspects of children's development (cognitive, social, psychological, physical, moral and vocational). The strategy is guided by a policy framework and responsibilities for support and implementation as developed by City Schools in October 2016.

Community Schools create positive conditions for learning in the school and the community in partnership with families and aims to remove barriers to student success. All families and communities have strengths and assets that are a valuable resource to schools. Community Schools are inclusive and equitable, use a racial equity framework to ensure the success of children, and serve as an effective strategy to address concentrated poverty. They embody and incorporate voices of the community: parents, teachers, school-based staff, residents, community associations, and other key community stakeholders who all have a shared interest and investment in the wellbeing of children.

Resources and Supports

In the context of recovery planning, the Community Schools initiative responds to identified student needs by supporting and providing direct services and training. A full-time community school coordinator and / or site specialist at the school play a critical role in the implementation of this program. Their role is to build relationships, coordinate partners, and leverage additional resources, opportunities, and services for students and families. Community school coordinators and site specialists will work collaboratively with district and school-based staff, including by serving on school teams (e.g. School Family Council, Attendance Team, Instructional Leadership Team, etc.) to provide resources and supports for virtual reopening that can also be applied to fit the hybrid model when implemented, such as the following:

- Provide information on neighborhood food resources and coordinating partners to assist with direct food distribution and delivery

- Help families bridge the digital divide by providing one-on-one support in accessing digital learning platforms, helping with computer and hotspot distribution, identifying partners and donations to help increase access to technology, and identifying partners to provide technology workshops and supports

- Work collaboratively with homeless services and English as a Second Language (ESOL) staff at the district and school level to ensure that all families receive the resources they need

- Assist families with accessing at-home learning materials (e.g. identifying resources for at-home art or STEM – science, technology, engineering, and math - activities, identifying additional online learning resources in partnership with teachers)

- Ensure families and students are connected to the school and receive updated information by managing social media (e.g. Twitter, Instagram, Facebook), providing direct calls to families, and using school communication apps (e.g. Class Dojo, Parent Link, Google Classrooms, etc.)

- Plan and coordinate virtual school events such as Back to School Nights, family meetings, town halls, and resource fairs with school staff and partners. When guidelines are available for in person gatherings of 25 or more, we will plan safe, in-person events and activities.

- Provide updates to the community on school plans (including presenting at neighborhood association meetings, business association meetings, and other events) and in-person when the hybrid model is implemented.

- Coordinate virtual celebrations and incentives to promote virtual student attendance

- Collaborate with partners to provide activities such as virtual or small in-person clubs, field trips, college information sessions, and other enrichment activities.

- In partnership with school social workers, psychologists, and wholeness specialists, monitor student engagement, attendance and success in virtual or hybrid learning, identify barriers and assist families

in accessing supports critical to student success including health care, mental health services, immunizations, housing and transportation services

• Facilitate information and professional development sessions with district-based teams to establish protocols for coordination of services with school-based service teams (includes community schools site coordinator, social workers, school counselors, student wholeness specialists, FCE Liaisons, and community-based partners)

• Conduct check-in calls and home-visits, both virtual and in-person, to support with student engagement, attendance, and update parent/guardian information in partnership with school leadership, school-based teams, and community partners

• Complete annual community school planning and goal setting in partnership with school staff including, for new schools, completion of a community school needs assessment including reviewing and sharing data from surveys and focus groups

Elevating Youth Voice and Leadership

During this time of incredible challenge and change in what education looks like for our students, it is more important than ever to ensure we are listening to the voices of our youth, engaging with them authentically, and empowering them to actively provide feedback on how this new context of school is impacting them. We must then identify ways to better meet our students' needs based on that feedback we receive.

• Student Ambassador Program: We will develop and implement the Student Ambassador program in 12 schools as a pilot to increase student engagement and elevate student voice at schools where we typically do not hear from students. Pilot schools will identify 2 Student Ambassadors and a staff liaison to support the Ambassadors. Student Ambassadors will develop a youth engagement activity, which responds to their school community and elevates youth voice at the respective schools.

• Youth Advisory Council: The CEO's Youth Advisory Council will include 12 youth representatives. The Youth Advisory Council will work collaboratively with the CEO and district to elevate and ensure that student voice is considered when making important district decisions. They will also use the learnings from the Student Ambassador Programs' in-school inquiry about engagement to create a report with suggestions or recommendations on student engagement for district leadership.

• Youth Up Next (YUN) Programming: We will host monthly Youth Up Next (YUN) virtual programming to build awareness of district priorities and offer opportunities for youth to learn more about resources and supports available to them and their families. These programs will serve as virtual training or in-person workshops for students to build their capacity and understanding of student rights, policies, and opportunities to cultivate and sustain supportive school climate and culture.

• Student Showcase: We will support and participate in the BMore Me Student Showcase, an annual program that elevates student vViroice, leadership, and learning throughout the city.

Partnership Strategy

We know that our district and schools have great relationships with community and business partners that help to support our students' learning. During the initial school closure period, our partners played a variety of roles to support the diverse needs of students and families, including emergency supports (e.g., meals, personal care items), remote and at-home learning resources (e.g., books, art, STEM, and play kits), and in-person and direct services supports (e.g., volunteer staffing at meal sites, meal delivery, and transportation/mobility services). We recognize that these partnerships will continue to be essential to the education recovery effort.

Our partnership strategy enables us to meet the diverse needs of students by leveraging external resources and supports and ensure partners have what they need to effectively connect their resources and supports to benefit students, schools, and communities.

To reduce the exposure and potential spread of COVID-19, we will limit nonessential visitors to school campuses and district office. Partners and volunteers (including tutors and mentors) will be encouraged to follow CDC guidelines if their roles require visiting campuses. All partners are encouraged to prioritize offering services and supports that can take place virtually or outside of the school building.

For Partners

We welcome partner support to meet the needs of our students both virtually and in-person. To ensure consistency in partnership coordination, City Schools will set-up a centralized system and structure for information and resource sharing.

- City Schools Webpage: We have set up a dedicated page on the City Schools Webpage for resources for our partners, and this page will continue to be updated regularly

- The Partners in Education (PIE) Portal is the district's online database designed to support the matching of diverse school needs with partner resource offerings. It is a web-based software solution that allows us to combine our communications and community engagement work with partners, volunteers, and donors within a single application, making it easier for us to access and manage data across different lists or databases and foster relationships and connections between our partners and schools.

  o New and existing partner organizations will be required to register using this link in the PIE Portal to partner with schools and district departments beginning in the 2020-2021 school year

  o Registered and approved partners will receive regular communication and access to training and resources to support successful partnerships

- Guidance: We will provide detailed guidance for approved partners providing virtual or in-person support

  o For virtual support, the Virtual Partner Support Protocol specifies that partners will need to place requests for support (e.g. how to obtain approval for students and staff to safely access external domains and websites, receive approved list of platforms) through their partner school principal or district sponsoring office

- Modified Use of Building Space: The Board of School Commissioners for Baltimore City Public Schools recognizes that school facilities can be utilized safely with restrictions for partner and

community use. As such, the Board is allowing the use of school facilities for community purposes in accordance with the Annotated Code of Maryland, CDC and state / local health department guidelines. We are continuing to work through details and additional guidance for our partners, and will provide them as they become available.

- o The modified use of building space must follow all elements as referenced in policy FKA "Public Use of Board School Facilities" provides the public, partners, and school-based staff with guidance on the use of City Schools facilities safely for educational, civic, social, religious and recreational activities by the public, partners and any other organization during this pandemic.

- o Partners can request permits for building use through the Real Estate Office. The allowable times for space use will be determined through the permit process. Partners will be expected to follow COVID-19 health and safety guidelines for cleaning and disinfecting areas; additional fees may apply.

- o Additional details on activities that are allowed to take place at City Schools, and additional stipulations, can be found in Appendix E of Appendix 7 (Health and Safety SOP's)

- Liaisons: Partnership coordination liaisons will be identified to support communication between district, schools, and partner organizations

For Volunteers

The work of volunteers is defined and described in our Board policy and administrative regulations. Volunteer policies and regulations are being reviewed and revised to incorporate CDC guidelines and alternative methods of service.

- City Schools Webpage: We have set up a dedicated page on the City Schools Webpage with online resources for our volunteers, and this page will continue to be updated regularly

- Registration and Background Check: Effective September 1, 2020, all individual and group volunteers will be required to register online through the Partners in Education Portal using this link to serve with City Schools. Online registration will minimize the time and level of direct contact needed to activate volunteers for service. For volunteer roles requiring a fingerprint background check clearance, volunteers will be required to make an appointment to visit central office to complete the screening. No walk-ins will be permitted for fingerprint background checks.

For Donors

City Schools will establish and maintain an active directory of school needs and requests for partners to view to determine how best to provide in-kind donations in support of students and schools.

- City Schools Webpage: We have set up a dedicated page on the City Schools Webpage with online resources and guidance on donations to City Schools

- Partners can view an active directory of current donation requests online here and complete the donation tracking form to document donor contributions for special recognition and acknowledgement

Communications

Our plan emphasizes the critical importance of communicating with our community partners and maintaining connections with staff, students and families throughout the recovery process, in order to continuously improve our efforts on their behalf. During the spring school closure and virtual learning periods, and through the development of the reopening plan, City Schools provided strong communication to our families and students with regular updates across multiple channels. We will continue these efforts as we keep preparing for schools to reopen, as schools reopen, and throughout the school year. The Communications Office will continue to coordinate all communications to ensure integration and continuity of messaging across audiences and channels.

City Schools will continue to proactively share accurate and timely information with its key audiences regarding health and safety, access to social supports, and the delivery of effective instruction to students while also providing clarity of actions and expectations for our families. Such measures are necessary to support increased student achievement, organizational excellence, and ensure our key audiences are aware of district decisions, actions, or information.

Our communications are and will be rooted in the following 4 key messages that are closely associated with the principles we used to develop our recovery plan. A primary objective is to share these key messages consistently across the district's primary audiences – students, families, staff members, and collections of community influencers and leaders.

- City Schools will always make decisions that support the health and safety of students, staff, and families

- City Schools will be inclusive and transparent with students, families, staff members, and the community

- City Schools provides supports needed for students and staff members to engage in all learning environments

- With the help of community partners, City Schools will provide families with assistance during the COVID-19 pandemic and beyond

Communications Plan

Based on lessons learned and necessities identified during the early stages of the City Schools' response to the COVID-19 pandemic, the district's communications plan for reopening and the 2020-2021 school year will continue to involve connecting and maintaining contact with our audience through a variety of channels, tools, and systems. We see the immense value in how a diverse array of tools can help ensure a comprehensive and impactful communications effort and want to ensure we provide the best information to our students, families, and communities.

First and foremost, we have a set of district communication channels accessible to all audiences:

- *City Schools Reopening Hub*: A dedicated webpage to share information about the reopening process to all. This site has been updated and shared throughout the reopening and recovery planning process over the spring and summer with key information such as ways for individuals to engage in planning, informational videos and town hall recordings, town hall presentations, draft reopening plan, FAQ's, and results from our stakeholder engagement efforts. It will remain updated as we continue to prepare for the start of the school year.

- *City Schools TV:* Our YouTube channel that includes videos highlighting successes and stories from our schools and students. The site also hosts videos of meetings of the Baltimore City Board of School Commissioners and Reopening Town Halls.

- *Social Media*: We regularly share updates, key information, and advertise events on our Facebook, Twitter, and Instagram channels. By using multiple platforms, we work to ensure we're reaching as broad of an audience as possible.

In addition to central resources such as the Reopening Hub, we have a variety of tools to tailor communications and stay connected with individual audience groups: our employees, students and families, and other stakeholders. We will continue to prioritize equitable communications by (1) increasing our capacity and productivity in translating communications to languages other than English and (2) establishing contact and engaging with audience members that cannot or do not regularly access the district's mass communications tools; such as English Learner students and families, students and families without internet or are uncomfortable using this technology, homeless families, and neighborhood association presidents.

How we'll communicate with our employees:

- *Inside Scoop biweekly newsletter*: A newsletter for employees with current events and updates

- *Inside Scoop employee intranet:* Portal on the City Schools website for employees to learn about and stay informed about current events and updates

- *Employee Facebook group* (non-office focused): A Facebook group where employees can connect with each other and receive key information about the district, updates, etc.; the target audience is employees that do not regularly access their City Schools email accounts or the district website

- *Winning Wednesday weekly email*: An email blast that highlights the positive outcomes and achievements of employees, as noted on social media or by journalists

- *Automated phone calls, Employee emails, Town Halls (as needed):* To share regular updates to all employees, including vital or time-sensitive matters

- *City Schools Webpage*: Dedicated webpage for our staff to communicate key updates and resources

- *School Leader Updates* email: Daily communications with principals to share updates and resources

How we'll communicate with our students and families:

- *City Schools Webpage*: Dedicated webpages for our students, parents / guardians, and families to share updates and resources

- *Automated phone calls and emails*: Weekly communications to families with key updates, including high priority or time-sensitive items

- *Mobile Application*: Encourage the use of the mobile application as a tool to access information on-the-go, which will be relaunched this fall and updated regularly

- *Virtual events*: We will continue to host regular events such as the CEO Round-up and Virtual Family Town Halls on Facebook, Twitter, and YouTube to share important updates and get feedback

How we'll communicate with our stakeholders:

- *Newsletter*: Weekly Community Update newsletters sent to vital stakeholder groups with current updates

- *Media highlights*: Regular media pitching of positive coverage and informational opportunities

- *Student highlights*: Weekly publication of student-generated video and social media content

Communications Strategy

Our communication initiatives will be supplemented by a strategic communications response for the full school year. The plan is divided into two parts of 6 months each, with the first six months emphasizing the maintenance of the current communications schedule of outreach to various audiences while highlighting multiple themes of the recovery effort. The second six months will focus on normalizing communications by developing a regular schedule for communications to students, families, and community groups. Examples of specific efforts occurring during each six-month period are given below:

Part 1: July-December 2020	Part 2: January-June 2021
August - Support communication around virtual learning, technology access, meals, immunizations - Ensure access to virtual lessons on City Schools TV September: - Maintain virtual town hall opportunities - Report on progress toward implementation of hybrid option - Support school-level communications outreach - Manage relaunch of mobile application - Launch branding education effort October: - Communicate updates on virtual and / or hybrid learning as they become available - Communicate grading policies	- Reinvigorate the Communications Ambassadors program to establish a pathway for schools and administrative offices to collect and share information with the Communications Office about outcomes and activities - Increase the planned placement of City Schools mentions by media partners by 15% from July - December 2020 period - Increase regular measuring of communications efforts by creating an internal database that tracks progress toward the SMART objectives[11] for the Communications Office - Focus on the use of the Mobile Application with daily updates about important news for all stakeholders; link the mobile application to the news webpage on the district website using an RSS feed - Support Good News sharing by encouraging and supporting schools to share positive outcomes through a dedicated webpage and Google form

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[11] SMART objectives are specific, measurable, achievable, realistic, and timely.

4. Looking Ahead

We will continue planning in the coming weeks to ensure we're prepared for a successful reopening of schools for the 2020-2021 school year.

Staying Engaged

We will continue to connect with our students, families, staff, and partners through a variety of channels as we get ready for the first day of school and throughout the school year. Initiatives include:

- Continue to host weekly town halls with staff and families to share updates

- Field questions and concerns from staff, families, students, and partners who can email reopening@bcps.k12.md.us

- Keep City Schools Reopening Hub up-to-date with critical updates and information

As part of the planning process, we will circle back with staff and families on what the transition to the hybrid model will look like, more details on the hybrid models, and next steps to share preferences in the instructional model for their student. We will also continue working with the city and community partners to explore childcare programs and resource centers available to parents and staff.

Key milestones include:

- <u>August</u>: Focused planning for virtual learning; Continued planning for hybrid learning

- <u>September</u>: Begin implementation of virtual learning; Continue planning for hybrid learning model with small groups of students

- <u>Fall 2020</u>: Provide update on next steps with hybrid model (By October 16)

Upcoming School Calendar

The Board approved the following amended school calendar for the 2020-2021 school year. The shifts enable us to provide students, staff, and families ample time to prepare and feel confident to succeed in new learning environments for the school year. Additional key dates and details will be provided as they become available.

- <u>August 26</u>: Teachers and 10-month staff return to work to prepare for the new school year

- <u>August 26 to September 4</u>: Training and professional development for staff on virtual learning

- <u>September 8</u>

  o First day of school for students; virtual learning period begins

  o Start orientation and training for students and families

- <u>Fall 2020</u>: Training and professional development for staff and families on hybrid model (Date TBD)

Notice of Nondiscrimination

The full nondiscrimination statement is also available on City Schools website here.

Baltimore City Public Schools ("City Schools") does not discriminate in its employment, programs, and activities, based on race, ethnicity, color, ancestry, national origin, religion, sex, sexual orientation, gender, gender identity, gender expression, marital status, pregnancy / parenting status,disability, veteran status, genetic information, age, or other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community's long-standing efforts to create, foster, and promote equity and inclusion for all. Some examples of discrimination include acts of hate, violence, harassment, bullying, or retaliation. For more information, see Baltimore City Board of School Commissioners Policies JBA (Nondiscrimination – Students), JBB (Sex-Based Discrimination – Students), JICK (Bullying, Harassment, or Intimidation of Students), ACA (Nondiscrimination – Employees), ACB (Sexual Harassment – Employees), and ACD (ADA Reasonable Accommodations), and the accompanying City Schools Administrative Regulations. City Schools also provides equal access to the Boy/Girl Scouts and other designated youth groups.

For inquiries about these nondiscrimination policies, please contact:

Equal Opportunity Manager, Title IX Coordinator
Equal Employment Opportunity and Title IX Compliance
200 E. North Avenue
Room 208
Baltimore, MD 21202
Phone: 410-396-8542; Fax: 410-396-2955
Email: eeo-titleixcompliance@bcps.k12.md.us

OR

Coordinator – Section 504
Special Education and Student Supports
200 E. North Avenue
Room 210
Baltimore, MD 21202
Phone: 443-462-4247
Email: 504support@bcps.k12.md.us

If you believe that you have experienced discrimination in City Schools' employment, programs, and/or activities, or if you are requesting a reasonable accommodation, please use one of these forms, as appropriate, which also include filing instructions:
- Student Discrimination Reporting Form
- Student Sex-Based Discrimination Reporting Form
- Student Bullying, Harassment, or Intimidation Reporting Form
- Equal Employment Opportunity Complaint Form
- Reasonable Accommodations Request Form

Discrimination complaints also may be filed with other agencies, such as:
- U.S. Equal Employment Opportunity Commission, Baltimore Field Office, City Crescent Bldg., 10 S. Howard Street, Third Floor, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); or
- U.S. Department of Education, Office for Civil Rights, Lyndon Baines Johnson Dept. of Education Bldg., 400 Maryland Avenue, SW, Washington, DC 20202-1100, 1-800-421-3481, 1-800-877-8339 (TDD), OCR@ed.gov, or www2.ed.gov/about/offices/list/ocr/complaintintro.html.

This notice of nondiscrimination is available, upon request, in languages other than English and in an alternate format under the *Americans with Disabilities Act*, by contacting the City Schools Communications Department, 200 E. North Avenue, Room 317, Baltimore, MD 21202, communications@bcps.k12.md.us, 410-545-1870.

Appendices

Appendix 1: Recovery Plan Stakeholder Group (Workstream Leads & Members)

The following individuals played a critical role in the development and refinement of our recovery plan through their leadership and / or participation in our workstreams. Our recovery planning efforts would not have been possible without their dedication, hard work, and commitment to serving the students, staff, and communities of City Schools. We thank you for your inputs and perspectives throughout the process, and we look forward to continuing to working together as we move forward.

Below is the list of individuals who served on one of the 16 collaborative workstreams to help develop and inform the plan. Each person's name and associated role / position is listed. Workstream Leads are marked with an "*" and representatives from the Baltimore Teacher's Union (BTU) are marked with an "**".

Aaron Searson, Research Services

Aleesha Manning, PK-5 Principal

Alexa Murray, Legal Counsel Office

Alicia Marner, Special Education

Alicia Thomas, 21st Century Schools

Alisha Borden, Elementary Teacher

Alison Ferguson, Elementary Teacher

Allen Blackwell, Homeless Education

Allen Perrigan, Special Education

Amanda Brown, PK-8 Principal

Amanda Costley, Legal Counsel Office

Amber Clemmons, Academic Content Liaison

Amiee Wichester, Continuous Improvement

Anand Subbiah, IT*

Andre Riley, Communications*

Angel Sutton Richardson, Bus Contractor

Angela Alvarez, Office of New Initiatives

Angela Faltz, Student Conduct & Attendance

Angela Holland, Whole Child Services & Support

Angela Lainey, Student Conduct & Attendance

Annastasia Kezar, School-Based Mental Health (Johns Hopkins)

Anne Rosenthal, Food & Nutrition

Anthony Pena, School Operations Support

Aqueelha James, Academics Office*

Ariele Haile, Special Education

Armsby Carbon, IT

Arriel Humphrey, Home & Hospital

Ashley Collins, Home & Hospital

Ashley Demski, Pre-K Teacher

Ashley Ruff, Elementary Teacher

Ashley Stewart, Talent & Organizational Development*

Ashley Sudberry, Student Wholeness

Ayanna Jenkins, Food & Nutrition

Baba Olumiji, PK-5 Principal

Ben Goldberg, Knowledge Management

Benjamin Crandall, PK-8 Principal

Benjamin Mosley, PK-8 Principal

Benjamin-Eric Roberts, PK-8 Principal

Beth Sappe, Math

Beth Twohy, Knowledge Management

Beverly Decker-Brown, Related Services

Blaine Lipski, Facilities Maintenance & Operations

Brandon Pinkney, PK-8 Principal

Brandon Tilghman, Enrollment, Choice, & Transfer*

Brendan McFadden, Secondary Teacher

Brendan Walmer, Special Education Teacher

Brianna Kaufman, Research Services

Brittany Rodgers, HS Secretary

Brooke Haycock, Re-Engagement Center

Brooke Korch, Literacy

Carliss Maddox, Academic Content Liaison

Carol Wilson, Student Assessment

Carolyn Razon-Fernandez, Specialized Learning

Cera Doering, PK-8 Principal

Chanae Tynes, Operations

Chanell Brooks, Elementary Teacher

Chanette Tyson, Food & Nutrition

Channel Williams, Fine Arts

Charles Brookes, Special Education

Charles Hall, Employee Services*

Chevelle Lampkin, 6-12 Principal

Chitamawe Mulwanda, Equity

Chris Battaglia, HS Principal

Chris Ford, HS Principal

Chris Wohn, Research Services

Christian Lorenzo, HS Assistant Principal

Christina Ross, Teaching & Learning

Christopher Franklin, Academic Content Liaison

Christopher Knighting, Literacy

Christopher Turk, PK-8 Principal

Christy Lewis, CEO Office

Claire McNamara, Pre-K Teacher

Claudia Easton, ESOL

Claudia Lawrence-Webb, Related Services

Cleo Hirsch, Chief of Staff Office

Cody Santiago, Schools Office

Corey Basmajian, PK-8 Principal

Corey Johnson, HS Teacher/Coach

Corryne Deliberto, Communications, Engagement, & Enrollment Office

Courtenay Desabaye, Finance Office*

Courtney Hill, Special Education

Crystal Francis, Early Learning

Crystal Smith, Knowledge Management

Curtis Williams, Special Education

Cynthia Brown, 3-8 Assistant Principal

Cynthia Salehi, Secondary Teacher

Cynthia Shea, Food & Nutrition

Cynthia Smith, Facilities Design & Construction

Cyrene Gilbert, College & Career Readiness

Dan Menges, Instructional Technology

Dana Yates, Student Conduct & Attendance

Dani Byerson, Extracurricular & Enrichment

Daniel Heller, College & Career Readiness

Danielle Adams, PK-5 Principal

Danielle Henson, PK-5 Principal

Danielle Holland, Special Education

Danielle Long, PK-8 Teacher

Dante Miles, School Bus Aide**

Darnell Henderson, Legal Counsel Office

Darren Guild, Special Education

Daryl Kennedy, Secondary Instructional Leadership

Dave Guzman, PK-5 Principal

Dave Verdi, HS Principal

David Longe, IT

David Wunder, PK-5 Principal

Dawn Shirey, 21st Century Learning

Debbie Demery, Baltimore City PTA President & PCAB Member

Deborah Myers, Special Education

Debra Brooks, Special Education

Demetria Singleton, Family & Community Engagement

Demetria White, Special Education

Denine Rafus, Family & Community Engagement

Denise Ashley, PK-8 Principal

Denise Mabry, Special Education

Dennis Ndati, CTE Teacher

Deonne Medley, Related Services

DeShawn Williams, PK-5 Assistant Principal

Devin Johnson, Specialized Learning

Diane Artis, Enrollment, Choice, & Transfer

Dominick Bivens, Enrollment, Choice, & Transfer

Donna Ridgley, Special Education Teacher

Donna White, Special Education

Donnae Bushrod, Special Education

Donnell Heard, Family & Community Engagement

Ed Wilson, Knowledge Management

Edna Fleming, Bus Contractor

Edwin Lopez, Multilingual Family & Community Engagement

Elizabeth Marchetta, Food & Nutrition*

Elizabeth Mihavetz, Early Learning

Elvis Teah, IT*

Emily Hunter, PK-5 Principal

Emmanuel Allottey, HS Non-Instructional Assistant

Eric Burrell, Bus Contractor

Ericka Levy, Psychologist

Erika Parker, Pre-K Principal

Erin Pierce-Inouye, ESOL

Erma Lynn Dutosome, Special Education Teacher

Ernestine Holley, Special Education

Esther Wallace, 6-8 Principal

Eugene Chong Qui, Special Education

Eugenia Young, Alternative School Principal

Fareeha Waheed, Special Education Teacher**

Felicia Blackmon, HS Secretary

Franca Muller Paz, Secondary Teacher**

Francis Aning, Bus Contractor

Gerald Loiacono, Legal Counsel Office

Gerald Platt, Special Education

Geza Hanniker, CTE Teacher

Gregory Courturier, College & Career Readiness

Gregory Gamble, School & Facilities Planning

Gwendolyn Chambers, Communications

Heather Boles, Early Literacy

Heather Nolan, Knowledge Management*

Holly Gonzales, Community Schools

Iesha Stevens, Elementary Teacher

Ingrid Brailsford, Facilities Maintenance & Operations

Iris Lewis, PK-8 Assistant Principal

Jacinta Hughes, Transportation*

Jacque Hayden, Secondary Instructional Leadership*

Jacqueline Muldrow, Transportation

Jaki Young, IT

Jalima Alicea, Specialized Learning

James Horton, IT

James Sargent, Alternative School Principal

Janise Lane, Teaching & Learning*

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Jason Jefferson, Educational Specialist II-Discipline

Jaya White, Student

Jazime Rhone, Academic Content Liaison

Jazmine Murchison, Enrollment, Choice, & Transfer

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Jeff Dugan, Contracted Emergency Coach

Jennifer Wendler, Pre-K Teacher

Jeremiah Herr, IT

Jerome Jones, Labor Relations & Negotiations

Jessica Fauntleroy, PCAB Executive Board Chair

Jessica Henkins, Early Learning

Jessica Lawrence, Family & Community Engagement

Jessica Papia, Employee Effectiveness

Jessica Wilson, Finance Office

Jessie Green, Elementary Teacher

Jill Campbell, HS Guidance Counselor

Jim Padden, Related Services

Joanna Pi-Sunyer, Operations

Jocelyn Providence, Secondary Teacher**

Joel Pally, Secondary Teacher**

Joel Bratton, Family & Community Engagement

John Robinson, Special Education

John Rogers, HS Guidance Counselor

John Ziegler, Bus Contractor

Johnetta Moore, Secondary Teacher

Jon McGill, Operator

Jonathan Collins, Mechanical Services & Engineering

Joseph Kane, PCAB Executive Board Treasurer

Josephine Taer, Elementary Teacher

Josh Headley, Secondary Teacher**

Joshua Bailey, Teaching & Learning

Joshua Gabrielse, Science

Judith Howard, Taxi Contractor

Kamala Carnes, HS Principal

Karen Lawrence, Ombudsman

Karen Starliper, PK-8 Assistant Principal

Karina Foster, PK-8 Principal

Karyn Weeks, PK-8 Guidance Counselor

Kasey Mengel, Academics Office

Kate Cabahug, Special Education

Katharine Kamieniecki, Procurement

Katherine Harris, Research Services

Katherine Scotti, Elementary Teacher

Katherine Tartaglia, School & Facilities Planning

Kathy Popowych, Related Services

Katie Cohen, Related Services

Katie Krouse, Secondary Teacher

Katrina Arrington, Food & Nutrition

Keisha Matthews-Traynham, PK-8 Principal

Kelly Carideo, PK-8 Principal

Kelly Casagrande, Principal Resident

Kelly Hope, Secondary Teacher**

Kenneth Childs, Secondary Teacher

Keondra Morton, IT

Ketia Stokes, Student Wholeness

Kevin Brandon, IT

Kevin Thomas, IT

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Kimberlie Richardson, School Counseling

Kimberly Coleman, Office of New Initiatives

Kimberly Hoffmann, Data Monitoring & Compliance*

Kimberly Smith, Food & Nutrition

Kimberly Sollers, School Operations Support

Kira Vora, Bus Contractor

Kizzi Smith, Special Education

Kristen Kromminga, IEP Team Associate

Kyair Butts, Elementary Teacher

Kyla Canzater, College & Career Readiness

Laken Mortarulo, Literacy

Laquisha Hall, Secondary Teacher

Lara Huffman, Special Education

Lara Ohanian, Differentiated Learning

LaShawn Davis, Special Education

Latanya Carter, Facilities Maintenance & Operations

Latasha Merritte, Operations

Latoya Lewis, Separate Public Day School Principal

Laura Bush, Knowledge Management

Laurie-Lynn Sutton, School Turnaround

LaWanda Wilson, 6-12 Assistant Principal

Lee Ann Giorgilli, PK-8 Charter Secretary

Leilani Jones, Secondary Teacher**

Lena Fugett, Early Learning Special Education Teacher

Liepa Boberienne, Research Services

Lillian Cockrell, Separate Public Day School Principal

Lindsay Vollentine, Elementary Instructional Leadership

Lindsey Anderson, Office of New Initiatives

Linn Thorburn, Special Education Teacher

Lisa Blades, Legal Counsel Office

Lisa Brown, PK-5 Principal

Lisa Glos, IEP Team Associate

Lisa Hunter, Secondary Teacher

Lisa Smith, School Operations Support

Lois Jones, Special Education

Lois McLaughlin, Special Education

Lokeshwar Persaud, IT

Lori Hines, Student Conduct & Attendance

Loria McIntyre, Secondary Teacher**

Louise Fink, Home & Hospital

Lynda Ruff-Lynch, PK-8 Secretary

Lynette Anne Calkins, Special Education

Macon Tucker, Special Education

Maeco Cooper, Secondary Teacher

Malkia Pipkin, Homeless Education

Mallikharjuna Yarra, IT

Marc Etienne, Elementary Instructional Leadership

Marc LaVeau, Family & Community Engagement

Margo Workman, Special Education Teacher

Maria Barros Gavilanes, Research Services

Marilynn DeGannes, Special Education

Mark Kennedy, Achievement & Accountability

Mark King, Elementary Instructional Leadership

Mark Taylor, Bus Contractor

Mark Zimmerman, Knowledge Management

Marshall Robbin, Transportation

Martise Brown, HS Secretary

Mary Donnelly, PK-8 Principal

Mary Ellen Quinn Johnson, Labor Relations

Matt Griffin, Teaching & Learning

Matthew Barrow, Specialized Learning

Matthew Herceg, Food & Nutrition

Maureen Gershberg, School & Facilities Planning*

Maurice Shipp, Special Education

Mavis Jackson, College & Career Readiness

Megan Kashdin, Data Monitoring & Compliance

Melanie Watkins, Academic Content Liaison

Melisa Mitchell, Secondary Teacher

Melissa Loftus, Literacy

Mia Beauttah, K-7 Charter Guidance Counselor

Miaela Thomas, HS Guidance Counselor**

Michael Haugh, Research Services

Michael Klapp, IT

Michael McBride, 21st Century Schools

Michael Rading, IT*

Michele Flores, HS Guidance Counselor

Michelle Fahey, Specialized Learning

Michelle Grant Thornton, Special Education

Michelle Mullen Pearce, Knowledge Management

Mike McCormick, Secondary Teacher

Mike Smith, IT

Milton Garnes, Student Conduct & Attendance

Misha Scott, MS Principal

Mona Khajawi, Research Services

Monica Logan, Talent & Organizational Development

Monique Crawley, Student Wholeness

Monique Rolle, Food & Nutrition

Monique Roumo, Operations*

Monique Simms, Partnerships & Volunteers*

Moshe Berry, Social Worker

Naima Cook, College & Career Readiness

Nancy Fagan, PK-8 Principal

Nancy Gant, Elementary Instructional Leadership

Nancy Lever, Center for School Mental Health (University of Maryland)

Natalia Adamson, K-8 Charter Principal

Nathan Ferrell, Secondary Teacher**

Nicholas J DAmbrosio, HS Principal

Nichole Stewart, School & Facilities Planning*

Nicole Scruggs, Family & Community Engagement

Nikole DiVito, College & Career Readiness

Nikomar Mosley, PK-5 Principal

Noell Lugay, School Operations Support

Norman Coleman, School Police

Oedipa Torregoza, College & Career Readiness

Olia Hardy, PK-5 Principal

Osiris Sesenaya, Secondary Teacher**

Pamela Hayes, Paraeducator

Pamela James, HS Secretary

Patrice Jackson, Elementary Teacher

Patricia Graff, Procurement

Patricia Roberts Rose, Related Services

Persephone Meacham, Early Learning

Peter Modlin, Special Education Teacher

Phillip Chew, Equity

Phyllis Coley, HS Guidance Counselor

Porsche Bivens, Enrollment, Choice, & Transfer

Pramodh Kandadi, IT

Priscilla Smothers-Johnson, Enrollment, Choice, & Transfer

Quintin Woods, Facilities Maintenance & Operations

Rachel Pfeifer, College & Career Readiness*

Ralph Baskerville, HS Assistant Principal

Randolph Scott, Elementary Teacher

Randy Olley, Related Services

Rashad Staton, Youth Engagement

Raven Wilkins, Food & Nutrition

Ray Dastani, Taxi Contractor

Rebecca Milburn, Related Services

Reginald Trammell, Research Services

Renee Lang, PK-8 Secretary

Richard Bianchi, CTE Teacher

Richard Miller, Legal Counsel Office

Rinata Tanks, Re-Engagement Center

Rob Griffin, Facilities Maintenance & Operations

Robbin Marshall, Transportation

Robert Hathaway, Specialized Learning

Robin Bonita Lewis, Special Education Teacher

Rochelle Machado, PK-2 Principal

Roger Shaw, Secondary Instructional Leadership

Roland Douglas, Special Education

Ryan Ferri, Secondary Teacher/Coach

Ryan Kaiser, K-8 Lead Teacher**

Sabrina Sutton, Neighborhoods & Community Relations

Sadie Baker, Secondary Teacher

Safiya Scott, Special Education Paraeducator

Sandra Davis, Special Education Paraeducator

Sara Long, K-8 Principal

Sarah Diehl, Recruitment & Staffing*

Sarah Heaton, Continuous Improvement

Sarah Sechrist, Employee Effectiveness

Sarah Warren, Whole Child Services & Support*

Sarvesh Lakma, IT

Scarlette Gonzalez, ESOL

Sean Hall, Knowledge Management

Shakaria Gibson, Data Monitoring & Compliance

Shamara Bownes, College & Career Readiness

Shana Hall, MS Principal

Shana McIver, Family & Community Engagement*

Shanae Fant, College & Career Readiness

Shandra Worthy Owens, PK-5 Principal

Shane Williams, Secondary Teacher

Shanel Floyd, IT

Shanieka Herndon, Special Education

Shannon Furdak, Secondary Teacher/Coach

Sharicca Boldon, Operations*

Sharon Winslow-Robinson, Special Education

Shaun Mason, School Operations Support

Shauna Anthony, Human Capital

Shawn Albright, Bus Contractor

Shawn Lyles, Special Education

Sheila Adams, PK-8 Charter Principal

Sheila Billups, SECAC Chair

Sheila Burke, Math

Sheila Drummond- Camm, Community Schools

Sheila R. Howard, Facilities Maintenance & Operations

Shelby Lawrence, Pre-K Teacher

Shelton Stanley, HS Assistant Principal

Sherese Moton, HS Educational Associate

Sheridan Protho, Elementary Teacher

Sherri West-Barber, Student Conduct & Attendance

Sherry Beaulieu, Special Education

Siobhan Vicens, Charter Educational Associate**

Sonia Dhawan, Equity

Sonya Goodwyn, Elementary Instructional Leadership

Stacey Davis, Instructional Technology

Stacy Harley, MTA Liaison

Stacy Place-Tose, Elementary Instructional Leadership

Stanley Wolfe, College & Career Readiness

Starletta Jackson, Secondary Instructional Leadership

Stephanie Drerup, Elementary Teacher

Steve Listopad, IT

Steven Sprouse, Secondary Teacher

Subria Lapps, Communications, Engagement, & Enrollment Office

Susan Saffold, Enrollment, Choice, & Transfer

Susan Wheeler, School Operations Support

Susana Barrios, Disability Rights Maryland

Susana Ibay, Secondary Teacher

Suzanna Wesh, College & Career Readiness

Svetlana Lvovsky, IT

Tabitha Lee, Communications

Tadem Daniels, School Operations Support

Taiisha Swinton, HS Principal

Takira Annette Robinson, Elementary Teacher

Tamal Banton, Legal Counsel Office

Tamika Daniels, Separate Public Day School Principal

Tammatha Woodhouse, HS Principal

Tammie L Miller, Elementary Instructional Leadership

Tanisha Carpenter, Charter Special Education Teacher

Tara Seaton, Athletics

Taren Grotsky, Special Education

Taurean Branch, Educational Associate

Tawanda Bridgeforth, Educational Associate

Tawanda Burrell, Bus Contractor

Tawney Manning, School Operations Support

Tenerra Pitts, PK-5 Assistant Principal

Tenille Ross-Robinson, Early Learning

Tenne Thrower, Community Schools

Terrell Williams, Food & Nutrition

Terrence Harris, Enrollment, Choice, & Transfer

Terri Downey Holton, Food & Nutrition

Theodore Spain, Separate Public Day School Assistant Principal

Theodosia Edwards, Separate Public Day School Principal

Theresa Ware, PK-8 Principal

Theresa Westmoreland, Food & Nutrition

Tia Gasque, Special Education

Tiffanie S. McCoy, K-8 Secretary

Tiffany Byrd, Athletics

Tiffany Smith, Special Education Paraeducator**

Tiffany Williams, Alternative School Assistant Principal

Tina Queen, Secondary Teacher/Coach

Tina Ruiz, ESOL

Tishea Lester, Community Schools**

Tom Askey, HS Assistant Principal

Tonda Stanton, Enrollment, Choice, & Transfer

Tonisha Montgomery, Athletics

Tracey Durant, Equity

Tracy Kyttle, College & Career Readiness

Tracy Taylor, Educational Associate

Tracye Carter, Charter Operations

Trevor Roberts, Office of New Initiatives

Trish Singleterry, Educational Associate

Tyleach Watkins, IT

Tyra Hudgins, Student Records

Urender Hudson, School Operations Support

Valerie Barnes-Hill, Enrollment, Choice, & Transfer

Valerie Dudley-Cook, Home & Hospital

Valice Afolabi, Early Literacy

Vance Benton, HS Principal

Vicky Volk, Early Learning

Victoria Borja, Early Learning

Victoria Parrish, Charter Operations

Vilma Bethea, Special Education

Wendy Barnes, Special Education

William Levy, Facilities Maintenance & Operations

William Morant II, Recruitment & Staffing

Wyatt Oroke, Secondary Teacher

Yetunde Reeves, HS Principal

Yojinde Paxton, Special Education

Zaharah Valentine, 6-12 Principal

Zulema Sockwell, Separate Public Day School Principal

Appendix 2: Resources

We consulted a wide variety of resources throughout the planning process, including the following documents. This list is not exhaustive, but indicative of the types of information we reviewed to develop our reopening plan.

General

- MSDE Recovery Plan for Education
- CDC Considerations for Schools
- AAP COVID-19 Planning Considerations: Guidance for School Re-entry
- TNTP Learning Acceleration Guide
- NWEA COVID-19 Slide
- Transcend Education Report: Responding, Recovering, Reinventing
- The Return: How Should Education Leaders Prepare for Reentry and Beyond? by Chiefs for Change
- National Council on School Facilities & Cooperative Strategies "Now What? Navigating K-12 Reopening" presentation
- Johns Hopkins Center for Health Security National Research Needs about Reopening
- AAP Screentime Guidance
- Urgency and Challenge of Opening K-12 Schools in the Fall of 2020 (JAMA)
- Developing COVID Comeback Models for Fall 2020 (ERS)
- Advanced in Physiology Education

- AEI Blueprint for Back to School
- Education Next: Blueprint for Back to School
- NPR: How to Reopen Closed Schools amidst Coronavirus
- Forbes "Make Remote Learning More Effective"
- Opportunity Labs Roadmap to Return
- McKinsey Considerations for Reopening Schools
- Equitable Learning Recovery Toolkit by Pivot Learning and UnboundEd
- Facilities Task Force: Council of Great City Schools
- CDC: Interim Guidance for Administrators of US K-12 Schools and Child Care Programs to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19)
- CDC: Accommodating Allergies
- Chiefs for Change district webinar on monitoring and evaluation
- A Plan to Safely Reopen America's Schools and Communities by AFT

Special Education: These resources were used in developing our plan to support special education students.

- Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities. United States Department of Education, March 2020.
- TAB 20-01: Serving Children with Disabilities Under IDEA during School Closures due to the COVID-19 Pandemic. Maryland State Department of Education, March 30, 2020; Revised July 2, 2020.
- Supplement to TAB 20-01 and 20-06: Maryland Infants and Toddlers Programs: Recovery Efforts to Support a Continuum of IFSP Service Delivery during the COVID-19 Pandemic and Beyond. Maryland State Department of Education, May 31, 2020.
- TAB 20-02: Providing Continuity of Learning to Students with Disabilities Through Nonpublic Special Education Schools during COVID-19. Maryland State Department of Education, April 6, 2020.
- TAB 20-03: Providing Continuity of Learning to Students with Disabilities during COVID-19. Maryland State Department of Education, May 2020.
- TAB 20-04: Providing Continuity of Learning to Deaf, Hard-of-Hearing, Blind, Low-Vision, and Deaf Blind Students during COVID-19. Maryland State Department of Education, April 2020.
- TAB 20-05: Navigating Secondary Transition Services for Students with Disabilities during COVID-19. Maryland State Department of Education, April 2020.
- TAB 20-06: Continuity of the IFSP for Young Children (Birth – Age 4) with Developmental Delays/Disabilities and their Families during Extended School/Agency Closure due to the COVID-19 Pandemic. Maryland State Department of Education, April 2020.
- TAB 20-07: Providing Continuity of Learning for Students with Disabilities who require Extensive, Intensive, Individualized Instruction and Support during the COVID-19 Pandemic. Maryland State Department of Education, April 2020.
- TAB 20-08: Supporting the use of Assistive Technology in a Virtual and/or Distance Learning Environment. Maryland State Department of Education, May 2020.
- TAB 20-09: Recovery Efforts: Addressing the Provision of FAPE through Alternative Service Delivery Models for Students with Disabilities during the Re-Opening of Schools. Maryland State Department of Education, June 2020.
- TAB 20-10: Recovery Efforts: Addressing the Reopening of Nonpublic Special Education Schools. Maryland State Department of Education, June 2020.

Appendix 3: Recovery Plan Requirements Checklist from MSDE

The table below outlines how our plan addresses each of the recovery plan requirements as outlined by the Maryland State Department of Education (MSDE) for school systems' reopening plans.

Check for Completion	Requirement	Link to the item and/or page number(s) in the Plan
✓	1. Recovery plan is complete and posted to the website.	• https://www.baltimorecityschools.org/reopening
✓	2. Equity plan is reflected throughout the local recovery plan.	• Pages 8-9, 11, 19-20, 33, 39, 57, 60, 77, 86, 90-91, 108-111
✓	3. Membership of the Recovery Plan Stakeholder Group is posted.	• Pages 100-105
✓	4. Method for determination of where students are instructionally, identification of the gaps in learning, and the path for instructional success and recovery is explained.	• Pages 37-41, 42-44
✓	5. Explanation provided that MD College and Career Ready Standards PreK-12 are taught in all content areas and state frameworks are followed for each content.	• Pages 20, 37, 124-126
✓	6. Guidance that schools must follow the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act (ADA) is included.	• Pages 39-41, 66, 78, 84-85, 89-90, 106
✓	7. Procedures for an individual who tests positive for COVID-19 are described.	• Pages 61-62, 136-137, 157
✓	8. Safety protocols for collection of materials, cleaning of schools and other facilities, daily cleaning, and nutrition are described.	• Pages 33-35, 46, 62-64, 66, 68-70, 74-75, 140-141, 146-149, 161-163, 165-169
✓	9. Protocols for the safe transportation of students to and from schools are described.	• Pages 68-71
✓	10. System for tracking attendance when students are engaged in distance learning is described.	• Pages 56-57
✓	11. Plan for communication is included.	• Pages 95-98
✓	12. Utilization of COVID-19 checklist in the development of the recovery plan is described.	• Page 7
✓	13. Roadmap forward for interscholastic athletics and activities is posted.	• Pages 57-58

POLICY

BALTIMORE CITY
BOARD OF SCHOOL COMMISSIONERS

EQUITY

I.   Purpose

The Baltimore City Board of School Commissioners ("Board") acknowledges the historical, generational, and compounding reality of the systems, structures, and practices that have intentionally created and continued to afford advantages to some groups while perpetuating racial inequities for others. Baltimore City Public Schools ("City Schools") must take action for removing, and actively repairing these inequities to ensure positive educational outcomes for children.

Through this policy, City Schools acknowledges the role educational institutions have in creating and implementing policies and practices that that data consistently shows result in predictably lower academic and graduation outcomes and disproportionate disciplinary action, for students of color than for their white peers. City Schools recognizes that these disparities contradict the beliefs and values it articulates about what students can achieve and the role of adults in ensuring conditions for success.

City Schools must move to disrupt and dismantle inequities in every area of our work. City Schools will work to aggressively and efficiently eliminate inequitable practices, systems, and structures that create advantages for some students and families while disadvantaging others. City Schools will allocate resources to replace those inequitable practices, systems, and structures with new ones to ensure that we provide racially equitable education and environments to children and families of color.

We believe the answers are in Baltimore - within our schools, communities, families, and those we choose as partners in this work. As we make this shift, the voices of our students will guide our work to ensure their talents, dreams, and potential are fully maximized.

II.   Definitions

A.   *Educational equity*- an educational system that ensures that every student has access to the opportunities, resources and educational rigor they need throughout their educational career to maximize academic success and social emotional well-being and views each student's individual characteristics as valuable. These characteristics include but are not limited to: ability (cognitive, social emotional and physical), ethnicity, family structure, gender identity and expression, language, race, religion, sexual orientation, and socio-economics.

B.   *Equity lens*- for any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups.

C.   *Racial equity*- the result achieved when you can't predict advantage or disadvantage by race.

III.   Policy Standards

To build a generation of young people with the skills, knowledge, and understanding to succeed in higher education, careers, and community, every City Schools employee and partner operate from and are accountable to the racial equity standards set forth in this policy consistent with all applicable U.S. Constitutional rights, civil rights, federal and state privacy laws, rules, and regulations

A.   Disrupting and Eliminating Systemic Inequities

1. To provide professional development experiences for City Schools to build personal, professional, and organizational capacity on understanding the impact of race on educational equity and inequity, City Schools will:
    a) Ensure that its staff explore an understanding of their own racial identity.
    b) Explore an understanding of the root causes and structural impact of oppression.
        i.   Address the impact on historically oppressed and historically advantaged learners.
        ii. Address the causes of distrust/mistrust in marginalized communities.
        iii. Decenter dominant narratives that problematize students of color.
    c) Explore an understanding of its role in perpetuating or interrupting systemic inequities.

2. City Schools will use a shared volume of research and vocabulary that strengthens and grounds diverse perspectives.

3. City Schools staff will develop capacity to analyze and eliminate policies and practices employed by the district that result in the predictability of systemic inequities: use of assessments, lower academic achievement for students of color; over-identification and representation of students of color in special education; under-identification and representation of students of color in advanced academics; disproportionality in suspension.

4. City Schools will develop a communication plan that outlines required strategies to engage students, parents, and families, and communities as partners in the full educational process, including but not limited to policy development and curriculum selection.

5. City Schools will prioritize the allocation of resources, including but not limited to curriculum, facilities, staffing, support services, technology, transportation, in a manner that ensures historically underserved students and schools get what they need to participate in a world class education.

B.   Honoring Culture, Experiences, & Humanity of Students, Families & Community
1. City Schools will take all reasonable actions to ensure that:
2. a) Students receive holistic instruction and opportunities to apply learning that is tailored to the assets of their racial, geographic, and socioeconomic existence/realities.
    b) Curriculum and materials must honor the experience, culture and humanity of students absent the traditionally taught dominant framing and narrative.

2. City Schools and partner organizations shall take actions to understand the historical context of the intersection of race and other factors on schooling in Baltimore city and the communities surrounding individual schools.

3. City Schools and partner organizations will ensure that school environments are engaging and responsive to the needs of students of color by including the diverse perspectives of students, families, and communities.

4. City Schools' communication and instructional strategies facilitate interactions where students and families are welcomed, empowered, and treated as authentic thought partners in the educational process.

5. The social and emotional learning needs of students and families guide the selection, implementation, and monitoring of solutions to create safe, inclusive school climates, including but not limited to Restorative Practices, Trauma Informed Care, De-escalation strategies.

C. **Ensuring Access & Representation in Academic Programming**
1. City Schools will take all reasonable actions to ensure that:
2. a) Students have equitable access to curricular materials, practices, instruction, and assessment that is and culturally relevant for students of color;

b) Specialized programming and support models are formulated and adopted to create opportunities for historically oppressed learners to thrive in academic programs;

c) Admissions processes include unbiased criteria which will allow for an increase in underrepresented students in advanced academics and schools/programs with selective entrance criteria;

d) Partner organizations are required to develop or employ application processes, scoring, and admissions criteria that do not adversely or disproportionately disadvantage students of color;

e) Budgeting, scheduling, and staffing structures reflect a robust academic experience for all students, including but not limited to: science, technology, math, social studies, health, the arts, physical education, and extra-curricular activities; and

f) Cross curricular conditions for learning allow for collaborative planning, professional learning for teachers, evaluation designed to provide growth opportunities, and access to all curricula.

D. **Building Staff Capacity for Equity-based Teaching and Leading**
1. City Schools staff will:
a) Utilize a set of questions for decision-making that ensures ways of thinking and problem solving through an equity lens.
b) Utilize disaggregated data to analyze trends, identify gaps, and develop racial equity priorities for schools and offices;
c) Raise issues of inequity and offer solutions to remedy;

      d) Ensure that purchasing/procurement practices provide access and economic opportunities within communities represented by students of color;

      e) Recruit, hire, develop, and retain racially conscious and linguistically diverse teachers, administrators, and staff whose culture and experiences are reflective of the student population;

      f) Form and nurture partnerships with external stakeholders that have a demonstrated commitment to supporting racial educational equity; and

      g) Communicate de-identified, disaggregated systemwide data in a transparent and accessible manner, to all stakeholders and offers a plan to mitigate and address inequities.

IV. Implementation Strategies

A. The Chief Executive Officer ("CEO) of City Schools is responsible for ensuring that the provisions of the Code of Maryland Regulations ("COMAR") and applicable federal and state laws are followed.

B. The CEO and/or designee, will operationalize the policy by developing an annual plan for training and programming with a timeline to ensure full implementation.

C. The CEO and/or designee, will develop an Evaluation Plan and Accountability Standards for measuring success, progress monitoring, and ongoing plan for continuous improvement.

V. Compliance

Each school and district office will develop annual equity priorities aligned with the Blueprint (strategic plan) and outlined in the Annual School Performance Plan.

An Equity Advisory Committee will be established to engage with district staff on progress towards implementation of the policy.

A Report on Equity will be provided to the board annually to ensure implementation of the policy.

VI. Legal and Policy References

A. Legal Authority

      COMAR 13A.01.06

B. Policy References

C. Administrative Regulation References

Sponsoring Officer: Chief Executive Officer

Policy History: New Policy, adopted June 11, 2019

Appendix 5: Stakeholder Engagement

Responsive to the Maryland State Department of Education's (MSDE) requirement to establish a recovery plan stakeholder group representative of our schools and communities to assist in the development of the district's reopening plan, our approach was two-fold: (1) our recovery planning efforts were led by 16 collaborative workgroups that included diverse stakeholders who brought perspectives on the unique needs of our student populations. This included cross-functional staff from across the organization, as well as teachers, principals, and Baltimore Teacher's Union (BTU)-identified representatives. A full list of the recovery plan stakeholder group members can be found in Appendix 1; and (2) over the course of the spring and summer, our planning efforts were informed by ongoing engagement with a wide variety of stakeholders (parents, teachers, students, educators, community members, etc.). This Appendix contains details on our stakeholder engagement methodology and findings.

1. Methodology and Impact

The district sought feedback from our students, families, school leaders, and staff through a variety of methods, including focus groups, surveys, and quick polls on spring virtual learning and fall reopening. A description of the channels used and number of participants or respondents reached is summarized in the table below.

# of participants or respondents	Students	Families	School Staff	School Leaders
Surveys	1,852 students representing 148 schools and programs	16,888 families representing 165 schools	4,918 school-based staff	317 school leaders
Focus Groups (across 2 rounds)	49 students	94 families representing 49 school communities	122 teachers	184 school leaders (principals, assistant principals) on average, representing all grade bands
Virtual Family Listening Tour	-	162 families representing 64 school communities	-	-
Quick Poll from 7/7 Town Hall	-	-	1,435 school-based staff	72 school leaders
Possip Quick Poll	-	8,388 parents	-	-
Virtual Town Halls (3 events for staff and family each)	-	1,800 people watched live each week on average 19,000 people total watched each event on average, both live and after town halls were posted to social media	836 staff members joined each town hall on average	
Listening Sessions	-	46 families	17 school-based staff	238 school leaders[12] representing 130 schools and programs
CEO Conversation – Youth Town Hall	250 students and adults		-	-

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[12] Includes principals, assistant principals, and instructional leadership team members

Staff Survey & Quick Poll: The staff survey was developed by Hanover Research in collaboration with representatives of the Office of the Chief Executive, the Office of Academics, the Office of Achievement and Accountability, the Schools Office, and the Office of Legal Counsel. The survey asked respondents to reflect on their experiences from Spring 2020, as well as their opinions regarding several district re-opening considerations. Key survey topics included: reflections on virtual learning, technology use, family engagement, district resources and training, student and staff wholeness, and district reopening. The survey was distributed via email by City Schools to all City Schools staff and live from June 12 to June 26, 2020. This staff survey is one component of comprehensive stakeholder engagement efforts to collect feedback from our staff, families, and communities.

The Quick Poll was a series of short survey questions asked during the July 7 Virtual Staff Town Hall to gain feedback on preferences for returning to work, hybrid model options, and other aspects of reopening.

Student Survey: The student survey asked for student input on their experiences with virtual learning in the spring and thoughts about Fall Reopening Plans.

Focus Groups: We held 2 rounds of focus groups with our key stakeholders (students, families, staff, school leaders, and partners) to gain input on the spring virtual learning period, reopening plan, and workstream specific content as plans were developed. Each focus group had a dedicated facilitator, moderator and notetaker. Standard agendas, scripts, protocols, note-taking templates, and questions were used for each focus group to provide uniformity across audiences. Additional materials, such as a reopening video providing an overview of the reopening plan which participants were encouraged to watch before the focus group, were included and shared as well.

Listening Sessions: These facilitated sessions were held to obtain reactions, feedback, and suggestions for strengthening the recovery plan that was shared at the July 28 Board meeting. The draft reopening plan presentation was sent to participants to review prior to the session in case they did not have the opportunity to watch the board presentation.

CEO Conversation – Youth Town Hall: Dr. Santelises hosted a Youth Town Hall on August 10th to present the draft reopening plan with students, hear their feedback, and answer questions. The Youth Town Hall was streamed through Facebook, Twitter, YouTube, and Instagram.

Parent and Family Engagement

A robust outreach and data collection strategy was developed to get feedback and engage families in the planning process for reopening. The objectives were to:

- Learn more about family's virtual learning experience, needs, and preferences for reopening
- Create a multi-tiered approach to collect feedback and input anchored in equity
- Listen, inform, acknowledge concerns, and provide regular updates on how parent input informed decision-making

Information gathering and sharing strengthens two-way communication and builds trusting relationships with parents and families. As such, a variety of data collection methods and meaningful engagement opportunities were implemented to inform education recovery and reopening plans including:

- Virtual Family Listening Tours (1:1 interviews)
- Family Surveys
- Text Messages Surveys
- Virtual and In-Person Focus Groups
- Virtual Family Town Halls

In developing and launching the plan for parent and family feedback, a communications and outreach plan was developed to provide clear guidance around reopening and input options. The various opportunities

for input were broadly promoted via the district's reopening webpage, social media platforms, text messages, robo-calls, and family newsletter updates. The Engagement Office led, outreach, and recruitment strategies to include: (1) partnering with grassroots organizations and partners to promote family engagement/input opportunities; (2) distributing flyers and post-cards in targeted neighborhoods and summer meal sites; (3) sending parent-link calls and family email updates; and (4) hand-delivering hotspots and laptops to families without technology and wi-fi to ensure equitable access input --when extreme weather conditions prevented in-person focus groups.

An overview of each of the engagement and data collection methods are outlined below.

Virtual Family Listening Tours

In late May of 2020, the Family Engagement team launched, *Operation Pulse Check: Virtual Family Listening Tours* as part of a comprehensive approach to get feedback from parents and families during the school-closure period. The initiative was developed to capture parent experience with virtual learning and to understand what guidance was necessary for families to support learning at home. Family and Community Engagement (FCE) Specialists, ESOL Staff and FCE Liaisons were trained in conducing one-to-one empathy interviews to create a safe space for families to connect with the district and share.

To identify families to interview, results from the Spring 2020 Food and Technology survey were used to help define our core population sample. The information from this outreach effort was the largest and most recent district-level initiative that involved the collection of new and updated family contact information around immediate and basic needs. With food insecurity and the digital divide being a major barrier to our hard to reach families—this list provided an important opportunity to reach more families. Families were randomly selected to ensure that every family had an equal chance to be interviewed. Families were sent text messages and emails requesting their participation and received calls asking them to take part in an interview-on the spot or at a time that worked best for their schedule. Families could also opt-in to participate by contacting the Engagement office to schedule an interview. The questions prioritized understanding and supporting the emotional and social wellbeing of families, experience with technology and learning at home. Feedback from the tours is being used to inform the development of family engagement strategies and capacity building opportunities for staff, teachers, parents and families.

To date, over 162 interviews have been conducted across 64 school communities. The tours are still taking place as requests for interviews are ongoing. A final report will be shared on August 30, 2020.

Family Listening Tour Interviews by Language	
Language	**# of Interviews**
Arabic	8
English	113
Spanish	29
Swahili	6
Tigrinya	6
Total	162

Family Survey

City Schools partnered with Panorama Education to administer an online family survey to:

- Learn more about experiences and needs of families during virtual learning
- Assess Families' needs and preferences for the Fall (Back-to-School)
- Gather information to inform reopening plans and supports for families, students and staff

Available in English, Spanish, Arabic and French, the survey was promoted broadly through variety of way to include, social media ads, robo-calls, community partner outreach, news media outlets, social media

platform and on-the-ground distribution of flyers, posters and cards at meal sites. Between, July 1, and July 13, 2020, more than 16,888 families responded across 164 schools.

Possip Quick Polls

To strengthen two-way communication and provide families with quick and easy ways to weigh-in on reopening plans beyond the family survey, short text message surveys (quick polls) were developed to get real-time input. Available in over 80+ languages, families were given an option to opt-in to share preferences on the reopening proposals and feedback. To promote this feedback opportunity, email blasts, social media ads and flyers were distributed to build awareness and increase response rates. A customized sign-up campaign was launched across district and partner social media platforms to boost response rates. As a result, between July 7 – July 11, 2020 over 8,388 parents responded to the surveys, representing 8 languages, 167 schools and programs.

Virtual and In-Person Focus Groups

Virtual and in-person focus groups were facilitated to gain a deeper understanding on parent beliefs, feelings and perceptions about virtual learning, plans and recommendations for reopening. The Engagement Office led recruitment efforts, scheduling, interpreting/translation and on-the-ground outreach strategies to ensure the parent focus group participants were representative of all backgrounds and school types. The target population for the focus groups included:

- K-2 families
- 3-5 families
- 6-8 families
- 9-12 families
- Families of English Learners
- Underrepresented communities

Families were randomly selected to participate in the groups and were provided with the option to share comments and questions about the reopening in advance. Participants were also randomly selected from the food and technology access survey results from the Spring. Selected participants received welcoming reminder calls, emails and text messages from Engagement Office support staff before each session and provided real-time technical support with accessing the online platforms via a Parent Focus Group Help Desk on the day focus groups were held.

Targeted Outreach: English Learner and Underrepresented Families

The Engagement Office partnered with immigrant and newcomer advocates and community connectors to recruit families and communicate the focus groups opportunities to their communities and networks. EL families received personalized invites via phone calls in their home language. In-person focus groups were held in neighborhoods and parks in the following communities:

- Northeast (Cedonia/Frankford/Moravia)
- Southeast (Patterson Park)

For all in-person focus groups, families were provided with personal protective equipment, chairs and tables for safe social distancing, meals, family literacy resources and other incentives. The remaining in-person focus groups in the western (Druid Hill/Whitelock), southwest (Cherry Hill, Brooklyn/Curtis Bay) and southeast quadrants (Highlandtown) of the city were cancelled due to the heat advisory and warning issued by the Baltimore City Health Department.

To ensure that families were still able to participate safely at home, the Engagement Office partnered with ITD to provide families with access to internet hotspots and Chromebooks to join virtually. The devices

were delivered to families and Engagement Office support staff provided one-to-one tech support to families before each virtual focus group to help them set-up their hotspots/chrome books.

Focus Groups: Participant Demographics

Between July 6th and July 22nd, 2020, 14 virtual focus groups and 3 in-person were held with 94 participants representing 49 school communities (see spreadsheet).

Focus Group Participants by Language	
Language	# of Focus Group Participants
Spanish	12
Swahili	15
Arabic	3
Nepali	3

Focus Group Participants by Grade-Band	
Grade Band	# of Focus Group Participants
PreK – 2	21
3-5	30
6-8	27
9-12	16

Partners

We also engaged the following 55+ partners (business, community, faith-based organizations, advocates, etc.) in focus groups to gain their insights and perspectives on reopening planning:

- Abell Foundation
- ACLU-MD
- Advocates for Children and Youth
- Annie E. Casey Fstudoundation
- Baltimore Algebra Project
- Baltimore City Health Department
- Baltimore Community Foundation
- Baltimore's Promise
- Brazen Consults
- Business Volunteers MD
- Caplis Family Fund
- Child First Authority
- City Harbor Church
- CollegeBound Foundation
- Disability Rights Maryland
- Dream BIG
- Dream Big Baltimore
- Elev8 Baltimore
- Enoch Pratt Free Library
- Family League of Baltimore
- France-Merrick Foundation
- Freedom Temple A.M.E. Zion Church
- Fund for Educational Excellence
- Goldseker Foundation
- Gospel Tabernacle Baptist Church
- Greater Baltimore Committee
- Hillman PR
- Hinkey-Benson Family Fund
- Jacob and Hilda Blaustein Foundation
- Jean and Sidney Silber Foundation
- Johns Hopkins University
- Joseph and Harvey Meyerhoff Family Charitable Funds
- Live Baltimore
- Maryland Philanthropy Network
- MD-Strategic
- MOST Network
- No Boundaries Coalition
- North Bay Adventure
- Open Society Institute-Baltimore
- Parent and Community Advisory Board (PCAB)
- Philanthropy Tank
- Promise Heights
- PTA Council of Baltimore City
- Richman Family Foundation, Inc.
- SECAC
- Shelter Grp
- South Baltimore Gateway Partnership
- T. Rowe Price Foundation
- Teachers Democracy Project
- The Alvin and Fanny B. Thalheimer Foundation, Inc.
- The Annie E. Casey Foundation
- The Fund for Educational Excellence

- The Harry and Jeanette Weinberg Foundation
- The Movement Team
- The Shelter Foundation
- The Y in Central Maryland

- United Way of Central Maryland
- Warnock Foundation
- Weller Development Corporation
- Wright Family Foundation

Public Health Advisory Committee

We created a public health advisory committee, which has been meeting since the beginning of June, to guide the development of our COVID dashboard to assess when and how to transition between virtual and hybrid models, consult on our standard operating procedures (SOP's), and have been supporting our planning for the hybrid model. We have also partnered with the Baltimore City Health Department (BCHD) when a positive COVID-19 case arises related to the City Schools community to support contract tracing efforts. They have also reviewed all our SOP's and continue to provide us with guidance as we plan for the fall.

Members of the Public Health Advisory Committee include:

- Dr. Andrea Berry, UMD School of Medicine
- Dr. Cynthia Tucker, Morgan State
- Dr. Lorece Edwards, Morgan State
- Representatives from the Johns Hopkins Consortium for School Based Health including:
  - Dr. Sara Johns
  - Dr. Megan Collins
  - Dr. Amanda Neitzel
  - Dr. Kate Connor
- Courtney Pate, BCHD School Health
- Mary Grace White, BCHD Director of Acute Communicable Diseases

2. Quantitative Results

High-Level Survey Results

A summary of feedback from students, families and staff is as follows. Key takeaways and results were highlighted and shared during virtual staff and family town halls throughout July. We plan to use these key takeaways and lessons learned to improve the virtual learning experience as we continue to plan for and reopen this fall.

Staff Survey

Who Did We Hear From?

- 61% response rate across all staff (68% school-based instructional staff, 17% school based non-instructional staff, 10% district office staff, 5% school leaders)

- Role and race demographics were generally representative of the district at-large
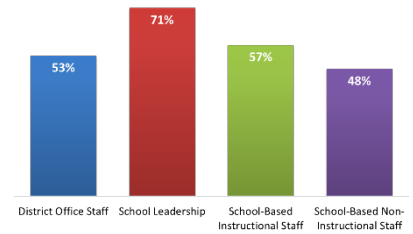
Overall Experience

- Most respondents (56%) are satisfied with virtual learning, with perceptions varying by role; however, clear expectations around virtual learning are needed

Overall Reflections for Student Success

- Although 97% of instructional staff reported engaging with families during virtual learning, less than half (48%) believe students were engaged in virtual learning

Instructional staff reported:

- 25% of students never engaged in digital learning (most common response)

- Weekly engagement with students (most common response across grade bands)

- 44% of school leadership and instructional staff believe students made academic progress

- 46% believe they received sufficient support for students with disabilities

- 36% believe they received sufficient support for English Learners

Family Survey

To access the family survey results by school, visit the data dashboard [here](#).

Overall Experience with Virtual Learning

Families felt supported by teachers during virtual learning in the spring

- 83% of families say they received needed support from their child's teachers / school with virtual learning

- 80% of families felt their child's school communicated clear expectations for virtual learning

However, families still worry about academic progress and student well-being

- 45% of families report their child's emotional well-being was lower during virtual learning

- 30% of families shared their child did not make academic progress during virtual learning

Returning in the Fall

- 95% of families want a choice about whether their child learns in-person or virtually

- 72% of families believe that some type of in-person learning should occur for all students in the fall, even if it's only once in a while

Student Survey

Who Did We Hear From?

- 1,852 students responded, representing 148 schools and programs

- The student survey targeted students in grades 5 – 12, with 46% of respondents in grades 5-8 and 54% in 9-12

- Over 30% of responses came from selective high schools

Overall Experience with Virtual Learning

Students felt supported by teachers, although two-thirds shared they did not interact daily with teachers

- 78% of students said their teacher provided help when they needed it

- Only 33% of students reported daily or more than once a day contact

Expectations seemed clear to most students, and about half of the students were happy with their virtual learning experience

- 57% of students reported they were happy or satisfied with virtual learning
- 72% of students said they knew what they were supposed to do for their classes
- 51% of students agreed they learned a lot during virtual learning

Fall Reopening

Students have mixed feelings about returning to school buildings in the Fall, with slightly more students reporting feeling uncomfortable returning

- 48% of students were either somewhat or very uncomfortable returning to buildings next year
- This only varied a little by grade, with middle school students feeling a little more uncomfortable (52%) than high school students (46%)

Students want to be able to choose how they return to school buildings, and want multiple options available to them

- 87% of students said their families should get to choose how they return
- 59% of high school students thought an evening high school option should be offered

Additional Perspectives on Fall Reopening, Hybrid, & Schedule Options

After initial surveys and feedback sessions with our stakeholders, we continued to seek input on possible hybrid and schedule options as our planning became more refined and specific. Families, school staff, students, and school leaders varied in terms of preference for various hybrid and schedule options.
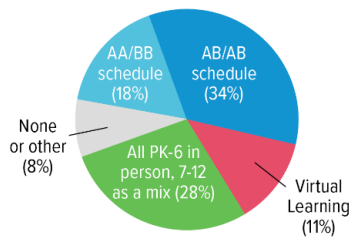
Families
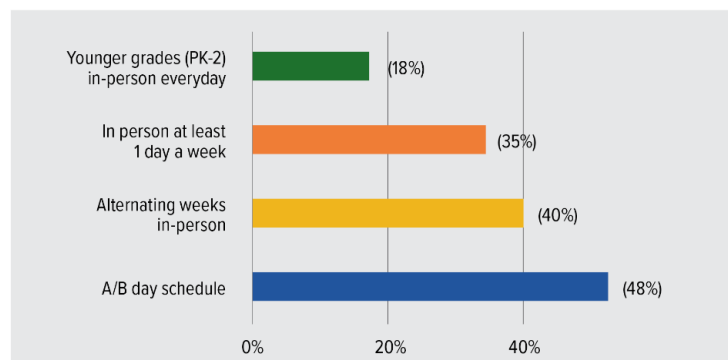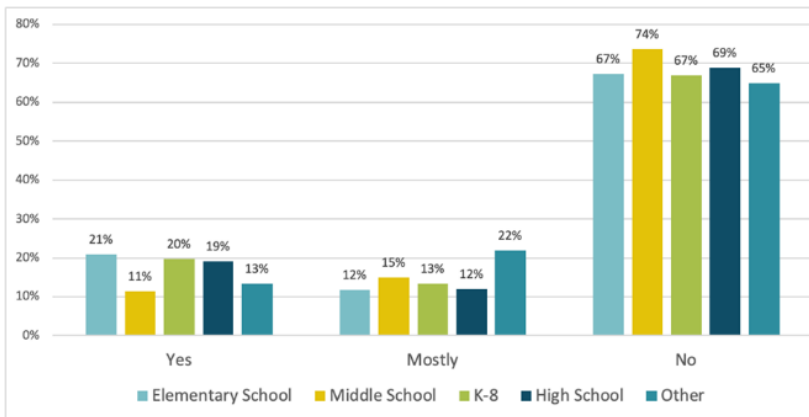Source: Possip Poll
N=5,522 responses
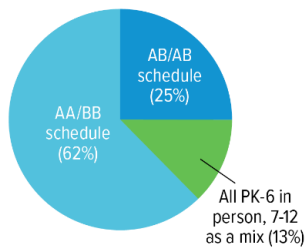
School Staff
Source: Quick Poll
N=1,290 responses
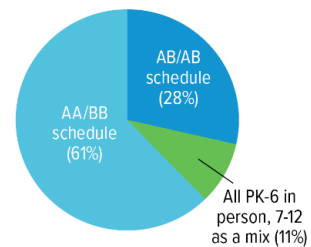
School Leaders
Source: Quick Poll
N=71 responses

Students
Source: Student Survey (% supporting proposed option)
N=1,852 responses

The Family Possip Poll indicated that middle school and high school parents are less comfortable with in-person instruction than elementary school parents.

During the July 7 Virtual Town Hall, staff shared that they would be largely uncomfortable returning to work in-person in the fall.
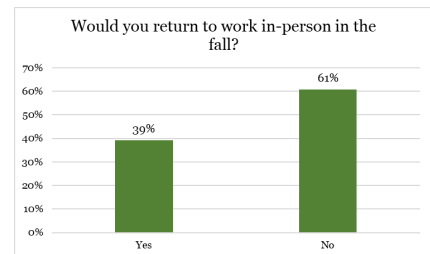
Perspectives on Operations, Health, and Safety

In our surveys to students, families, school staff, and leaders, we sought their perspective of various health and safety measures in line with CDC, state, and local reopening guidance. The table below shows how important various stakeholders believed different measures to be.

% who believe measure is important	Students	Families	School Staff	School Leaders
Temperature checks	85%	89%	82%	81%
Washing hands	99%	99%	98%	97%
All students wearing face masks	87%	94%	82%	89%
All staff wearing face masks	90%	96%	83%	90%
All students and staff wearing face masks	87%	95%	82%	89%
Eating meals in the classroom instead of the cafeteria	57%	88%	46%	61%
Limiting the size of groups (keeping them small)	80%	95%	91%	91%
Source, N, and Additional Notes	Student survey; N = 1,852 responses; % who felt measure was important or very important	Family survey; N = 16,485 responses; % who felt measure was moderately or very important	Staff survey; N = 4,916 responses % who felt measure was very or extremely important	Staff survey: N = 317 responses % who felt measure was very or extremely important

3. Qualitative Feedback

From Principals

Below are top themes from additional input received from principals during principal meetings and focus groups in late May and early June, which we incorporated into our recovery planning.

- *Consider the virtual learning experience*: Some students have thrived during spring virtual learning, while others have had poor engagement. This varies by grade level and highlights the need for improved tracking and log-ins during learning sessions.

- *Communicate clearly & provide training*: Building a virtual community and providing strong, consistent communication will be critical to supporting the wellness and mental health of our students and families. A digital learning curve also highlights the need for training for both families and teachers.

- *Factor in program and school-wide needs*: Certain types of schools or programs, such as CTE, alternative, and public day schools, may have specific needs based on student populations. Elements such as city-wide programs, transportation, and zoning must also be factored in.

- *Manage choice and set clear expectations*: We will need to balance the need for families, educators, and schools to have choice while setting clear expectations and accountability, particularly for teachers and students.

- *Include diverse stakeholder needs*: Students' academic achievement, social-emotional, and home environment factors, in addition to the needs of siblings, teachers, and working families, all must be considered in any reopening model.

From Teachers

In addition to the structured surveys and focus groups, teachers were excited to share reflections and general input as we plan for the fall. Key themes from their feedback from late May and early June are described below.

- *Compliance with Social Distancing*: Students' ability to effectively social distance varies, especially for younger students and those with special needs.

- *Choice and Feedback*: Teachers recommend seeking input from teachers, students, and parents when developing reopening strategies and providing them with choice given varied preferences and desires.

- *Hygiene, PPE, and Sanitation*: Additional cleaning protocols, clear responsibility for new measures, and special PPE are needed to support specific student populations.

- *Creating community through relationships*: Connecting with and training our families on systems and tools will be critical to making the new school year a success and continue to feel like school.

- *School schedules and instruction*: Opinions vary on schedules for the fall. Common considerations include having shifts of students, shorter periods, dedicated planning time, and a balance of core and non-core subject content. Consistency across schools and prioritizing student needs are critical to success.

- *Virtual Learning*: Use the spring virtual learning experience to provide an improved, consistent, and engaging experience for our students, including providing teachers with the necessary resources (e.g. computers) and training.

Perspectives on Virtual Learning

Additional key takeaways from the student, family, and staff surveys on virtual learning:

- Students, families and staff had mixed opinions on virtual learning

- For example, families appreciated the daily video lessons from teachers and a greater amount of live small group instruction, students appreciated the safety of being at home during this time, and staff saw the opportunity and merits of virtual learning for many students. Many also shared how their technology and computer skills dramatically increased during this time.

    - However, families named balancing jobs and their children's schoolwork as a significant challenge during virtual learning. All groups also called for additional training and professional development on how to effectively use digital platforms, virtual instruction best practices, and how to best support students in a virtual model to improve the experience. They also expressed the need for clearer expectations around many topics – including schedules, grading, and engagement requirements – to provide clarity and consistency.

- All groups highlighted the importance of choice for families about whether learning for their student should occur in-person or virtually.

Round 2 Focus Group Summary

Understanding the importance of regular connections and feedback mechanisms with our stakeholders, we engaged our school leaders, teachers, students, families, and community partners in a second round of focus groups the week of July 13. Below is a summary of our key findings across stakeholder groups:

While reactions to virtual learning and feedback were varied, focus group participants generally felt that beginning the school year virtually was the best course of action. Students and teachers expressed concern about having not having access to appropriate resources, including technology & cleaning supplies, for a hybrid or in-person return. Some students expressed that in-person schooling was important as being in the classroom helped them get a better understanding of lessons and teacher expectations. Many participants (including students) agreed that younger students (PK-6) should be prioritized in a hybrid return, and that an AA/BB rotating schedule would work best. Some school leaders noted that a different schedule (A/B/C) may be needed in larger schools to prevent overcrowded. Most focus groups had significant concerns around opening buildings that would need to be addressed before they would be comfortable returning to school (PPE availability, improvements to filtration / HVAC systems, and strict cleaning protocols).

Across all stakeholder groups, a need for clarity in expectations and plans was evident. Stakeholders stressed the importance of consistency in the student experience. Participants wanted to have a detailed understanding of how many district systems would work, including: assessments, enrollment, grading, scheduling, transportation, and meal distribution. Teachers, students, and school leaders requested the District Office to provide additional training in using online tools and platforms.

Listening Session Summary

Participants in the listening sessions were very supportive of the decision to start virtually. There were questions about why the district didn't plan to remain virtual through at least the first semester like other MD districts. Families and staff appreciated the intent of having more synchronous learning in the schedules, but expressed concerns about the amount of screen time for students and the ability for working parents to support their students, especially if videos of live teaching were not made available after the class ended.

There was a lot of support for small groups and personalized learning. Families like the flexibility that asynchronous learning provides, but prefer having teachers or other educators facilitating the learning. Knowing that office hours would be one way to obtain support for asynchronous learning was a relief. There was also interest in having the support of other adults to supervise virtual learning for those families who don't have the ability to work from home or have childcare options in mind.

Across all stakeholders, there were questions about how students with IEPs and English Learners would be able to access the full set of supports needed based on what they could see from the schedules. There was interest in having more details about this in the written plan.

Families were also concerned about the availability of enrichment opportunities and how much of the scheduled day would be devoted to ELA and mathematics. Some wanted reassurance that synchronous learning would be engaging and that art and physical education would still be robust and facilitated by educators with expertise in these areas. They didn't want the "fun" to be taken away from school and wanted to make sure that accelerated learning wouldn't overshadow the more exciting and engaging ways that students explore their interests and become well-rounded learners.

In looking at the hybrid model, participants like having the option to remain virtual and having transition time to plan for the shift to the hybrid model, knowing that their families would have to adjust their schedules mid-year. Even so, there were some families who were concerned that an October announcement could be hard to work with depending on the availability of childcare slots. Some families expressed an interest in having the virtual option remain school-based throughout the year versus being delivered as a district-wide alternative to the hybrid model. They like the idea of having some consistency throughout the year, as students will build relationships with the adults that they are working with for the virtual start.

Appendix 6: Academics and Instruction - 2020-2021 SY Mathematics Recovery Plan

Every content area has created a content specific recovery plan that clarifies the purpose / role of various resources and supports teachers with how to approach instructional planning, delivery, and assessment. The mathematics recovery plan is provided here as an example.

This is version 2 of the recovery plan based on feedback from stakeholders to best support teachers and students during the 2020-2021 school year. Items below have not been through final approved, nor have they been funded.

Curriculum Adjustments / Enhancements	
Great Minds	- Eureka In Sync: Continuous Learning in and out of class. - Students: The student digital platform includes virtual learning videos for each lesson, fillable PDF files, and family guidance in English and Spanish to create a hybrid learning environment that allows students to seamlessly switch between home and the classroom. - Teachers: Digital teacher edition, playbook for pairing video instruction with in-class instruction, topic slide decks, virtual professional development and coaching to support continuous learning, and continuous learning plan to support all learners. - Eureka Math Equip: K-12 a suite of digital resources teachers can use before each new module to identify knowledge gaps. Math Equip includes pre-module assessments, assessment reporting, supporting lessons and fluency activities to focus on knowledge gaps identified in pre-module assessment
Math Office	- Develop a consolidated K-12 Scope and Sequence that includes guidance to prioritize lessons based on research such as SAP guide as well implications to consider short term and long term - Develop guidance for K-11 lessons that are being consolidating (what to prioritize when 2 lessons need covered in 1 day) - Develop additional intervention/acceleration supports and design resources to use in small groups aligned to module foundational skills - Develop weekly companion guides to support learning at home (materials needed, virtual manipulatives, parent/teacher supports)* *Develop spiral homework for grades K-8, Algebra I* *development only if anticipate a virtual start to school year*
Recovery for Lost Learning	
Intervention Partners	- Purchase a digital adaptive learning program for all students (i-Ready K-8, Imagine Math 9-11 (and 6-8 if on or above grade level). Intervention programs will serve as both an adaptive learning intervention and acceleration for students. This will allow students to fill gaps based on students' individual pathways - Purchase Zearn K-5 to support individualized intervention and fluency aligned to core content
Math Office	- Math team will Align intervention playlist to the Eureka foundational standards - See math office curriculum adjustments/enhancement *for students without technology access fluency practice and spiraled homework will be printed.*

Math Assessment Recommendation	
Implemented During Core Instruction	Implemented during Intervention Block

Eureka Math Equip: 1-12 aligned pre-module assessments
• Assess the foundational standards needed for upcoming module
• Can be assessed online or via paper/pencil
• Data will drive small group decisions
• Affirm platform
• *New assessment: Currently not implementing*
 	
Eureka Affirm Topic and Mid/End of Module Assessments 1-12 (including honors courses and Pre-Calculus)
• Assess topic and module content mastery
• Multiple choice, Technology enhanced items and open ended
• Data supports student understanding of content being taught and standard mastery as well as track student progress over time
• Teachers can customize existing assessments and build new ones by using the Eureka Math item bank
 	
Probability Statistics (G12)
• District created assessments aligned to CCR standards
	i-Ready Diagnostic (K-11)
	• Adaptive assessment to see student performance and growth all standards to identify normed grade Gives Domain level analysis
	• Gives teachers a picture of student grade level knowledge and groups students by Domain (k-8)
	
	i-Ready Learning (K-8: once a student has been identified proficient at grade 8 the online learning tools are no longer relevant and they will move to Imagine Learning).
	• Personalized learning path for each student
	  o The personalized learning path addresses **all skill** gaps based on diagnostic results
	  o Recommended time per week: 45/60 minutes
	• District/teacher learning path
	  o District can push out foundational and/or grade specific lessons to all students
	    ▪ These lessons are not tailored to diagnostic results but can used to reinforce new content or learning gaps
	
	Imagine Learning Grades 9-11 (students below grade level based on i-Ready results) and students in 6-8 (at or above grade level)
	• Personalized learning path for each student
	  o The personalized learning path addresses **all skill** gaps based on diagnostic results
	  o Personalized learning path based on aligned Eureka content playlist
	  o Recommended time per week: 45/60 minutes

Example of Asynchronous and Synchronous Expectations:

K-5

Synchronous	Synchronous Learning will be dedicated to **engaging students in new learning** and can include but not limited to: • Concept development • Debrief	
	Small Group (Mathematics)	
	Synchronous	Asynchronous
Synchronous & Asynchronous	Synchronous small group learning could include: • Just-in-time foundational learning (Eureka Equip tools) • Re-engagement (re-teach content in a different way and more practice with specified skills based on data) • Practice fluency • Practice Application • Enrichment	Asynchronous learning **could** include: • Personalized learning through iReady My Path Lessons and Zearn • Independent practice from new learning (problem set problems/exit ticket) • Preview of upcoming new learning or review new learning (In Sync video) • Assess foundational learning (EQUIP) • Assessment of Learning through topic assessment or middle/end of module assess (AFFIRM)

6-12

Synchronous	**Synchronous Learning:** Synchronous Learning will be dedicated to **engaging students in new learning** and can include but not limited to:
	• Review the student outcome to set the purpose
	• Direct Instruction (Lesson components depend on the lesson type.)
	  o Problem Set- Model math concepts through classwork exercises.
	  o Socratic- Facilitate discussions with students that lead to a big idea.
	  o Exploratory-Facilitate exploratory challenges with students.
	  o Modeling- Facilitate math modelling exercises related to real-world application problems.
	• Closing & Exit Ticket	

	Small Group (Mathematics)	
	Synchronous	Asynchronous
Synchronous & Asynchronous	**Synchronous learning could include:** • Just-in-time foundational learning (Eureka Math Equip tools) • Re-engagement (reteaching of content in a different way) • Practice with specific skills based on data • Enrichment • Practice fluency (grades 6-8) • Practice from new learning using problem sets	**Asynchronous Learning could include:** • Personalized learning through iReady My Path Lessons or Imagine Learning for students on or above grade level • Independent practice from new learning using problem sets • Preview upcoming new learning using Eureka Math In Sync videos • Assess foundational learning using Eureka Equip pre-module assessments • Assessment of Learning through topic assessments or middle/end of module assessments using the Great Minds Affirm platform.

Example of what this will look like for a student:

Grade 1-8

	Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous (45 min) Eureka Math Lessons	Module 1 Topic B Lesson 6 (Part 1) • Problems 1 & 2 Concept Development • Question 1 & 2 from Debrief	Module 1 Topic B Lesson 6 (Part 2) • Problems 3 & 4 Concept Development • Question 3 & 4 from Debrief	Module 1 Topic D Lesson 9 • Problems 1-3 Concept Development • Question 1-3 from Debrief	Module 1 Topic D Lesson 10 • Problems 1-3 Concept Development • Question 1-3 from Debrief	Review of Topic D
Small Group (15 min) Just-in-Time Learning	Foundational learning based on Equip pre-module diagnostic*	Practice Application from Lesson 6*	Practice fluency*	Foundational learning based on Equip pre-module diagnostic*	Enrichment*
Intervention	*students not in the small group for the day will be completing personalized learning in I Ready My Path or Enrichment via their ILP				
Asynchronous	• Independent practice of Lesson 6 (part 1)	• Independent practice of Lesson 6 (part 2) • Watch In Sync video to preview Lesson 9 skills • Affirm Topic B assessment	• Independent practice of Lesson 9 • Watch In Sync video to preview Lesson 10 skills	• Independent practice of Lesson 10 • Equip Pre-module assessment for Module 2	• Independent practice of Topic D review • Affirm Topic D assessment

High School

	Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous (45 min) Eureka Math Lessons	Module 1 Topic B Lesson 7 • Exercises 1, 2, 5, 8 • Discussion/Closing	Module 1 Topic B Lesson 8 • Exercises 1-3 • Discussion/Closing	Lab Day (60 min) Math Small Groups	Module 1 Topic B Lesson 9 • Exercises 1-4 • Discussion/Closing	Review of Topic B
Small Group (20 min) Just-in-Time Learning	Foundational learning based on Equip pre-module diagnostic*	Practice Exercises from Lesson 8*		Foundational learning based on Equip pre-module diagnostic*	Enrichment*
Intervention	*Students not in the small group for the day will be completing personalized learning in Imagine Math via their ILP			*Students not in the small group for the day will be completing personalized learning in Imagine Math via their ILP	
Asynchronous	• Independent practice of Lesson 7 • Watch In Sync video to preview Lesson 8 skills	• Independent practice of Lesson 8 • Watch In Sync video to preview Lesson 9 skills		• Independent practice of Lesson 9 • Equip Pre-module assessment for Module 2	• Independent practice of Topic B review • Affirm Topic B assessment

BALTIMORE CITY
PUBLIC SCHOOLS

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Mayor, City of Baltimore

Linda Chinnia
*Chair, Baltimore City Board of
School Commissioners*

Dr. Sonja Brookins Santelises
Chief Executive Officer

Closing the Distance
Preparing for Reopening of City Schools

Fall 2020
Health and Safety Guide

Operating Procedures, Guidelines, and Best Practices

Draft Guide 8-14-20

Fall 2020 Health and Safety Guide

Operating Procedures, Guidelines, and Best Practice for In-Person Activity

Forward

As we head into a virtual operating environment this fall, we realize that there will be times when the school doors are open to the school community for a variety of reasons, including: staff seeking to use classroom resources, small group instruction for students, student assessment, meal service and device distribution, family support with enrollment and student records access and possibly to create safe spaces where students can use the internet to access virtual learning.

The reopening of school buildings, even in a limited way, will be challenging and will require consistent commitment to health and safety protocols. It is essential that each school takes ownership of and responsibility for how we approach in-person services during the fall. Adherence to and clear communication of health and safety guidelines is imperative in order to keep staff, students, and communities safe.

These guidelines, grounded in science-based, expert guidance and real time experience from in-person operations throughout the spring and summer, serve as our best thinking on how to engage safely in the fall. As we continue to build our reopening strategy, we will continue to work with health advisors and monitor the latest information and guidance to refine our processes and protocols accordingly.

The procedures outlined in this document will allow schools to continue to serve as anchors in their communities in a safe and healthy way during virtual learning.

Contents

Core Principles

Preparation for the reopening of school buildings in the fall is guided by these principles.

Health & Safety: Maintain health and safety for all by ensuring proper safeguards

High-Quality Student Learning: Accelerate student learning and thriving

Equity: Provide the best learning environment to meet the needs of ALL students

Stakeholder Engagement: Engage with our stakeholders to ground our work in the needs of our students, staff, families, and communities and support all stakeholders in adapting to a new reality

Fluidity and Continuous Improvement: Apply best practices, research-based insights, and continue to iterate and be responsive based on new learnings and changing circumstances

Phases of Reopening

Given the volatility of the pandemic situation, our education recovery planning incorporates strategies that align with the following three phases. We anticipate shifting between these phases during the 2020-21 school year based on health and safety conditions and virus progression.

To that end, this document focuses its guidance and recommendations for Fall 2020 where we expect to begin operations in Phase I with all virtual learning with access to buildings to facilitate key services such as device distribution, limited staff access to buildings as necessary to access services such as wifi, meal service in an expanded number of meal sites and, when approved, limited opportunities for student in-person engagement as appropriate.

PHASE I

Virtual learning

- 100% virtual learning
- Limited in-person services
- May include small groups of students in-person as conditions permit (following health and safety measures

PHASE II

Hybrid model

- Medium-term recovery phase
- Mix of in-person and virtual learning occurs
- Option to continue 100% virtual learning available
- Health and safety measures per local and national guidance

PHASE III

A new normal

- Long-term planning
- Majority in-person learning with some virtual components
- Incorporate lessons learned and innovative efforts from virtual learning during Phases I and II

General Health and Safety Guidelines for Schools

Social Distancing, Face Coverings, and Health Screenings

Key guidelines around social distancing, face coverings, and health screenings are below. To reinforce these policies, schools must post signage with reminders of protective measures and descriptions of how to prevent the spread of COVID-19 (See Appendix A for approved signage. Schools will also receive printed signage from the district and should not create their own.) When students are in the building, use instructional activities that match the developmental needs of students to teach precautions for self and others. Ensure communication is developmentally appropriate and accessible for all staff, families, and students, including those with disabilities.

Resources: Schools must review the below resources with all staff and students as they return to in-person work and learning and use these tools regularly to reinforce the policies outlined below. Resources listed below can be found in Appendix A**.**
- Handwashing video
- Handwashing signage
- Face covering video
- How to cough/ sneeze into your elbow video
- Broadcast regular announcements on reducing the spread of COVID-19 on PA systems or during morning announcements. Ensure tone is positive.
- Social distance, face covering, hand washing, and COVID-19 symptoms posters

Social Distancing

Social distancing is deliberately increasing the physical space between individuals to limit the spread of COVID-19. Staying a minimum of six (6) feet away from other people reduces the risk of exposure to someone who may be infected.
- Avoid handshaking and hugging – use other non-contact methods of greeting.
- Avoid congregating and do not gather.
- Staff must not eat in the same room as another adult.
- If you must coordinate teams in a building, space or area, only schedule in groups of 10 people or less in any one area to discourage gathering and maintain strict social distance (minimum of 6 feet).
- If more than one team or team member is working in the same area, you may proceed with work if able to maintain a distance of at least 6 feet; if not possible, try to perform work in other parts of the building and return when you can maintain social distance.
- During the workday, limit trips outside your home only to and from your school building in order to limit exposure and potentially compromise other school buildings and worksites.
- Avoid using other workers' phones, iPads, desks, offices, or other work tools and equipment.
- Avoid group meetings whenever possible; use e-mails, phones, text messaging, web conferencing, etc. to avoid in-person contact.
- When in-person meetings are unavoidable, avoid close contact (within 6 feet) with others, limit groups to 10 people or less, ensure that the meeting room is properly ventilated and do not stay longer than 30 minutes. Do not eat or share food during small meetings. Do use shared utensils, tools, fidgets, or the like.

- To protect the health and safety of your school community, be careful to adhere to health and safety guidelines when you're with your colleagues. Due to the strong ties that bind school colleagues, we found this summer that groups of adults who are comfortable with one another sometimes let their guard down regarding health and safety standards when they were together. Please remember to be vigilant about adhering to health and safety standards to protect your colleagues, school community and yourself.

Cloth face coverings

All staff, students, and visitors will be required to wear a cloth face covering when inside a City Schools building. Staff will be provided with two reusable face coverings and may wear their own mask that meets composition criteria. Each school site will also receive a supply of surgical or ear-loop masks to be stored and allocated to students or staff who may have forgotten or lost their mask and need one. School leaders should communicate the importance of wearing face coverings daily and continually reinforce the practice. School leaders and/or their designee are responsible for **storing cloth face coverings and PPE in a secure location** and distributing to staff.

- Designate a person to be in charge of storing and safeguarding in a secure location, distributing, monitoring the supply of and requesting additional back up face coverings. There is a limited supply, and students and any other non-staff who enter a school building should be encouraged to come with their own.
- Maintain a log of individuals to whom face coverings were distributed and keep log in the main office. See Appendix I.
- Extra face coverings should be stored in a locked location by the entrance used for arrival. If hosting in-person programming, face coverings should be on-hand during morning arrival for any child who arrives without one.

Outdoor breaks are encouraged for staff or students to allow for taking a break from wearing a face covering as long as ten feet of social distancing is consistently maintained.

City Schools provided face coverings:
- **Cloth face covers**: These face coverings are reusable and should be laundered by the wearer between uses.
    - If staff choose to wear their own cloth face covering, the face covering should be made of at least two layers of tightly woven fabric that, when held up to the light, do not allow light through. Face coverings with exhalation valves should not be worn in schools.
- **Surgical masks or ear-loop masks**: These will be provided as backup for when staff and students forget their mask. They can be worn for a single day and then disposed of.
    - Please note, if you are hosting a family event such as a parent teacher conference or parent orientation that requires family members to be in the building for a significant period of time, family members without a face covering should be provided an ear-loop or surgical mask so they may enter the building. However, supplies are limited so schools should not regularly provide masks to anyone other than students and staff.

Wearing of Cloth Face Coverings

Face coverings must be worn **at all times** inside school buildings when more than one person is in a room or when an individual is in a room (i.e. an office) and the door to that room is open. Face coverings must be worn at all times in any common spaces. The only exception is when eating during mealtimes.

- **Coverings must cover both the nose and mouth.**
- Cloth face coverings should be worn during arrival and dismissal as well as during all outdoor activity where maintaining social distance may be difficult.
- Create breaks in your schedule to allow students to go outside without their masks while socially distancing.

Washing and Storing Cloth Face Coverings

- Wash your hands thoroughly before putting on or removing face coverings and make sure to only handle them by their straps.
- Wash your cloth face covering daily.
- When face coverings are not in use, they should be stored in a clean place such as inside a plastic zip-top bag.

Exceptions to face covering requirement

Some individuals may not be able wear cloth face coverings:

- Children under the age of 2
- Students with intellectual or developmental disabilities that prevent them from wearing a face covering or from removing it without assistance. These students should wear face shields when possible.
- Students with respiratory conditions that prevent them from wearing a face covering. These students should wear face shields.
- Staff in need of an accommodation. Staff must contact Equal Employment Opportunity and Title IX Compliance to request an accommodation at (410) 396-8542. (See Board Policy ACD)
- For certain populations, the use of cloth face coverings by teachers may impede the education process. These include students who are deaf or hard of hearing, students receiving speech/language services, young students in early education programs, and English-language learners. Face coverings with clear panels in front can be used in these situations.

Face Shields

The CDC does not recommend face shields as a substitute for cloth face coverings. However, there are some situations in which face shields may be appropriate for use in schools in addition to wearing a cloth face covering. The primary benefit of face shields is that they protect the wearer's face from large respiratory droplets from other people. It is not known if face shields provide any benefit as source control to protect others from the wearer's respiratory particles. School community members should not rely on face shields alone unless they have a medical condition that prevents them from wearing cloth face coverings. The district will provide face shields to those employees who will need them pursuant to CDC guidance.

- Face shields or other forms of eye protection should be used when working with students unable to manage secretions or when sustained close contact with other people without the use of a plastic barrier cannot be avoided (such as during temperature screenings).
- Face shields should be worn in addition to a cloth face covering (or surgical mask or N95 or KN95) when staff are supervising students who are eating indoors and when working within six feet of students.
- When face shields are worn without a cloth face covering, they should wrap around the sides of the wearer's face and extend to below the chin.
- Reusable face shields should be cleaned and disinfected after each use.
- Face shields should not be worn by infants.

Health Screening

Each school must designate a team of staff members [should be more than one given potential for absences] to conduct health screenings, and all people who enter the building must complete the health screening before entering. It is recommended that schools identify a single door for staff, student, and visitor to enter through in order to guarantee that each person has been screened before entering. The health screening process is outlined below. See **Appendix J** for screening questions and temperature check instructions.

Screening

- The health screeners should arrive on site early.
- The first two employees who arrive (including the health screener) should conduct the health screenings for each other. The health screeners should then conduct the screening for all other staff, students and visitors.
- Upon arrival, the health screeners should have their face covering on before entering the building, wash their hands, put on eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. Follow procedure to put on PPE properly.
- All staff (including the principal, the custodians, the food and nutrition staff, the teachers, and any visitors including principal supervisors and district administrators), students, community members and any other person who enters the building must answer the health screening questions and have their temperature checked using the infrared temperature scanner within the front lobby immediately upon entering.
- All staff, students, community members and visitors should remain 6-feet apart and wear a mask while waiting for the health screening process.
- **For health screener:**
  - After all screenings have been completed, remove and discard PPE and wash hands. Use an alcohol-based hand sanitizer that contains at least 60% alcohol or wash hands with soap and water for at least 20 seconds.
- **Visitors:**
  - During morning arrival, staff should be stationed by the door to conduct the health screening questions. Throughout the day as individual visitors come to the school, staff must meet the person at the door to conduct the health screening and temperature check. See **Accessing Sites Safely – Visitors** for details**.**

Correct Use – Forehead unobstructed, and NCIT perpendicular to forehead and used at distance identified in manufacturer's instructions.

Tracking Screening Results

- Schools should copy the provided [Google tracker template](#) into their own google drive or download it to create a school version of the file. Schools should use the school specific tracker to complete the screening for each staff, student and any other person who enters the building each day. **This will generate an essential electronic record that will support the district's ability to do contract tracing in the event that a member of the school community tests positive, so all people entering the building MUST complete the health screening check.**
  - For details on how to handle visitors, see [Visitor Security Procedures](#).

Screening Result Actions

- Staff or visitors who, upon arrival, answer NO to the screening questions and pass the temperature check can be admitted to the school site.
- Staff or visitors who, upon arrival, answer YES to the screening questions, do not pass the temperature check OR who refuse to participate in the screening process must be denied access to the site and should be referred to their health care provider.
- Students who, upon arrival, answer YES to the screening questions, do not pass the temperature check OR who refuse to participate in the screening process should be asked to return home if their parent or guardian is still on site. If the parent or guardian has left, the student should be immediately sent to the wellness room until a parent or guardian can pick them up.
- For next steps for staff, students, or visitors who respond YES to the screening questions or do not pass the temperature check, please see the next Section.

Responding to a confirmed COVID-19 case or a COVID-19-like-illness

A COVID-19 like illness for the purposes of this document **is defined as:** New onset cough or shortness of breath **OR a**t least **2** of the following: fever of 100.4 degrees or higher, chills, shivering, muscle pain, sore throat, headache, loss of sense of taste or smell, and gastrointestinal symptoms (nausea, vomiting or diarrhea).

Reinforce with staff and families that they should stay home if they have symptoms of a COVID-19 like illness, have been diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case. **Appendix B** provides the decision tree for how to respond to a student or staff member with symptoms of a COVID-19 like illness or someone who comes in to close contact with someone with a COVID-19 like illness. Steps that must be taken include:

- If a student presents with any new symptoms of a COVID-19 like illness during the day, they should be isolated immediately in a Wellness Room (set up as described below). If a staff member presents with any symptoms, they should notify the program administrator (using digital or physically distanced communication) and leave after ensuring alternative supervision for any students in their classes.
- Students, staff or visitors who answer yes to any of the health screening questions must go home (for students, only if the parent is still there) or report to the wellness room to await pick up.
- If a student has an existing health condition on the COVID-19 symptoms list, screen for new symptoms only. For a more thorough consultation, the student can be referred to the nurse.
- If a student is in the Wellness Room due to COVID-19 symptoms, parents must be called to pick up their child asap. The school nurse should communicate with the family about testing options and provide the family with guidance around social distancing while test results are pending. The student and supervising staff are to continue wearing face coverings while the student is in the Wellness Room.
- If a student, staff or visitor has symptoms consistent with a COVID-19 like illness (as defined above), the student or staff must stay home at least 10 days after

SCREENING QUESTIONS

Have you had any of the following new symptoms in the last seven days:

New onset cough or shortness of breath OR At least 2 of the following: fever of 100.4° or higher, chills, shivering, muscle pain, sore throat, headache, loss of sense of taste or smell, and gastrointestinal symptoms (nausea, vomiting or diarrhea)?

In the past two weeks, to the best of your knowledge, have you been in close (less than 6 feet), prolonged (more than 15 minutes) contact with someone with a fever, cough, shortness of breath, flu-like symptoms, or a diagnosis of COVID-19?

the symptoms first appeared AND until they have no fever for at least 24 hours without medication AND there is improvement of other symptoms.

- Any staff, student or visitor with a confirmed case of COVID-19 or a COVID-19 like illness must report their case to their school administrator who will report the case to Human Capital. See Reporting a confirmed case of COVID-19 or a COVID-19-like-illness.
- The Office of Human Capital will then work with the school to identify all staff and students who have been in "close contact" with the person. The CDC defines close contact as any individual who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset.
- All staff and students who have been in close contact with someone with a COVID-19 like illness or a confirmed case will then be notified by their school that they must stay home for 14 days from the date of last exposure **even if they have no symptoms or they have a negative COVID-19 test done during quarantine**.

Reporting a confirmed case of COVID-19 or a COVID-19-like-illness

If a student, staff person, a family member of a student or staff person, or any other person who has come into the building, believes they have been exposed to COVID-19, is seeking to be tested for COVID-19, or has been tested for COVID-19, the school site program administrator must notify the Human Capital Office immediately by emailing HumanCapital@bcps.k12.md.us with "COVID-19" in the subject line or calling 410-396-8885. The Human Capital Office will confidentially gather more information, determine appropriate next steps, and provide specific guidance to staff members who are affected.

The Human Capital office will also notify the Baltimore City Health Department upon becoming aware of a positive case.

Note: Details on testing procedures and school-level contact tracing procedures are forthcoming.

Creating and using a Wellness Room

- Identify a Wellness Room – near the building entrance or adjacent to the nursing suite if possible – to use for isolation. The Wellness Room will be used as a safe place for students who have answered YES to the screening questions or who feel sick during the day to wait for their parents.
- If the Wellness Room is separate from the nursing suite, identify a staffing plan.
- The Wellness Room can accommodate only one person at a time. If multiple people have symptoms, the school should identify a backup Wellness Room and staff supervisor for the second Wellness Room.
- The symptomatic student should remain in the Wellness Room alone. Staff may provide the student with reading material or other forms of work or entertainment (puzzles, Chrome Book, etc.), but staff should not be in the Wellness Room with the student.
- The student in the Wellness Room should remain within eyesight of staff at all times. Staff should remain just outside of the Wellness Room to supervise the student and should continue to wear a face covering. If the door to the Wellness Room has a window, they may close the door. If the door does not have a window, staff should leave the door ajar.
- After the student in question is picked up, custodians should clean and disinfect the Wellness Room while wearing gloves and a face covering. See Cleaning Protocols for detailed cleaning procedures.

Designing and Using Your Building in a Safe Manner

As we enter the fall, we know that schools will be open to support a variety of operations. This will likely mean staff, visitors, and in some circumstances, students, will be present and will have to safely enter, exit, and navigate school sites. It is critical to ensure that safe use of space is thoughtfully designed and that expectations for navigating the building are clear. See Appendix A to support safe use of space.

To support safe building use, floor decals and signs will be provided to each school to use throughout your building to support consistent and clear expectations. Deliveries are forthcoming.

Building Design

In every building there are common spaces such as the front office, hallways, stairs, elevators, and bathrooms that visitors, staff, and students use. As we re-open spaces, we must be particularly thoughtful and careful about how we design such spaces and how we communicate expectations of people when in common areas.

Front Office

The front office is a highly trafficked common area in any school and often serves as a hub for resources, information, and administration of daily operations. Often, front offices are the first line of interaction when staff enter as well as visitors. As such, it is crucial to think about and design this area in a way that is safe and ready to receive guests, staff and students.

Providing Physical Barriers

In order to provide a physical barrier between visitors and staff, City Schools will set up portable plexiglass guards in the main office reception areas in all school buildings (schools are not responsible for this). This will allow schools the flexibility to set the barrier on the part of the reception area that is most suitable for the traffic flow in the main office.

Limiting Traffic and Waiting Rooms

To support safe and limited access to the front office, operating hours and procedures for accessing front office resources should be clearly communicated to families and staff. As much as possible access to the main office should be restricted – consider:

- Limiting the # of persons able to occupy the common space to fewer than 5 or 3 depending on space size
- Posting signage about entry to the main office and indicate where the "line" to enter should be formed, **admitting one staff or visitor at a time**.
- Instituting an appointment only protocol.
    - This may be difficult to implement with visitors who may not be aware of the protocol or who have limited means to set appointment hours.

In addition, to prevent gathering and crowding in other common spaces like hallways or lobby areas, consider creating a "**Waiting Room**" for staff or visitors seeking to enter the main office.

- These spaces should be as close to the main office as possible to limit access to other parts of the building and should not be spaces that will be used for in-person instruction (e.g. teachers' lounge, parent room, etc.).
- "Waiting room" spaces should be clear of as much furniture as possible and set up with chairs that are a minimum of 6 feet apart. Chairs or seating must be made of plastic or materials that

are easy to clean and disinfect. They also should not have other materials typically found in waiting rooms, such as magazines or literature, writing materials, etc.

Gathering and Meeting Spaces

Auditoriums, gyms, or other internal gathering spaces.

These spaces **SHOULD NOT BE USED for large gatherings**, as large gatherings should be avoided at all times. Limiting access to such spaces will also ensure that the regular disinfecting of such rooms is able to be limited so that custodial staff can focus on common areas and classrooms.

- If the weather makes it impossible to go outside and students need a "mask break", staff may use these spaces. Students must spread out (at least 10 feet) to take a mask break.
- These spaces may be used take movement breaks at a safe distance. Students should keep their masks on for movement breaks.
- Only use these spaces for **one cohort at a time** and clean all high-touch surfaces before another cohort enters.

Cafeterias.

These spaces should be used to support food service operations, meal site distribution efforts, or for student learning centers to support distance learning. These areas, both due to COVID and due to general food handling safety practices, must be frequently disinfected.

Conference rooms and offices.

Use of technology should be prioritized for hosting meetings or having conversation between staff instead of in person meetings. If necessary, conference rooms and offices are acceptable locations to meet if the number of staff in these spaces at any given time is limited to small groups with an absolute limit of no more than 10 and no more than allowable to maintain a minimum of 6 feet of social distance. Also, if these spaces are used for small meetings, chairs made of plastic or other surfaces that can easily be disinfected should be used while chairs with fabric coverings should be avoided.

Entry & Exit, Hallways, Transitions, and Common Spaces

While use of common spaces should be minimized to reduce opportunities for germs to spread between those in the building, such areas are common and so will receive more traffic than individual classrooms or offices. Schools must implement tight procedures to minimize person-to-person contact in hallways and restrooms.

Entrance and Exit Points

To ensure you are aware of staff, students, or visitors coming and going from the site, limit the number of entry and exit points from the school.

- Identify, if possible, one main point of entry and exit and limit access to other points of entry unless a specific group needs such access. (For example, if food service workers need to have side door to the cafeteria open or if they enter through a kitchen area.)
    - Ensure the identified entry and exit point selected meets ADA compliance for safety and navigation for those with disabilities.
- Consider designating ONE door for entry and ONE door for exit to support general flow of traffic and to minimize the proximity of people when entering and exiting the building.
- Remember, EVERYONE must complete the health screening before entering the building.

- Use the "6 feet" decals provided to each school (deliveries forthcoming) or tape to mark six feet of spacing where people will wait outside of the door to enter and complete the health screening.
- Develop a plan to use shaded areas, overhangs, other coverings, etc. to provide protection in the case of adverse weather conditions. Position a person at the normal screening location to direct traffic to the new screening location should it change.
- If you are a meal site, you should designate a separate area and entry point for that distribution as to not co-mingle students and staff with other students and adults not entering the building but just picking up meals.

Hallways

- Use the "6 feet" decals provided to each school (deliveries forthcoming) or tape to mark hallways and entrances to indicate one-way routes and six feet of spacing where people may wait in line (at restrooms, classroom entrances, etc.).
- Post signs outside of each door, restroom, and other place where staff, visitors or students form lines to reinforce the importance of maintaining six-feet distance.

Water Coolers & Fountains

- Staff are encouraged to bring reusable water bottles each day.
- The water cooler in the main office for adult use needs to be cleaned and disinfected between use. Hands need to be washed before and after using the water cooler and disinfecting supplies should be placed next to the cooler to support regular cleaning between uses.
- Signage should be posted behind water cooler reminding staff of best practices around use.
- Water fountains in common areas should not be used.

Stairs

- Where possible, stairs should be designated as one way (Up or Down).
- If that is not possible, consider designating certain staff use certain stairwells and when students are present, managing transitions to ensure only one cohort of students is using the stairs at time.

Elevators

- Elevators must be used by a maximum of 2 people at once.
- Elevator buttons should be regularly disinfected and wiped down.
- Signage for elevator capacity should be posted on each elevator door.

Bathrooms

- Arrange bathroom breaks so that students are in the restroom one at a time.
- Place signs around restroom that remind staff and students to socially distance and how to properly wash hands.
- If possible, designate which people will have access to which bathrooms to minimize cross-contamination or consider only opening a limited number of bathrooms

Accessing Sites Safely

Site Access & Expectations – Staff, Visitors, Partners

School Staff – ALL Staff, Supervisors, Custodians, Food Service Workers
Staff Expectations to Support Health & Safety

1. **ALL Staff** are expected to:
   - Maintain a distance between all people of at least six feet.
   - Stay home if they feel sick at all and notify their supervisor.
   - Not engage in handshaking or any physical contact with anyone.
   - Not eat lunch or meals with others while on site.
   - Wash their hands with soap and water frequently for at least 20 seconds.
   - Use technology to communicate with co-workers as much as possible to avoid in person interactions.
   - Regularly disinfect common touch points, workspaces and devices, objects and surfaces including tools.
   - Avoid touching your eyes, nose, and mouth with unwashed hands.
   - Cover your cough or sneeze with a tissue, then throw the tissue into the trash.
   - Wear a face covering in the presence of others and when navigating the building.

2. **Supervisors** are expected to follow ALL staff rules, as well as:
   - Emphasize to employees that they are to stay home if they feel sick at all.
   - Conduct spot checks to ensure staff are maintaining social distancing, washing hands, and disinfecting their workspaces.
   - Ensure workspaces are following the guidance outlined in this SOP.
   - Contact the Human Capital Office by emailing HumanCapital@bcps.k12.md.us and include "COVID-19" in the subject line if an employee identifies that they are sick and are either going for testing or have tested positive for COVID-19. If you do not have access to email, you should call 410-396-8885 to connect with the Human Capital Office.

3. **Custodial Staff** are expected to follow ALL staff rules, as well as:
   - While people are in and out of the building, give attention to high touch points such as doorknobs, countertops, bathroom fixtures, door levers/knobs, faucet handles, water fountains' drip pans and levers.
   - Do not enter nor allow access to any space in the building unnecessarily.
   - Custodial teams must increase the cleaning and disinfecting of high touch surfaces as outlined in the [Cleaning Protocols.](#)
   - Staff should use all cleaning and disinfecting products according to the directions as provided on the product.

4. **Food Service Workers** are expected to follow ALL staff rules, as well as:
   - Support meal service operations, including meal preparation, transportation, tallying and service and additional COVID-19 pandemic related supplemental food resources, including bagging of groceries, receiving and distribution of food boxes and sidewalk pantry operations.

Staff Interactions

While it's natural for colleagues to want to collaborate and communicate with one another in person, **adult to adult interaction poses the highest risk of COVID-19 transmission. Therefore, all adult interaction that can be done remotely must be done remotely.** For example, teachers should co-plan using video conferencing or the phone, administrators should hold staff meetings virtually, and staff should take the time to catch up with one another and check in with their colleagues via phone/video conference.

To support effective and safe staff interactions:

- Arrange or mark off seats to designate six feet in between.
- Coordinate schedules to stagger adult mealtimes.
- Eat outside as often as possible. Do not eat together in closed areas or rooms.
- Do not shake hands or hug – use other non-contact methods of greeting.
- Avoid congregating and do not gather.
- Avoid using other workers' phones, iPads, desks, offices, or other work tools and equipment.
- Provide a staff roster with contact phone number and email to ensure staff can easily reach out to each other via text, phone call or computer to connect with other staff members. This is to prevent adults from walking in the hallways to find and communicate with one another.
- When staff must interact with one another indoors and in person, face coverings must be worn, staff must remain 6 feet apart, and interactions should be limited to under 15 minutes.

As you set up systems and processes to support safe staff interactions, set aside time each day to connect with staff (virtually or outside) to review the social distancing protocols outlined in this document. Gather daily feedback on how these protocols are playing out in their classrooms and shared spaces and how students and staff are coping with the new procedures.

Visitors

All visitors must:
- continue to follow existing **visitor policy guidelines**.
- wear a face covering. Coverings must cover both the nose and mouth.
- maintain a distance between all people of at least six feet.
- delay their visit and not enter the building if they feel sick.
- not engage in handshaking or any physical contact with anyone.
- wash their hands with soap and water frequently for at least 20 seconds.
- avoid touching your eyes, nose, and mouth with unwashed hands.
- cover coughs or sneezes with a tissue, then throw the tissue into the trash.
- wear a face covering in the presence of others and when navigating the building.

Not all visitors will have access to formal "masks." Thus, bandanas, t-shirts, scarves, and the like are acceptable substitutes. However, because these other tools may not be as effective as a mask designed specifically for this purpose, staff should keep an additional distance from such visitors to support their health and staff health.
- Where visitors are unable to wear a face covering, schools are strongly encouraged to set up a virtual meeting. Where this is not possible, their visit should be by appointment only and should be in an isolated space of the building, ideally off the main office.

- Staff interacting with visitors unable to wear a face covering should wear a face covering (ideally a surgical face mask) and a face shield and custodian should disinfect the space after use and visual mark that the space has been disinfected.
- It's always best practice to meet outside if one or more party cannot wear a face mask!

Children of School Staff:

To support staff in being able to work as needed on site, children of staff members are welcome onsite, with the approval of the staff member's supervisor, under the following parameters:

- Children of staff members may accompany them if children are able to be under the supervision of the staff member in an area free of safety hazards.
- Children of staff members must follow safety visitor protocols listed in this document.
- Children of staff members must not come in close contact (6 feet or less) with anyone not living in their household.
- Children of staff members must be accompanied by their parent/guardian for bathroom breaks

Visitor Security Procedures:

Please follow these steps every time a visitor enters your building.
- Staff must complete the health screening questions and temperature check upon entering the building. See Appendix J for procedure.
- Once the health screening is complete, the visitor may enter the building in accordance with the visitor security procedures. See **Appendix C** for a refresher on these procedures.
- All visitors must check in at the main office and their ID must be scanned through the visitor management system. See Designing and Using Your Building in a Safe Manner – Front Office for details on how to set up your front office in line with social distancing guidelines.

Partners

Any use of City Schools facilities will be in accordance with Board Policy FKA and Administrative Regulation FKA-RA. This includes but is not limited to a user requesting a Space and Use Agreement (permit), obtaining recommendation from the school principal and paying any assessed fees.
The use of City Schools facilities is subject to change at any time based on additional executive orders from the Governor of Maryland and/or the Mayor of Baltimore City.

During the COVID-19 Maryland State of Emergency, **it is the user's responsibility to follow all CDC and/or state and local health department guidelines concerning social distancing, screening, and the use of masks or cloth face-coverings during your event/activity at all times, as well as all guidance outlined in this document. Partners must submit a written plan to Baltimore City Public Schools explaining the steps your organization will take to ensure compliance.**   Lastly, it is also the partner's responsibility to report cases of COVID-19 like illnesses or any positive COVID-19 test results from anyone in their organization/group and any participant to the Office of Real Estate and Permits the same day they are informed of the test results eating indoors.

Baltimore City Public Schools reserves the right to limit any event/activity or cancel any Space and Use Agreement due to a positive COVID-19 test. See Appendix E for Activities and Stipulations allowable in Baltimore City Public Schools as of August 20, 2020.

In-Person Student Engagement

While planning to enter the fall in a virtual environment, we know that there may be some instances where schools open their doors to small cohorts of students for small group instruction or specialized instruction to meet their needs. In order to do this safely and effectively, we need to be thoughtful about how students enter and exit the building and how they are organized into classrooms throughout the day. All schools seeking to offer in-person programming will need to engage in an application and review process which will ensure ILED and central office awareness and approval. Details forthcoming on the process and application requirements.

Supporting Access to Programming

Enrollment

- Upon enrollment in the program, updated parent/guardian contact information in the event of an emergency should be collected. Schools should also ensure all immunizations are up to date and review all IEPs and 504 plans for students to ensure compliance and consider any specific updates or additional accommodations that may be necessary based on health issues of specific students.
    - Maryland Department of Health Immunization Requirements
- Families who participate in small group instruction must sign the COVID-19 Awareness Parent/Student Participation Acknowledgement Statement in Appendix H.

Arrival & Departure

- All school sites are contactless locations.
- All pick-ups and drop-offs will occur outside.
- All students entering the building will need to answer health screening questions and have their temperature taken. See Appendix J.
    - Students will line up outside of the designated arrival door to be screened.
        - Schools must set up 6-feet markers outside the door being used for arrival so students can wait in line safely to be screened.
        - It is recommended that students line up within their designated cohorts.
        - It is recommended that schools use a single point of entry for arrival in order to properly monitor social distancing and health screening. If multiple entry points are desired in order to create a faster flow of students into the building, complete health screenings and tracking must be instituted at each entry point.
        - Cones may be useful to support line management and social distancing.
    - If students answer yes to any of the health screening questions that student (if the parent is still there) should go home or report to the wellness room to await pick up.
    - See Responding to a confirmed COVI-19 case or a COVID-19-like-illness for guidance.
- Only students enrolled at the school site will be permitted into the school, barring any emergencies.
- Parents should ensure that anyone escorting their child to school is wearing a face covering when picking up and dropping off. If someone arrives without a face covering, the individual should be reminded that, in the future, they need to be wearing a face covering to pick up and drop off their student. In the meantime, ask them to stand aside at least 10 feet or more away from other students and family members.
- Students should all have on a face covering when being dropped off for school.

- o If a child arrives at school without a face covering, school staff should immediately provide the child with a disposable face covering from the backup supply issued to each school. No child should be in line to enter the building without a face covering and face coverings must be donned before the health screening occurs. Ask any student without face coverings to stand aside while a disposable face covering is provided.
    - o Face coverings should not be supplied to family members who are without them as we do not have adequate supply beyond the two cloth face coverings we are providing for staff and the disposable face coverings we are providing students on days they arrive without a face covering.

- Dismissal should be staggered by cohort to avoid students from different cohorts mixing and should take place outside.

Designing Cohorts and Classrooms for Safety

In order to promote social distancing, students should be grouped into cohorts with a single teacher and remain with that cohort and teacher throughout the day. If other staff have to step in to provide the primary teacher with a break or to observe the class, they should remain 6 feet apart from all students and preferably remain in the doorway to the classroom.

Classroom cohorts

- Classroom cohorts should not mix with other classes.
- Schedules should be built out to ensure that cohorts have time to eat lunch, take breaks, play outside, wash their hands, and take bathroom breaks at staggered times to reduce the number of interactions students have with other cohorts.
- Teachers should also reduce their exposure to cohorts other than their own. While a teacher is working with a cohort of students, if they need to step out of the classroom for any reason, the adult covering that class should stand by the doorway at least 6 feet from any students to reduce cross-cohort germ spread.

Classroom set up

- Per MSDE and CDC guidance, students should remain 6' apart.
- Consider bringing students outside for class. Teachers and school leaders should collaborate to determine the best entry/exit, the best locations for outdoor learning, and any necessary support needed. Social distancing is required when outside, but students may remove masks when separated by 10 ft or more. See this Outdoor Learning at City Schools document for further guidance. and ideas
- Site-based staff will receive Space Planning Guidance no less than 2 weeks prior to the start of students being on-site.
- Site-based staff will be responsible for creating teaching space layouts. Their spaces will be reviewed by designated reviewers to ensure spacing and directional adherence. Leaders at each site will then report back to Facilities Planning that spaces have been reviewed and approved prior to the first day of school that students are on-site.
- **Classrooms are not to be used for students until approval from Facilities Planning has been received.**

Floating staff

- **Administrators:** While it is typically best practice for principals and APs to enter classrooms to observe instruction, at this time administrators should refrain from entering classrooms unless absolutely necessary. Administrators can observe class from the doorway. When students need to leave the classroom for additional support administrators may meet with individual students (6 feet apart) in the front office or other designated locations that do not serve as classrooms for cohorts of students.

- **Custodians:** Custodians should take advantage of instances when students are not in the classroom to clean high-touch surfaces, empty the garbage, and perform any other classroom-based cleaning pursuant to the cleaning and disinfecting guidance.

- **Cafeteria Staff**: Cafeteria staff and any other staff, including teachers supervising lunch, should wear cloth face coverings (or surgical masks or N95s/KN95s) and face shields when supervising students who are eating.

Face covering considerations for instruction

- Students and staff should wear cloth face coverings and remain six feet apart for instruction. However, there may be instances where it is momentarily difficult to implement these vital prevention measures.
- In those cases, alternatives may need to be used such as:
  - If a staff member needs to temporarily work with a student at less than six feet, the staff member should add a face shield and keep the close interaction to less than 15 minutes.
  - If a staff member needs to temporarily remove a cloth face covering in order to make facial movements visible to students during instruction, the staff member should wear a face shield. The face covering should be off for less than 15 minutes and a distance of at least six feet should be maintained. Proper face covering removal and handling procedures should be followed including steps for hand hygiene.
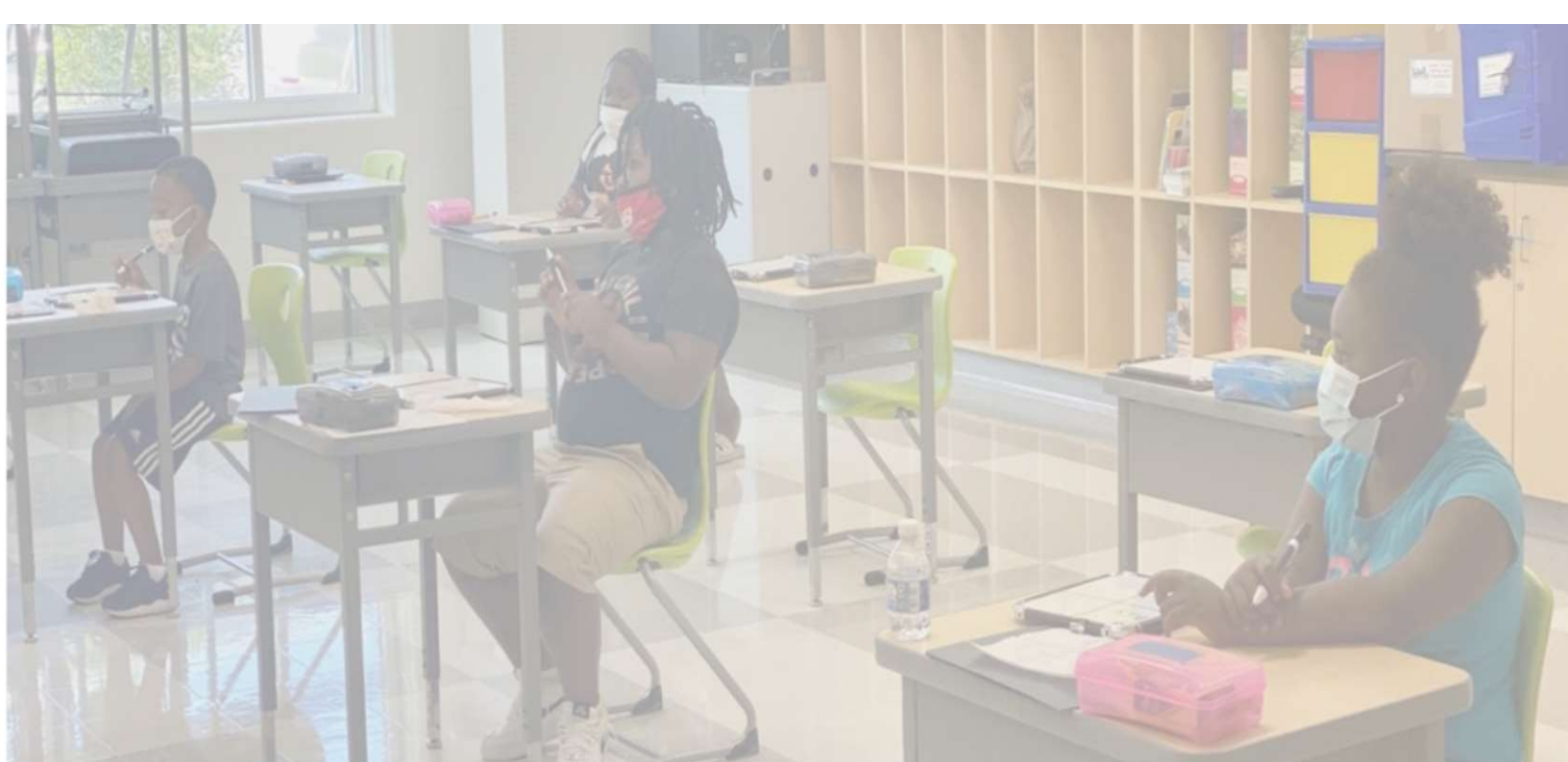
Cleaning Protocols

General Cleaning and Disinfecting Guidelines

Normal routine cleaning with soap and water removes germs and dirt from surfaces. It lowers the risk of spreading COVID-19 infection. Disinfectants kill germs on surfaces. By killing germs on a surface after cleaning, you can further lower the risk of spreading infection.

- Summer readiness cleaning is to be completed prior to the start of the school year. Guidelines are provided in Appendix F.
- Surfaces frequently touched by multiple people, such as door handles, phones, light switches, and faucets, toilets, urinals, fixtures, dispensers, handrails, walls 6ft. high, other surfaces and objects that students and staff frequently touch, should be cleaned and disinfected daily, at least twice during the day, and at the conclusion of the program. More frequent cleaning and disinfection may be required based on level of use.
- Desks, chairs, counters, file cabinets, and computers should be cleaned and disinfected before students arrive each morning.
- Furniture such as desk and chairs should also be stored if not used.
- Use EPA – approved disinfectants
- Soft and porous surfaces (e.g., rugs, upholstered furniture) are difficult to disinfect and should be removed. Carpeted rooms should not be used.
- Area rugs should be cleaned, rolled up, and tagged for storage.
- Supplies will be provided to schools to support the cleaning and disinfecting of instructional items used in the classroom.
- Empty spray bottles will be provided. The custodians should dilute AlphaHP cleaner disinfectant according to manufacturer instructions, fill the spray bottles and label them. Tape with "AlphaHP cleaner disinfectant" written on the tape should be used to label the bottles. Alpha HP can be used as a cleaner and as a disinfectant unless the surface is "heavily soiled." In that case, the surface should be wiped clean first using Alpha HP, soap and water, or PerDiem, and only then should it be disinfected with Alpha HP. NOTE: the surface must stay wet for 5 minutes to achieve disinfection.
- For electronics, such as tablets, touch screens, keyboards and remote controls, consider putting a wipeable cover on electronics. Follow manufacturer's instruction for cleaning and disinfecting. If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly. See **Appendix G** for details.
- Wear disposable gloves for all tasks in the cleaning process, including handling trash. Gloves should be removed carefully to avoid contamination of the wearer and the surrounding area.
- Once cleaning tasks are complete, wash your hands with soap and water for 20 seconds.

Cleaning and disinfecting to support in-person instruction

- Basic cleaning and disinfection directions are:
  - Pre-clean heavily soiled surfaces
  - Apply Alpha HP by coarse trigger spray to hard, non-porous inanimate surfaces
  - All surfaces must stay visibly wet for 5 minutes
  - Air dry
- Desks should be cleaned and disinfected before students arrive each morning.
- Outdoor exercise is encouraged. If playground equipment is used, ensure students maintain six feet of distance and clean their hands before and after using equipment.

- Supplies are available to support cleaning and disinfecting of instructional items used in the classroom.
- Instructional items that cannot be cleaned and disinfected should not be used.
- Instructional items that students have placed in their mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned by hand by a person wearing gloves. Be mindful of items more likely to be placed in a student's mouth, like play food, dishes, and utensils.
- Minimize the sharing of instructional items between students. Do not share instructional items between students unless the items are washed and disinfected before sharing.
- Set aside instructional items that need to be cleaned. Place in a dish pan with soapy water or put in a separate container marked "soiled." Keep dish pan and water out of reach from students.
- Books, like other paper-based materials such as mail or envelopes, are not considered a high risk for transmission and do not need additional cleaning or disinfection procedures.

Cleaning and disinfecting the building or facility if someone is sick

- Close off areas used by the person who is sick. Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before you clean or disinfect the main working space occupied by the person who is sick. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and ATM machines.
- Vacuum the space if needed. Use a vacuum equipped with high-efficiency particular air (HEPA) filter, if available. Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day, for private rooms.
- While vacuuming, consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- Once an area has been appropriately disinfected, it can be opened for use.
- Workers without close contact with the person who is sick can return to work immediately after disinfection.
- If more than 7 days have elapsed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.

Air systems

- Building ventilation systems will be continually monitored for proper operation during daily walk throughs.
- Following guidance from CDC and American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE), air filters will be upgraded to MERV 13 which are efficient at capturing airborne viruses
- Ventilation and fresh air exchange rates have been adjusted to meet the recommended thresholds of the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE)
-

Bathrooms
- Bathrooms should be cleaned twice daily as well as each evening prior to closing the building
- Clean high touch surfaces using appropriate disinfectant as outlined
- Check twice daily to ensure all soap, paper towel, and toilet paper dispensers are stocked

Hosting Safe Distributions and Events

City Schools recognizes and expects schools to continue to serve as hubs for resources as we head into the virtual fall, particularly as schools host technology and meal service distributions, host parents for workshops, etc. Schools must contact their ILED to inform them of distributions and events taking place at the school. ILEDs should ensure that principals have the appropriate resources, materials, and staff in place to ensure a safe distribution per the guidelines below.

Maximizing Health & Safety at your Site During Distributions to the Community

To ensure the safety and health of your staff and the community, REGARDLESS of the type of distribution your school is hosting, the following guidelines must be followed. While the guidance below is similar to other guidance you will find in this document, a distribution effort is different in that you are welcoming groups of people to your site during specific windows of time for a targeted purpose. As such, being prescriptive regarding access, operations and navigation, resources, and safety is critical.

Site Access & Screening

We want to make sure everyone in need is able to access the school site and obtain the resources or supports they are seeking. To ensure those accessing the site to pick up resources are safe and to protect the safety of staff and other community members, it is essential to ALWAYS SCREEN staff and visitors.

Screening should always take place PRIOR to staff or visitors entering the building or entering a distribution line. (See Appendix J for detailed instructions)

- Staff who respond affirmatively to any of the screening questions, or refuse to participate in screening, must be denied access to the site and should be referred to their health care provider.
- Visitors who respond affirmatively to any of the screening questions, or refuse to participate in screening, must be denied access to the site.
  - Visitors seeking resources being distributed should be asked to wait in a designated area where the resources being requested can be taken and delivered to the visitor.
  - We do not want to turn people away seeking resources for their students and families, but we must take appropriate, cautious measures to separate these individuals from those who are not showing symptoms.

Site Operations & Navigation

When hosting a distribution of any kind, whether a daily meal service or a one-time event, it is essential that staff and community members are aware of site operations. Awareness of operations and how to navigate the site will support social distancing and minimize needed contact. The following should be done:

- **Clearly mark where distribution is taking place** to avoid students and families wandering around the building or having to ask others for directions.
- **Clearly post and maintain consistent hours of operation** to avoid community members arriving too early or coming to the site AFTER the event has concluded.
- **Provide directional signs and arrows** to let people know where the line starts, where to exit, and how to flow throughout the site. These lines should not cross and visitors should not have to travel between or around each other to access or leave the site.
- **Provide a separate location for those showing signs of COVID.** This should be outdoors and in a shady location or under a tent. Visitors who are directed to this area should have their needs met as soon as possible so they are not on site for a long period of time.
- **Staff the outside** to ensure visitors know where to go and to ensure visitors on premises are maintaining social distancing. Leverage your school police officer or other school administrative staff to support outside flow and safety.

Site Resources

It is essential to clearly communicate the type of resources being distributed at your site. Alerting your staff and the community PRIOR to distributions is essential to ensure that visitors are only coming to the site to obtain resources available.

- **Clearly communicate** about what is available when sending out advance notice of distributions and by posting signs about what is available on site.
- **Organize resources to minimize contact** between visitors and staff. Establishing processes that avoid direct hand-offs of materials or sorting through available resources is critical. When possible, pre-bag or bundle resources for ease of pick up.

Safety Expectations & Use of PPE

To ensure all visitors and staff are aware of expectations for safety, it is essential to post clear signs to prompt attention to social distancing and use of PPE.

- **Mark 6 feet for Social Distancing** on the sidewalk, grass, or surface where students and families will stand as they wait in line.
- **Post Signage with MASK/Face Covering Expectations** to ensure that all in line are wearing a mask at all times and that they are wearing a mask when approaching the distribution area.
- **Post signs in multiple languages** as needed to ensure clear communication with staff and visitors.

Face Covering & Masks
- **STAFF MUST** wear face coverings at ALL times whether working with families or not. Staff must have a face covering to enter the building and must always wear the covering when working with the community. If taking a break, staff can remove their mask if alone, eating lunch, etc. When others are around, however, masks must be put back on.

VISITORS MUST wear a face covering when approaching or entering the school building. IF visitors DO NOT have such covering, request that they use their shirt and talk to them at a safe distance. If that is not possible, work to fulfill their needs in a safe and distant manner City Schools will work to provide all schools with a limited supply of disposable face masks in the event that staff forget their face covering or visitors arrive to the site without proper face coverings.

Hand sanitizer and hand washing
- Hand sanitizer should be placed where visitors can easily and safely access it on site.
- Staff should be provided with ample breaks to wash hands, ideally every 30 minutes to an hour.
- Staff should also use hand sanitizer between hand washing trips.
- Gloves ARE NOT necessary as hand washing and hand sanitizer, coupled with face coverings, are the MOST effective way to mitigate spread.

Meal Distribution Efforts – Specific Guidance

As sites are identified to serve as Fall 2020 Meal Distribution Sites, specific guidance will be forthcoming to support USDA Food Service Guidelines.

Device Distribution – Specific Guidance

As we head into the school year, we will leverage school sites as places where students and families can secure technology, such as Chromebooks and hotspots, to support student access to virtual learning for the fall.

City Schools is proposing two options for ongoing device distributions which take place at the school level; 1) Event Distributions and 2) Front Office Distributions.

Event Distributions

Event Distributions are akin to what we did as a district in the Spring where schools hosted 1-2 day events for several hours each day welcoming families to the site specifically for device distribution. This model is beneficial in that schools can target communications, focus staff resources, and distribute many devices in a short period of time. Schools should consider running at least one such event prior to the school year as one method of maximizing family access to devices.
Borrowing lessons learned from our initial school-based device distributions, the following series of health and safety recommendations should be adhered to when distributing devices at schools.

Setting up your Site to Promote Safe Interactions

The device distributions of April and May were successful because we focused efforts on meeting the following needs…
- The need to collect student information on-site
- The need to maximize staff resources
- The need to minimize entry to the school building
- The need to maintain social distancing between staff, between visitors, and between staff and visitors
- The need to ensure a safe space for those picking up and distributing devices

With these needs in mind, City Schools continues to support the same model we shared in April and May during initial school-based distributions. This model seeks to use limited staff, maintain safe social distancing, and minimize lengthy interactions.

- **Two Staff members** – while the staff is discussed in greater detail on the following page, you will need a minimum of two staff members to man this operation – one taking "orders" and the other filling them. Limit additional staff.
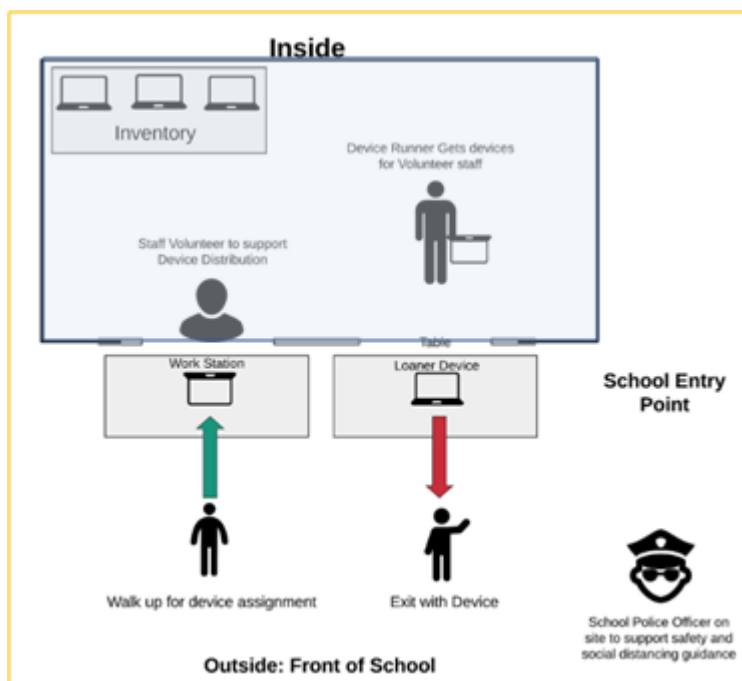
- **Two separate, but nearby entry points** – window 1 & window 2, if you will. Like in a fast food drive through…

Window 1 – staffed to take student information (maintaining a demarcated 6 feet of distance). The student information, the "order," will be received and delivered to another staff member to fill.

Window 2 – After the order is filled, the student/parent will walk up to window 2 to pick up their device along with a small packet of key information.

- **Staging area** – on the other side of your entry points. Like in a fast food establishment, while you drive up to window 1 & 2, behind the scenes there is a room with equipment and staff working to fill your order. You will need the same thing where devices and the handouts will be stored and accessed for distribution.

- **Two desks/tables** – appropriately stationed at window 1 & window 2. One is manned by a staff member, the other left open only to have devices placed on them and picked up.

- **Inventory** – the devices to be set up in the staging area.

- **Outdoor walk-up space** – which should have lines signaling direction for flow and distancing. Use cones, tape, spray paint, chalk, to denote directional arrows and 6 feet of distance.

Schools should consider the following when setting up their model:

- Handicap accessibility
- Other distribution activities happening on-site (e.g., your school is a food and work packet distribution site)
- Multi-lingual needs in your community
- Planning and contingencies for adverse weather conditions

Limiting Staffing to Support Device Distribution

In the model above, the following staff can support effective operation. The staffing model seeks limited staffing to ensure social distancing.

Two (2) School-based staff – to set up the distribution site, greet students, enter student information in Infinite Campus, hand out devices, and break down the site at the end of the distribution window.

One (1) Custodian – to open and close the building, ensure cleanliness of the distribution area, provide hand sanitizer and PPE to staff and ensure restrooms are open for staff. Custodians will also need to secure the school site after the distribution window has closed.

One (1) Police Officer – to support social distancing best practices as well as provide security during device distribution.

If you need support with:
- **Translation Services:**
    - We encourage schools to ask their ESOL or foreign language staff to support on site for the distribution. This will be purely voluntary, and staff who have pre-existing health conditions or with household members who have pre-existing conditions should not volunteer for on-site support. When making such a request, please include Claudia Easton ([CREaston@bcps.k12.md.us) in communications to staff as she can support with coordination.](mailto:CREaston@bcps.k12.md.us)
    - Reach out to our Differentiated Learning Office for additional support as they can coordinate off-site, real-time translation support.
    - For those schools who may not need on-site support, access the [Language Link Usage Guide.](#)
- **Additional or Up-front Tech Support:**
  Armsby Carbon (ASCarbon@bcps.k12.md.us) and Michael Rading (MRading@bcps.k12.md.us)

Front Office Distributions

While your school may choose to start with an Event Distribution, it doesn't have to. The Front Office Distribution simply makes the device distribution work as part of the regular offerings available to families daily through the front office. This should be the model that ALL schools get to eventually as we know students and families will come to schools once the school year begins to obtain devices and perhaps throughout the fall. As such, thinking about device distribution as one activity that the front office supports, and ensuring staff in the front office are prepared and able to support distribution, is critical.

To make this distribution model as safe as possible, the guidelines provided in the Fall 2020 Health and Safety Guide should be reviewed and implemented

Front Office
Providing Physical Barriers
In order to provide a physical barrier between visitors and staff, City Schools will set up portable plexiglass guards in the main office reception areas in all school buildings (schools are not responsible for this). This will allow schools the flexibility to set the barrier on the part of the reception area that is most suitable for the traffic flow in the main office. For this distribution follow the [Front Office Guidance](#) provided. Face shields may also be used as an alternative if portable physical barriers have not been set up.

In addition, to the health and safety guidance in prior sections of this document, to effectively use the front office for device distribution activity, each school will want to ensure:

- A supply of Chromebooks and hotspots are located in the front office in a secure location
- Staff supporting front office functions have access to and know how to enter student and device information into Infinite campus
- The documents required to be provided as part of the device distribution process are available
    - o Loaner Use Agreements in English & Spanish (these are provided online and will need to be printed by schools)
    - o Chromebook Flyer for families (these are provided online and will need to be printed by schools)
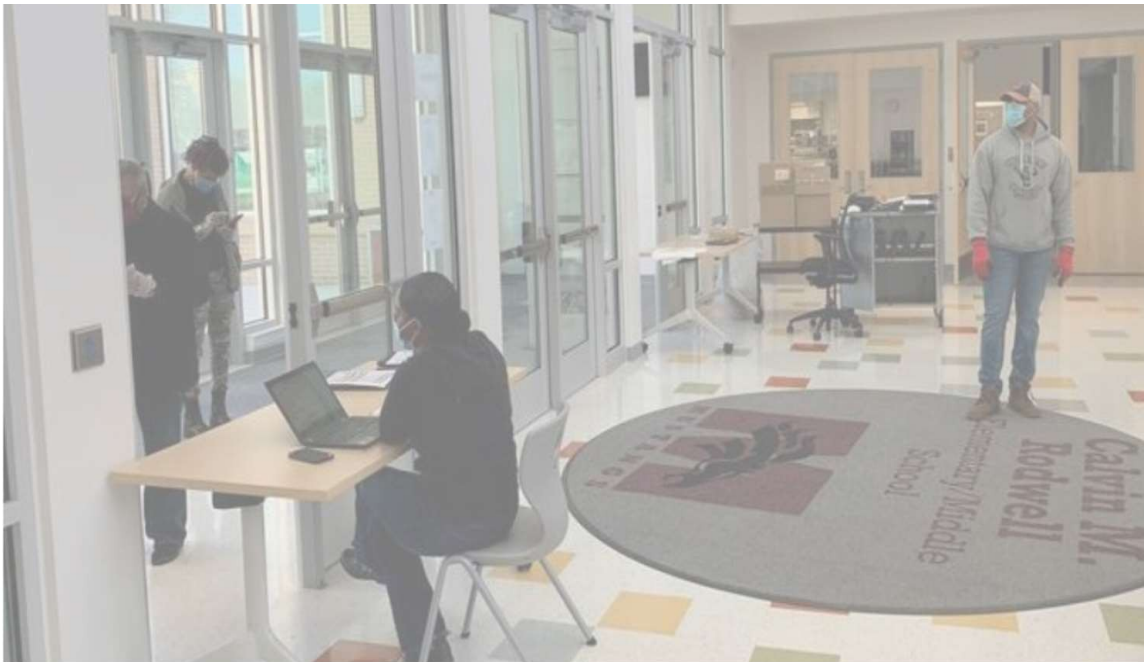
APPENDICES

Appendix A - Educational Resources and Signage

Appendix B - Maryland State Department of Health & Maryland State Department of Education

Appendix C – Visitor Security Procedures

Appendix D – Direction for Creating a Classroom Space Plan (FORTHCOMING)

Appendix E - Permitted Partner Activities as of August 20, 2020

Appendix F - Summer Cleaning and Disinfecting for School Readiness

Appendix G - Cleaning Computers and Electronics

Appendix H - COVID-19 Awareness Parent/Student Participation Acknowledgement Statement

Appendix I- Log of face covering/mask distribution

Appendix J – Health Screening Procedure

Appendix A – Educational Resources and Signage

- [How to Wear a Cloth Face Covering](#)

- **Wearing a cloth face covering in public may help prevent the spread of COVID-19**, Date: 6/19/2020, Video download link: https://www.cdc.gov/wcms/video/low-res/coronavirus/2020/1350135020317296_How-to-wear-face-covering.mp4

- **What You Need To Know About Handwashing:** This video answers important questions about hand washing and hand sanitizer, Date: 12/16/19, Video download link: https://www.cdc.gov/video/cdctv/handwashing/306898_WYKTK_Handwashing.mp4

- **Cover Your Coughs and Sneezes:** Date: Feb. 20, 2019, Video download link: https://www.youtube.com/watch?v=mQINuSTP1jI

- **Sample announcements:**
  Remember to always practice good health habits, such as frequently washing hands with soap and water, staying home when sick and covering coughs and sneezes.

  Remember to always practice good health habits, such as frequently washing hands with soap and water, staying home when sick and covering coughs and sneezes.

Signage Provided and Printed For Schools

Topic	Title	English	Spanish
Handwashing	Did You Wash Your Hands	https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/COVID19-k-12-school-posters-wash-your-hands.pdf	https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/COVID19-k-12-school-posters-wash-your-hands-ES.pdf
Stay Home	Stay Home when Sick	https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/COVID19-k-12-school-posters-stay-home-when-sick.pdf	https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/COVID19-k-12-school-posters-stay-home-when-sick-ES.pdf
6ft	Keep Space between	https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/COVID19-k-12-school-posters-keep-space-when-outside.pdf	https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/COVID19-k-12-school-posters-keep-space-when-outside-ES.pdf
Symptoms	Symptoms of COVID 19	https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms-11x17-en.pdf	https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms-11x17-es.pdf
Face covering	Wear and take off face covering	https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf	https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering_SP.pdf
Sneeze/Cough	Don't let germs ride	https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/COVID19-k-12-school-posters-germs-go-for-a-ride.pdf	https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/COVID19-k-12-school-posters-germs-go-for-a-ride-ES.pdf

Appendix B - Maryland State Department of Health & Maryland State Department of Education

ILLNESS RESPONSE DECISION TREE

If a student or staff member has an existing health condition on the COVID-19 symptoms list, screen for new symptoms only. For a more thorough consultation, the student can be referred to the nurse.

Access the Communicable Diseases Summary here.

Attachment

Decision Aid: Exclusion and Return for Laboratory Confirmed COVID-19 Cases and Persons with COVID-19-like Illness in Schools, Child Care Programs, and Youth Camps

For the purposes of this decision aid, COVID-19-like illness is defined as: New onset cough or shortness of breath OR At least 2 of the following: fever of 100.4° or higher, chills, shivering, muscle pain, sore throat, headache, loss of sense of taste or smell, and gastrointestinal symptoms (nausea, vomiting or diarrhea). NOTE: This definition was adapted from the clinical criteria in the CDC case definition of a probable case of COVID-19.

Person (child, care provider, educator, other staff) with **ONE NEW** symptom not meeting the definition of COVID-19-like illness. → Exclude person and allow return when symptoms have improved and criteria in the Communicable Diseases Summary have been met as applicable. If person develops symptoms of COVID-19-like illness, follow processes below for person with COVID-like illness.

An **asymptomatic person** (child, care provider, educator, other staff) tests positive for COVID-19.

Person (child, care provider, educator, other staff) with **COVID-19-like illness.**

- Exclude person and recommend that they talk to their health care provider about testing for COVID-19 or whether there is another specific diagnosis.
- **The person must isolate pending test results or evaluation by their health care provider.**
- **Close contacts of the ill person should quarantine per CDC guidelines.**

→ Person has positive test for COVID-19.

→ Person does not receive a laboratory test or another specific alternative diagnosis by their health care provider.

→ The ill person should stay home at least 10 days since symptoms first appeared AND until no fever for at least **24 hours** without medication AND improvement of other symptoms.

The asymptomatic person must stay home for 10 days from positive test.

→ **Close contacts** should stay home for 14 days from the date of last exposure **even if they have no symptoms or they have a negative COVID-19 test done during quarantine.**

→ Person has negative test for COVID-19.

Health care provider documents that the person has a specific alternative diagnosis (e.g. influenza, strep throat, otitis) or health care provider documents that symptoms are related to a pre-existing condition.

→ The person should stay home until symptoms have improved and criteria in the Communicable Diseases Summary have been met as applicable.

Person should consider being tested/retested for COVID-19 if symptoms do not improve.

→ **Close contacts DO NOT need to remain at home** as long as they remain asymptomatic.

July 20, 2020

Attachment for document entitled "Response to a Laboratory Confirmed Case of COVID-19 and Persons with COVID-like Illness in Schools, Child Care Programs, and Youth Camps"

Appendix C – Visitor Security Procedures

Note: Ask the health screening questions and take each visitors temperature before allowing them to enter the building.

VISITOR PROCEDURES

Many people visit our schools every day for many different reasons. But when welcoming visitors into our buildings, we need to take a few steps to make sure we're keeping our students, staff, and schools safe.

Please follow these steps every time a visitor enters your building.

1 **After a visitor rings the intercom, inspect them in the camera and say the following:**

❝ **Welcome to (name of school). Please say your name and the reason for your visit.**

Please have your ID ready and report to the main office to sign in. ❞

OR

For middle and high schools with metal detectors, please say the following:

❝ **Welcome to (name of school). Please say your name and state the reason for your visit.**

Please have your ID ready, pass through the metal detector, and report to the main office to sign in. ❞

2 **Once inside the office, welcome the visitor again, and ask for their ID.**

Valid forms of photo ID include:
- a driver's license
- passport
- state/country issued ID
- a resident alien card if it includes a photo.

3 **Scan the ID and make sure there aren't any red flags. If not, print an ID badge for the visitor.**

Please tell visitors:

❝ **You must wear the badge at all times in the building and at the end of your visit you must return to the office to sign out and drop off the ID badge.** ❞

For additional guidance on City Schools' visitor security procedures please review the visitor security manual.

BALTIMORE CITY
PUBLIC SCHOOLS

Appendix D – Direction for Creating a Classroom Space Plan

Guidance is forthcoming. Classrooms are not to be used for students until approval from Facilities Planning has been received.

Appendix E - Permitted Partner Activities as of July 3, 2020

July 3, 2020

The Board of School Commissioners for Baltimore City Public Schools ("City Schools") recognizes that school facilities can be utilized safely with restrictions for partner and community use. As such, the Board is allowing the use of school facilities for community purposes in accordance with the Annotated Code of Maryland, CDC and state/local health department guidelines. This document will provide the public, partners and school-based staff with guidance on the use of City Schools facilities safely for educational, civic, social, religious and recreational activities by the public, partners and any other organization during this pandemic.

Any use of City Schools' facilities will be in accordance with Executive Orders 20-05-27-01, 20-06-03-01 and 20-06-10-01 issued by the Governor of State of Maryland, Lawrence J. Hogan, Jr., Executive Order dated June 22, 2020, issued by the Mayor of Baltimore City J. Bernard "Jack" Young, as well as any subsequent or amended orders, and with Board Policy FKA and Administrative Regulation FKA-RA. Anyone wishing to utilize City Schools facilities this summer must obtain a Space and Use Agreement (permit) from the Office of Real Estate and Permits. Normal space and use fees as outlined in FKA-RA Form 1 will apply and if applicable, will be assessed by the Office of Real Estate and Permits, along with additional cleaning fees consistent with health and safety guidelines set forth in the current version of the City Schools' Fall 2020 Health and Safety Guide, which will be available on the City Schools website.

The use of City Schools' facilities is subject to change at any time based on additional executive orders from the Governor of Maryland and/or the Mayor of Baltimore City.

As City Schools continues to be required to adjust school operations in response to the COVID-19 pandemic, it is the user's responsibility to follow all CDC and/or state and local health department guidelines concerning social distancing, screening, and the use of masks or cloth face-coverings during your event/activity at all times, and to submit a written plan to Baltimore City Public Schools explaining the steps your organization will take to ensure compliance , including, but not limited to, health- and safety-related training for all of your organization's staff who will participate in activities on school property. Furthermore, it is also your responsibility to report any report positive COVID-19 test results from you, anyone in the organization/group, and any participant to the Office of Real Estate and Permits the same day you are informed of the test results and assist in contact tracing and other mitigation efforts in collaboration with the Baltimore City Health Department. Baltimore City Public Schools reserves the right to limit any event/activity or cancel any Space and Use Agreement due to a positive COVID-19 test or due to school operational needs related to City Schools' response to the COVID-19 pandemic.

The following activities, with the following stipulations in addition to those specified above, are allowed to take place at Baltimore City Public Schools as of July 6, 2020 and will be updated for the fall.

Youth & Adult Sports

- Must operate under a permit from the Office of Real Estate and Permits (REO) with a recommendation from the school's Principal.
- This guidance does not apply to teams that are governed by the Maryland Public Secondary Schools Athletic Associations (MPSSAA). Those teams must follow all MPSSAA rules pertaining to the use of facilities for practices and the Standard Operation Procedures (SOP) established by the Interscholastic Athletic Department of City Schools for the use of City Schools facilities.
- Must submit a written plan with your permit application to City Schools explaining the steps your organization will take to ensure compliance with all CDC and/or state and local health department guidelines concerning social distancing, screening and the use of masks or cloth face-coverings.
- Inside (gymnasium) and Outside field use.
- Conditioning non-contact practices only, no games or scrimmages, unless expressly approved by City Schools.
- No spectators on the field or stands or bleachers.
- Parents/ guardians can only drop off/pick up children OR wait in the parking lot inside their cars.
- Teams must follow Maryland's Best Practices for Youth Sports guidelines.
- Participants and coaches must practice social distancing at all times consistent with guidance from health authorities.
- Coaches/volunteers must wear a face covering as all times (covering nose and mouth).
- Limited to 50 participants (including coaches) in groups of 10, spread out over the outdoor athletic field area.
- Limited to 25 participants (including coaches) in groups of 5 for inside gymnasium use.
- Groups cannot meet, nor may participants be switched to another group.
- No group meetings before, during or after the practice.
- Participants cannot share water bottles and must bring their own supply of drinking water.
- No access to the main school building or any building at the field. (Outdoor field practice permits)
- Teams must clean and sanitize the gymnasium and restrooms at the conclusion of the practice if custodial overtime is not added to the permit. (Inside gym use permits)
- Participants must frequently wash hands or use alcohol-based hand sanitizer during the practice.
- Shared sports equipment must also be frequently sanitized.

Child Care & Summer Camp (Operating under an MSDE Child License)

- Must operate under a permit from the Office of Real Estate and Permits (REO) with a recommendation from the school's Principal.
- Must submit a written plan with your permit application to Baltimore City Public Schools explaining the steps your organization will take to ensure compliance with all CDC and/or state and local health department guidelines concerning social distancing, screening and the use of masks or cloth face-coverings.
- Must follow all MSDE and state/local health department guidelines concerning COVID-19.
- Limited to groups of 15 per room (includes instructor).
- Must establish daily health checks (temperature checks) for children as well as workers.

- Face covering (nose and mouth) must be worn at all times by anyone 5 years of age or older. Children 2-4 years old can be encouraged to wear face coverings.
- All children and staff must have their own refillable water bottle / cup and it's the provider's responsibility to provide additional drinking water for the children.
- Workers must teach and reinforce hand washing with children and assist the children with washing their hands frequently throughout the day.
- Children's hands must be washed immediately upon arrival and prior to leaving at the end of the day.
- User must clean, sanitize and disinfect frequently touched surfaces throughout the day in accordance with CDC recommendations and avoid the use of items that cannot be sanitized.
- User must clean, sanitize and disinfect the rooms/areas (including restrooms) they have utilized at the end of each day or hire a contractor to do the job.
- Parents must wear facial coverings (nose and mouth) when dropping off and picking up their child and cannot proceed past the threshold (front door) of the school.

Summer Camp (Operating under a Summer Camp license)

- Must operate under a permit from the Office of Real Estate and Permits (REO) with a recommendation from the school's Principal.
- Must submit a written plan with your permit application to Baltimore City Public Schools explaining the steps your organization will take to ensure compliance with all CDC and/or state and local health department guidelines concerning social distancing, screening and the use of masks or cloth face-coverings.
- Limited to operating in specific rooms in the building determined by REO.
- All other Child Care & Summer Camp rules apply (see above).

Church / Worship service

- Must operate under a permit from the Office of Real Estate and Permits (REO) with a recommendation from the school's Principal.
- Must submit a written plan with your permit application to Baltimore City Public Schools explaining the steps your organization will take to ensure compliance with all CDC and/or state and local health department guidelines concerning social distancing, screening and the use of masks or cloth face-coverings.
- Limited to 50% of the space capacity of the areas used for service and two classrooms.
- Must practice social distancing with limiting the number of seats and rows between participants.
- All participants over the age of 2 must wear face coverings (nose and mouth) at all times while inside the building except when removal is necessary to participate in the religious service.
- Must utilize a school custodian and pay for additional custodial hours at the end of the event to allow the custodian to properly sanitize, disinfect and clean the areas of use.
- Must supply their own drinking water and individual cups (if applicable).

Other in-building events/activities

- Must operate under a permit from the Office of Real Estate and Permits (REO) with a recommendation from the school's Principal.
- Must submit a written plan with your permit application to Baltimore City Public Schools explaining the steps your organization will take to ensure compliance with all CDC and/or state and local health department guidelines concerning social distancing, screening and the use of masks or cloth face-coverings.
- Event/activity type must be approved by the Governor and Mayor's Executive Order.
- Must practice social distancing with limiting the number of seats and rows between participants.
- All participants over the age of 2 must wear face coverings (nose and mouth) at all times while inside the building except when removal is necessary to participate in the religious service.
- Must utilize a school custodian and pay for additional custodial hours at the end of the event to allow the custodian to properly sanitize, disinfect and clean the areas of use.
- Must supply their own drinking water and individual cups (if applicable).

Parking only events (bus trips)

- Must operate under a permit from the Office of Real Estate and Permits (REO) with a recommendation from the school's Principal.
- Activity must comply with Board Policy FKA and Regulation FKA-RA normal permit process.

All permit holders must notify the Office of Real Estate and Permits immediately of any participant testing positive for COVID-19.

Below are links to the Federal, State, City Guidelines, Executive Orders and City Schools policies:

- CDC COVID-19
  https://www.cdc.gov/coronavirus/2019-ncov/index.html

- MSDE Child Care COVID-19 Guidance
  https://earlychildhood.marylandpublicschools.org/covid-faqs

- State of Maryland Department of Health directives – Youth Camps
https://phpa.health.maryland.gov/Documents/2020.05.27.02%20-%20MDH%20Order%20-%20Youth%20Camps.pdf

- State of Maryland Executive Orders, COVID-19 information, and Press Releases -
  https://governor.maryland.gov/category/press-releases/
  https://governor.maryland.gov/marylandunites

https://commerce.maryland.gov/Documents/BusinessResource/Youth-Camps-COVID-19-Directives.pdf

- Baltimore City Executive Orders
  https://www.baltimorecity.gov/executive-orders

- Baltimore City Public Schools Policies and Regulations
  https://go.boarddocs.com/mabe/bcpss/Board.nsf/goto?open&id=87UHP87D677F

If you have questions, please contact the Office of Real Estate and Permits at REO@bcps.k12.md.us or 443-635-2602.

Appendix F - Summer Cleaning and Disinfecting for School Readiness

The following information is an outline for summer cleaning and disinfecting in preparation for opening day. It is important for school leaders to have all supplies and materials on hand. School leaders should only order recommended approved disinfecting products. Operations strongly suggest OXIVIR or Alpha Hp. Oxivirk's kill time is 1 to 3 minutes and Alpha HP's kill time is 3 to 5 minutes. Please ensure that custodians allow the allotted time on surfaces for effective results. Additional supplies needed for summer cleaning include: pads, wax, stripper, neutral cleaner, mop heads, rags and extra trash bags which should be ordered as soon as possible so supplies are readily available to address all tasks for summer cleaning and disinfecting. School leaders also should order paint to address other cosmetic tasks such as the removal of graffiti from the exterior of the facility. Each school leader should develop a checklist to track when custodians have completed each task(s) for designated rooms and administrative areas and note "completed". The schedule for Summer Cleaning and Disinfecting is provided below: Please continue to use the checklist for High Touch Points that was previously provided in custodial guidance for COVID-19.

Week One – Trash Removal

Remove all trash from lockers and on all floors throughout the building. Clean out trash from all classrooms and storage areas. Additionally, remove all tape from walls and properly dispose of. Remove and properly dispose of all unauthorized chemicals (i.e. under cabinets) by pouring down the drain. To accomplish these tasks, administrators should consider ordering extra trash bags and a roll off.

Week Two – Restroom Disinfecting

Disinfect all restrooms. After removing all trash, all restrooms should be disinfected including spraying behind the toilets, wiping off all pipes, cleaning vents, cleaning all fixtures, and washing all doorframes and walls. Machine-scrub floors to remove additional soil and bacteria. **NEVER PUT WAX ON THE FLOORS IN THE RESTROOMS!**

Weeks Three, Four and Five – Classroom Cleaning, Health Suites, Cafeteria

Clean and disinfect all light fixtures, glass, windows, walls, blackboards, whiteboards, doors and door frames. Clean and disinfect furniture such as desk and chairs. Complete high dusting, clean and disinfect all windowsills, and wash all walls. Replace any missing or stained ceiling tiles and light tubes. If graffiti is present, remove it. Begin to scrub corners and along baseboards to prepare for top scrubbing or stripping. If you TOP SCRUB, you must apply 3 coats of wax to properly protect the floors. If you STRIP, you must apply 5 coats of wax to properly protect the floors. As you complete each task, check it off on your Room Cleaning and Disinfecting list Checklist. We recommend that you strip floors to prevent waxing over dirt.

Weeks Six and Seven – Corridor Cleaning

Remove all graffiti from walls, stairwells, and lockers. Replace missing or stained ceiling tiles. Clean and disinfect light fixtures, stairwells, and all vents in the corridor. High Dusting should be completed in stairwells, windows in stairwells, banisters and the in the corners of the steps and landings. Just as a reminder… **Do Not Put Wax on Steps**. Clean and disinfect all reachable pipes in stairwells and corridors. Wash walls and stairwell partitions.

Weeks Eight, Nine, Ten – Top Scrubbing and or Stripping/Waxing

Begin Top Scrubbing or Stripping. When each classroom is completed, put back the furniture for that room. Allow wax to **dry completely** before putting furniture back into rooms. Note, never pour stripper into floor drains, as it will clog the drains. If you must pour wax into a floor drain, you must run **HOT** water down that drain for **no less than 1 hour** to remove all debris from the drain.

Week Eleven - Final Check of Building

Do a final check of all classrooms, restrooms and common areas. Repeat high dusting and furniture dusting. Make sure all furniture is placed back into rooms. Remove all accumulated trash from the building.

Floor Stripping Procedure

The following are supplies and steps needed to properly strip a floor:

1. Stripper Solution - the amount varies based on square footage of the building
2. Black Pads for Stripping - the number of pads varies based on square footage of the building
3. Wet Vacuum – walk behind it
4. 2-large gray 32-gallon plastic trash cans on wheels
5. 1-scrubbing machine
6. Sprinkler – for spreading the stripper solution on the floor
7. 2 mops and 2 buckets
8. Steel wool (or a doddle bug with a black pad)
9. Long-handle scraper with sharp blades and short scraper (putty knife)
10. Terry cloth rags
11. Wet floor caution signs
12. WEAR SAFETY EYE PROTECTION!!!! (Single Lens Goggles)
13. Wear protective footwear (Safety shoes or work boots)

Step by Step*

Before starting; clean off and strip dirt and old wax from all baseboards and from all corners. This cleaning can be done by using Baseboard Stripper or some type of clinging gel stripper. If supplies are not available, you can spray stripper on the baseboards and in the corners via a spray bottle. Mix one-part water and one-part stripper solution in the spray bottle. Let the solution sit for **at least 5 minutes**. Use a Doodle Bug or steel wool to clean the baseboards. Wear **VINYL or RUBBER GLOVES** when cleaning baseboards.

1. Fill a large gray trash can a little more than halfway full with **plain water**.
2. Add one 5-gallon pail of stripper to the water.
3. Set up the **WET FLOOR SIGNS** IN THE WORK AREA.
4. If you are stripping a hall or classroom, place terry cloth rags under the doors so the stripper solution will not seep into other areas. The terry cloth rags will absorb the stripper solution.
5. Spread the stripper solution over the entire floor. Make sure the entire floor is covered completely.
6. Let the solution of stripper sit on the floor for **at least 10 minutes**. This will ensure that the stripper penetrates and dissolves the wax down to the bare floor. Do not rush this process.
7. After the **10 minutes or more is over**, place a BLACK PAD on the scrubber and start machine scrubbing the floor. Walk the machine in toward the stripper. Do Not Back up with the scrubbing machine. **ALWAYS HAVE THE SCRUBBING MACHINE IN FRONT OF YOU WHEN STRIPPING THE FLOOR**.

8. Have members of the team use the scraper to clean the corners, baseboard and edges. You may need steel wool and a putty knife to get into the corners, baseboards and along the edges.
9. Use the Wet Vac to get up the stripper solution. Make sure you get the edges and corners. You may have to use a mop to go along the edges and corners to get any solution that is remaining. You cannot leave any stripper solution on the floor. All of it **MUST** be taken up in the process.
10. Now that the floor has been completely stripped, take the second trash can and fill it with CLEAN COLD WATER. Do not use any chemicals in the water. Sprinkle the entire floor with water.
11. Take a **NEW** BLACK PAD (not the same pad used to strip the floor with) and use the new pad on the scrubber to go over the entire floor. Follow the exact same procedure as in steps 5 and 6.
12. Use the wet vac to get up the water. Make sure you get the edges and corners.
13. Use a **CLEAN MOP** and completely wet mop the floor with **PLAIN CLEAN COLD WATER**. Do Not Use **Any Chemicals** in this rinsing process. Ensure that there is no remaining stripper solution on the floor. If stripper were to remain on the floor, the wax will bead up and not give you a smooth finish. A complete rinsing is extremely important.
14. One way to tell if the floor is properly stripped is to run your hand across a 2-foot section of the floor in various spots. If you get any white powder reside on your hand, the floor is not stripped properly. You will have to do the rinsing process again by repeating steps 10 – 13.

Cautions:

A floor with stripper solution is very slippery and messy. You must walk very carefully when stripper is used on the floor. **DO NOT RUSH ACROSS THE FLOOR**. Walk with your feet flat. Walking correctly on the floor will give you more stability. Do not walk on your toes.

Keep the WET FLOOR signs up until you are finished the stripping process. **WEAR SAFETY SHOES OR WORK BOOTS!** When mixing the stripper solution, wear eye protection. Stripper is very caustic and will cause eye irritation if splashed in eyes.

Clean Up

Cleaning your equipment is a very important step in the floor stripping process. Old wax can clog the wheels on the buckets. Follow the clean-up procedure to get the most use from your equipment.
1. Use steel wool with some stripper solution to clean the stripping machine. Clean around the wheels, handles, clean the cord and wipe off the machine all over with a clean damp cloth.
2. Empty the stripper solution that is in the wet vac in a large trash can **OUTSIDE so** the solution will not be tracked back into the building. Do Not Dump the Stripper Solution into the grassy areas. If the stripper solution is dumped on concrete, make sure you hose and rinse down the concrete area. **NEVER DUMP STRIPPER AND WAX** down floor drains, slop sinks and toilets. The solution will harden and cause a clog in the pipes.
3. Clean the Wet Vac and Buckets with the same procedure used to clean the stripping machine. Hose down the Wet Vac both inside and out. Be very careful not to get the Wet Vac Motor wet. This could short out the motor.
4. Rinse mops and terry cloth rags completely.
5. Carefully clean the blade of your scraper. Remove the buildup of old wax by soaking it for **3 minutes in stripper** before you dump the stripper. Rinse and dry it off so it will not rust.

APPLYING WAX

When applying Floor Finish, you should follow these steps.

1. Have the proper equipment. Line your bucket with a good quality Plastic Bag. This will prevent a wax build up in your bucket.
2. Use a **FINISHING MOP.** This mop will lay the wax evenly on the floor.
3. Outline the floor with the wax mop by making a straight line along the baseboard. Be careful not to get wax on the baseboard.
4. Do a Figure 8 mopping style to spread the wax evenly and completely.
5. Only when the floor is **completely dry**, begin to apply the next coat of wax following the same procedure.

REMEMBER: IF YOU TOP SCRUB A FLOOR, YOU MUST APPLY AT LEAST 3 COATS OF WAX. IF YOU STRIP A FLOOR, YOU MUST APPLY 5 COATS OF WAX.

Appendix G - Cleaning Computers and Electronics

COVID-19: CLEANING COMPUTERS AND ELECTRONICS FOR ALL USERS

The following information provides guidance on how to clean high-touch electronics. Examples include computers, computer accessories, touchscreen devices, printers and copiers (hereinafter referred to as "electronics"). All electronics in shared and public locations should be frequently cleaned and disinfected. When cleaning electronics it is important to follow the manufacturer recommendations for specific cleaning requirements. The guidance below was adapted from the CDC: Cleaning & Disinfecting Schools, Apple "How to Clean your Apple Products", and Microsoft "Clean and Care for your Surface".

General cleaning tips

- Use a lint-free cloth, such as a screen wipe or a cloth made from microfiber.
- Avoid excessive wiping and submerging item in cleanser to avoid damage.
- Unplug all external power sources and cables.
- Do not use aerosol sprays, bleach or abrasive cleaners.
- Ensure moisture does not get into any openings to avoid damage.
- Never spray cleaner directly on an item.

Approved COVID-19 disinfectants safe for computers, accessories and electronics

- This includes the display, touchscreen keyboard, mouse and the exterior surface of the item. If you have concerns about the cleaning product being used, please refer to the manufacturer's recommendations and warning label.
- When using a disinfectant wipe, it is important to follow the contact time found on the label. It may be necessary to use more than one wipe to keep the surface wet for the recommended contact time.
- Do not use fabric or leather surfaces on items, as this can scratch or damage to the items.
- Do not use bleach to disinfect computers and electronics.

Resources

- CDC: Cleaning & Disinfecting Schools
- How to Clean your Apple Products
- Microsoft: Clean and Care for your Surface

If you have any questions, please contact IT support Services, phone: 443-642-3000.

Appendix H - COVID-19 Awareness Parent/Student Participation Acknowledgement Statement

I _____, the parent/guardian of _____, acknowledge that I have received information on all of the following:

• [What you should know about COVID-19 to protect yourself and others](#)

• [What You Can do if You are at Higher Risk of Severe Illness from COVID-19](#)

• [COVID-19 Frequently Asked Questions from the Maryland State Health Department](#)

I _____, the parent/guardian of _____, will follow the requirements for in-person attendance for small group instruction. • I will not send my child to small group Instruction if they are exhibiting any signs/symptoms of COVID 19 or have been exposed to someone with COVID 19 (or presumed to have COVID 19) in the past 14 days. • I will review symptoms with my child and monitor my child's symptoms every day that my child attends in-person activities/events. • If my child becomes ill during any in-person activity/event, I will ensure they are picked up promptly. I will follow-up with an authorized health care provider/health department and comply with recommended quarantine or isolation as directed. If my child is ill, I understand that a release to return to in-person activity from an authorized health care provider will be required.

Signs and Symptoms of COVID-19:
New onset cough or shortness of breath **OR** At least **2** of the following:

- fever of 100.4_o or higher
- chills
- shivering
- muscle pain
- sore throat
- headache
- loss of sense of taste or smell
- gastrointestinal symptoms (nausea, vomiting or diarrhea)

Students must be free of fever for at least 24 hours without the use of fever reducing medications.

After reading over these documents, I consent to the continued participation of my child in this program. I understand and acknowledge that City Schools cannot eliminate the risk of exposure to COVID-19 and by signing this Agreement, I fully and knowingly agree to ASSUME ALL RISKS associated with participating in the activity and the exposure to or the infection of COVID-19, including any risk of illness, bodily injury, permanent disability and/or death related, directly or indirectly, to COVID-19.

Parent/Guardian _____   _____   _____

                    Print Name   Signature   Date

Appendix I - Log of face covering/mask distribution

Date	Name of person receiving face covering/mask	Role (student, staff)	Quantity received	Name of person distributing

Appendix J – Health Screening Procedure

During the school day:

- Staff who have a fever of 100.40 (38.00C) or above or other signs of illness should return home.
- Students who have a fever of 100.40 (38.00C) or above or other signs of illness should be immediately sent to the Wellness Room. Encourage parents to be on the alert for signs of illness in their children and to keep them home when they are sick.

Health Screener

- Each site should designate a person to conduct the health screening.
- The health screener should arrive on site early. The first two employees who arrive (including the health screener) should conduct the health screenings for each other. The health screener or screeners should then conduct the screening for all other staff and students.
- Upon arrival, the health screener should have their face covering on before entering the building, wash their hands, put on eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown could be considered if extensive contact with a child is anticipated. Follow procedure to put on PPE properly.
- Conduct symptom monitoring in a draft-free space and out of direct sun or near radiant heat sources. Typically, the environmental temperature should be between 60.8-104 ºF (16-40 ºC) and relative humidity below 85 percent. Place the infrared thermometer in the testing environment or room for 10-30 minutes prior to use to allow the NCIT to adjust to the environment.
- Make a visual inspection of the person for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness, and confirm that the person is not experiencing coughing or shortness of breath.
- Ask if the person has experienced any of the following symptoms and note that questions have been asked:
    1. Have you had any of the following new symptoms in the last seven days: New onset cough or shortness of breath **OR** At least **2** of the following: fever of 100.4º or higher, chills, shivering, muscle pain, sore throat, headache, loss of sense of taste or smell, and gastrointestinal symptoms (nausea, vomiting or diarrhea)?
    2. In the past two weeks, to the best of your knowledge, have you been in close (less than 6 feet), prolonged (more than 15 minutes) contact with someone with a fever, cough, shortness of breath, flu-like symptoms, or a diagnosis of COVID-19?
- Schools should use the provided Google tracker template to create a school version of the tracker. Schools should use the school specific tracker to complete the screener for each staff, student and any other person who enters the building each day. This will generate an essential electronic record that will support the district's ability to do contract tracing in the event that a member of the school community tests positive, so all people entering the building MUST complete the health screening check.

Taking Temperatures

- Take the person's temperature and note that reading has been taken on the google tracker.
- The test area of the forehead is clean, dry and not blocked during measurement. The person's body temperature or temperature at the forehead test area has not been increased or

decreased by wearing excessive clothing or head covers (for example headbands, bandanas), or by using facial cleansing products (for example cosmetic wipes).

- Hold the thermometer sensing area perpendicular to the forehead and instruct the person to remain stationary during measurement(s). (See Figure 1)
- The distance between the noncontact infrared thermometer and forehead is specific to each thermometer. Consult the manufacturer's instructions for correct measurement distances.
- Do not touch the sensing area of the thermometer and keep the sensor clean and dry.

Figure 1: Correct Use – Forehead unobstructed, and NCIT perpendicular to forehead and used at distance identified in manufacturer's instructions.

Figure 2: Incorrect Use – Not perpendicular to forehead

Figure 3: Incorrect Use – Forehead exposed to direct sunlight outdoors

- If you use disposable or non-contact (temporal) thermometers and did not have physical contact with an individual, you do not need to change gloves before the next check.
- If you use non-contact thermometers, clean them with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each client. You can reuse the same wipe as long as it remains wet.
- After all screenings have been completed, remove and discard PPE (following removal procedure), and wash hands.
- Use an alcohol-based hand sanitizer that contains at least 60% alcohol or wash hands with soap and water for at least 20 seconds.