BCPS Re-Opening Plan 2022-2023

Reopening Plan
2022-2023

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Vision for Reopening 2022-2023

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

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

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

For this upcoming year, we recognize that we must approach this work in a cyclical manner:
The priority is to protect and preserve full time in-person learning, safely, five days a week for students, faculty, and staff. The 2022-2023 school year will open all BCPS schools to five days of in-person learning while following recommended health and safety guidelines.

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

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

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

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

The 2022-2023 school year will begin on Monday, August 29, 2022, for all students. All students will return to full-time in-person instruction five days a week. For families that enrolled a student in the Virtual Learning Program (VLP) in response to the on-going health and safety concerns related to the COVID-19 pandemic, full-time virtual instruction will be provided. Families of students in Grade 3 – 12 who participated in the VLP during the 2021-2022 school year and demonstrating success, were given the option to remain in the Virtual Learning Program for the 2022-2023 school year. Students in the VLP will be co-enrolled with the student’s zoned school as well as in the VLP. Students in the VLP are encouraged to return to in-person instruction as soon as possible.

As is customary, faculty will report ahead of students following the published BCPS calendar on Monday, August 22, 2022, to prepare for the launch of the academic year and to participate in professional learning activities. This includes faculty serving in the VLP.

Student orientation, also referred to as Early Entry Day for students entering grades 6 and 9 will be conducted on Thursday, August 25, 2022. Preschool, Pre-Kindergarten, and Kindergarten students will experience a gradual entry process with the first full day on Wednesday August 31, 2022. Traditional elementary “sneak-a peek” opportunities will be communicated in annual back to school mailings.
Students will have access to instructional materials on return to school. The published BCPS calendar for the 2022-2023 school year will be the official calendar for students and faculty in school buildings as well as students and faculty in the VLP.

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

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

Teachers will follow traditional grading and reporting procedures for student work and assignments for both students in-person and students in the VLP (see BCPS Grading and Reporting Procedures Manual). Special education and related services will be provided in accordance with all applicable local, state, and federal regulations. Ongoing, job-specific, targeted professional learning will be provided to all BCPS staff to promote health and safety and to promote the effective implementation of the instructional and social-emotional learning program.

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

**Students attending in-person instruction**

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

**Students attending the Virtual Learning Program**

Virtual Learning Program (VLP) teachers will take student attendance daily. VLP teachers will take attendance using the BCPS Student Information System (SIS). BCPS has outlined the following attendance procedures for virtual instruction. In these procedures, attendance is defined as having logged into a virtual learning session. Students’ log-on activity will be recorded for official attendance reporting purposes, and for the identification of additional student support. Middle and high school teachers will continue to take period attendance at the secondary level, which will be recorded in Focus SIS.
Elementary
- Students log into their first scheduled Google Meet session.
- The homeroom teacher takes attendance during the first scheduled Google Meet session of the day and records students’ log-on presence in Focus SIS by 10 am.
- By the end of the homeroom teacher’s duty day, the homeroom teacher goes into Focus SIS to record the official attendance for that day.
- Non-homeroom teachers should take attendance for each class and record that information into Focus SIS.

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

Tardy/Early Dismissal

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

Secondary
- Parent/guardian should contact the VLP secretaries via phone call or email to notify staff of any anticipated lateness or early dismissal.
- Period attendance will be taken and reconciled with daily attendance.

Monitoring Student Attendance and Engagement
To track student attendance and engagement, BCPS implements a monitoring and student support strategy that includes multiple data sources and mobilizes staff and resources across the system and county to meet individual student and family needs. This process occurs for students attending in-person instruction as well as students co-enrolled in the VLP. For students co-enrolled in the VLP, we will continue to analyze and track individual student attendance and engagement at the school and central office level with a focus on students consistently marked absent, create agile outreach and case management efforts to address student needs, and analyze the quality of student engagement in addition to quantifying student engagement.

For students co-enrolled in the VLP, the VLP pupil personnel worker (PPW) is available to support teachers and administrators in their efforts to support consistent student attendance and to keep
students fully engaged with school, progressing in their academic studies, and connected to the school community.

The chart below outlines recommended steps by level of responsibility.

<table>
<thead>
<tr>
<th>Teacher-Level</th>
<th>School-Based Team-Level</th>
<th>Pupil Personnel Worker-Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Outreach to students using multiple mediums (phone, email, classroom meeting check-ins)</td>
<td>• Conference with all teachers of students for updated information</td>
<td>• Support students when concerns are raised</td>
</tr>
<tr>
<td>• Outreach to parents regarding students’ experience with participating in virtual instruction</td>
<td>• Documentation of outreach efforts in SIS general notes section each week for PPW to have a full understanding of collective outreach efforts</td>
<td>• Participate in in-person and or virtual meetings (as scheduled by school-based teams)</td>
</tr>
<tr>
<td>• Monitor assignment completion in Schoology to determine which students need a home visit and refer students to school-based teams</td>
<td>• Host school-based team virtual attendance meetings that include PPW</td>
<td>• Invite other personnel (internal/external) as appropriate to support students and families</td>
</tr>
<tr>
<td>• Document efforts in SIS general notes section each week for school-based teams and pupil personnel worker to be kept apprised</td>
<td>• Contact PPW for support as needed</td>
<td>• Document efforts in SIS general notes section each week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Support students and families through home visits and connections with points of contact in other agencies</td>
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Continuity of Learning and Services during Isolation due to COVID-19

On July 22, 2022, the Maryland Department of Health issued updated COVID-19 Guidance. This guidance removed the requirement for persons with COVID-19 exposure to quarantine unless they were involved in an outbreak. Persons associated with an outbreak were to follow CDC guidelines for quarantine. On August 11, 2022, CDC removed the requirement for exposed persons to quarantine. BCPS procedures have been updated to reflect this newest guidance. Students who are placed in isolation due to illness will be able to access instructional resources through the learning management system (Schoology). Tutoring support may be coordinated through the student’s school.

Access to Instruction: COVID-19 Isolation
A student is excluded from face-to-face instruction when:

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

Instructional Access Scenarios:

Individual and/or a small group of students that are not in the same class all day:

- All levels (elementary, middle, high), unrelated, and the students are spread out across multiple teachers and classes.
- Asynchronous work is provided through Schoology and/or print materials for students during the school day. This includes the use of student-facing digital content from the curriculum.

Communication:

The school system will communicate directly with the community around COVID-19 infection control procedures and expectations. These updates remain posted on the school system’s COVID-19 website. If positive cases present themselves, the school is responsible for sending a communication to families and staff. This communication documents all cases that occur during a given day.

Method of instruction designed to continue learning for all students in isolation because of a COVID-19 infection:

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

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

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

Staff that will support instruction of students in isolation:

Schools will develop tutoring opportunities that meet the needs of their individual communities. Teachers at each school are being recruited to support students through these virtual learning
sessions. Names of these individual teachers are provided to the system for documentation and to ensure teachers are compensated for their time.

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

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

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

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

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

Students may receive asynchronous work through Unique Learning Systems’ Student Dashboard or Schoology OR they may receive paper/pencil work to complete during the school day. Teacher may send home manipulatives and paper packets to support instruction.

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

Students with IEPs who are absent due to COVID-19 isolation will have access to supplemental resources through Unique Learning Systems, Schoology, and work packets as provided by individual schools, educators, and/or related service providers. FAPE will be provided consistent with the need to protect the health and safety of the students and those individuals providing special education and related services.
Key Dates

- August 25, 2022 – Early Entry Day: Grades 6 and 9
- August 29, 2022 – First Day of School: Grades 1-12
- August 31, 2022 – First full day of kindergarten

Food and Nutrition Services

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

Transportation Services

BCPS is committed to the safe transportation of students when schools offer in-person instruction. BCPS will provide transportation services as defined in Board of Education Policies and Rules 3410 and 3420, and in adherence and in accordance with COVID-19 guidelines. These Board policies and rules outline the options and procedures for students travelling to and from school. Three annual safety inspections and a preventive maintenance inspection shall be conducted on each school vehicle servicing BCPS in accordance with COMAR and Maryland Department of Transportation Motor Vehicle Administration regulations and inspection standards. Further, operators will conduct pre- and post-trip inspections, per normal procedure. Families are encouraged to drive or walk their children to school, if possible, to reduce the number of students on buses. The following mitigation strategies will be utilized during transportation:

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

Cleaning and disinfecting kits will be provided for each bus. As a part of the post-trip inspection, drivers will clean and disinfect all high touch surfaces as outlined below. In addition, safety equipment for students with disabilities will also be cleaned and disinfected at regular intervals. Cleaning will involve spraying and wiping the following surfaces:

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

Disinfecting will include spraying the following areas of the bus:

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

Technology Services

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

Plan Requirements

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

School systems must:

1. Publish their (initial) recovery plans by August 15, 2022.
2. Include the system’s equity plan in its recovery planning.

4. Determine where students are instructionally early in the school year, identify gaps in learning, and prepare a path for instructional success and recovery.

5. Ensure that the Maryland College and Career Readiness Standards are taught in all content areas and the State frameworks are followed for each content.

6. Adhere to the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and Title II of the Americans with Disabilities Act.

7. Follow procedures that are developed by the Maryland State Department of Education (MSDE), the Maryland Department of Health, and guidance from the Centers for Disease Control and Prevention (CDC) for an individual who tests positive for COVID-19.

8. Follow the safety protocols for collection of materials, cleaning of schools and facilities, daily cleaning, and nutrition as established by MSDE in collaboration with the Maryland Department of Health and CDC guidance.

9. Follow protocols for the safe transportation of students to and from school.

10. Develop a system for monitoring and tracking attendance when students are engaged in distance learning.

11. Develop a communication plan.

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

13. Align local decisions for the resumption of athletics with the MPSSAA Roadmap Forward for Interscholastic Athletics, MSDE, and local school system educational and health and safety decisions.

Continuity of Learning Plan and Reopening Plan

During the emergency closure in the spring of 2020, BCPS implemented a Continuity of Learning Plan as required by MSDE. The Fall 2020 Reopening Plan is built on the lessons learned from the Continuity of Learning Plan implementation. Included in the Continuity of Learning Plan were staff roles and responsibilities, methodologies of instruction, delineation of supports for various student groups (e.g., students with disabilities, students who are experiencing homelessness, English Learners, and students who gifted and talented), as well as sample student and teacher schedules. The Fall 2020 Reopening plan built upon and expanded on the Continuity of Learning Plan as a foundation. As detailed in the Reopening Plan 2020-2021, the BCPS approach to virtual instruction was designed to ensure the delivery of a high-quality education and robust instruction for all students while school occurred virtually and evolved into a hybrid and concurrent instructional model. Taken together, the Continuity of Learning Plan spring 2020 and the Reopening Plans for 2020-2021 and for 2021-2022 show the continuum of services and support
available to all BCPS learners. As such, the Continuity of Learning plan, BCPS Reopening Plans 2020-2021 and 2021-2022 will remain posted on the public website, in addition to this Reopening Plan 2022-2023. Additionally, the BCPS Reopening Plans will be reviewed and updated every six months through 2024.

Professional Learning for Staff

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

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

Professional Learning for Educators and Substitute Teachers
During the system-wide professional study day, educators were grouped in role-like audiences and provided professional learning with is facilitated by either central office or school-based staff. Strategies to support learning acceleration will be included in all content-focused professional learning for the 2022-2023 school year.

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

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

Professional Learning for School-based Administrators
BCPS will provide ongoing professional learning for principals and assistant principals. Monthly opportunities will be offered with sessions tailored to administrators in their ongoing work of leading through a pandemic, leading learning acceleration, maximizing student engagement and success, and promoting the wellness of staff and students. Additional topics will be identified through ongoing feedback from school-based leaders and check-ins with the staff in the Department of Schools and executive leadership.
Resources and Stakeholder Input

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

- *Maryland Together: Maryland’s Recovery Plan for Education*
- *Maryland’s Recovery Plan for Education Appendix A: COVID 19 Checklist*
- The BCPS Recovery Plan Stakeholder Group
- On-going stakeholder input sessions, including input from:
  - AFSCME, BCPSOPE, CASE, ESPBC, and TABCO.
  - Superintendent’s Advisory Councils (Student, Parent, Teacher, Business Principal).
  - Area Education Advisory Councils.
  - International Parent Leadership Academy (parents of students who are English Learners).
  - Special Education Citizens Advisory Council (SECAC).
  - Citizens Advisory Committee for Gifted and Talented Education (GTCAC).
  - NAACP (National Association for the Advancement of Colored People).
  - Staff from Johns Hopkins and the University of Maryland.
  - Staff from the Baltimore County Department of Health.
  - Parents, students, and staff from communities that are disproportionately impacted by COVID-19.

BCPS Guiding Principles for Reopening Schools

As reopening plans continue to launch the 2022-2023 school year, BCPS utilizes the guiding principles that serve as the lamppost against which our efforts are compared.

1. We will promote the **health, welfare, and safety** of our students, staff, and family while **maximizing learning**.

2. We will prioritize **social-emotional learning** and community building.

3. We will provide **high-quality teaching and learning** for all students.

4. We will **mitigate educational inequities** by utilizing structures and supports that respond to the conditions that impact our varied populations as informed by data.

5. We will provide **additional support and differential learning opportunities for the students who need them most**. For example, students with interrupted access to education, students with disabilities, English learners, and students living in poverty.
6. We will provide our students and families with the **resources that enable the varied populations to fully participate** in and take advantage of our instructional model.

Given these guiding principles, the BCPS Reopening Plan is organized around health and safety; equitable and supportive high-quality teaching and learning, social-emotional learning, and community building.

**Health and Safety**

**Mitigation of COVID-19 in Baltimore County Public Schools**

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

As recommended by the CDC in its May 2022 guidelines for schools/worksites, BCPS schools/worksites will operate with universal infection control prevention strategies in place and will layer COVID-specific practices on top. Some COVID-specific practices will be always in place; others will be added based on the level of COVID-19 transmission in the community (as reported by the CDC and the Maryland Department of Health) and the severity of disease in our county (as reported by the CDC and Maryland Department of Health).

BCPS’ universal infection control prevention strategies include:

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

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

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

4. Distributing home test kits (2-pack) to each school-based staff member at the beginning of the 2022-2023 school year;

5. Distributing home test kits to students who develop COVID-19 symptoms at school;

6. Distributing home test kits to all persons associated with a COVID-19 outbreak;

7. Following CDC and MDH guidelines for quarantine and masking for persons with COVID-19 exposure;

8. Maintaining a supply of face masks in all schools and offices; and

9. Strongly encouraging universal masking when COVID-19 community rates are at CDC’s elevated level.

In alignment with CDC’s updated guidance for schools, BCPS will no longer require universal masking or physical distancing. As noted above, masks will be available in each school for persons who choose to wear them and will be strongly encouraged when COVID-19 community levels in Baltimore County are at CDC’s elevated level. School nurses will continue to provide teaching and reminders to students and staff on hand-washing and respiratory etiquette. Restrooms will be always stocked with soap and paper towels. Hand sanitizer will be available in places where soap and water are not immediately available, including outside of each cafeteria. BCPS will continue its cleaning and ventilation practices put in place during the 2021-2022 school year. High touch surfaces will be cleaned daily with a hospital grade germicide that is effective against COVID-19. Filters in ventilation units will provide the highest approved filtration for the unit. Air purifiers will be placed in all health suites and weight rooms.

In alignment with CDC’s updated guidance for schools, BCPS will no longer focus on contact tracing. Rather, reporting of all cases of COVID-19 infection will enable the system to provide prompt, universal notification of students, families, and staff when a person with COVID-19 infection was present in school when contagious. BCPS will continue to require students and staff to appropriately isolate in alignment with the latest guidance from the CDC.

BCPS continues to collaborate with the Baltimore County Department of Health to offer COVID-19 vaccines at school sites. During the summer of 2022, the health department’s mobile clinic will go to various schools and system opening festivals to provide COVID-19 initial and booster vaccines. BCPS has procured 500,000 home test kits to support its multi-faceted testing plan. Test kits will be distributed to staff at the beginning of the school year. In addition, students who develop symptoms at school will be given a test kit. Finally, all persons involved in a COVID-19 outbreak will be given a test and asked to test prior to the next school day.

Additional details of these plans are reflected in our Safety is our True North document that is posted on the system’s COVID-19 webpage.
COVID-19 Testing, Quarantine, Isolation FAQ

Employee FAQ: COVID - 19 Exposure

Employee FAQ - Positive COVID-19 Test

Safety and Security

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

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

Equitable and Supportive High-Quality Teaching and Learning

BCPS is guided by Board of Education Policy 0100 Equity which clearly states that achieving equity means implicit biases and students’ identities will neither predict nor predetermine their success in school. It further states that disparities based on race, special education status, gender, ethnicity, sexual orientation, gender identity (including gender expression), English language learner (ELL) status, immigration status or socio-economic status are unacceptable and are directly at odds with the belief that all students can achieve. Furthermore, while complex societal and historical factors contribute to the inequities our students face, rather than perpetuating disparities, the school system must address and overcome inequity by providing all students with the opportunity to succeed. Educational equity involves providing each student with what he, she or they need to assist them in reaching their potential and preparing them for college and/or careers. Utilizing a data-based approach as specified below in the mitigation of barriers section along with typical school-based, tiered system of supports inclusive of teeming processes of SST (Student Support Team) and IEP, BCPS will target technological, instructional, and programmatic supports to students and families who need them most and /or who are having trouble engaging in the instructional program. BCPS will continue to provide technological resources and additional support to students who need this support the most. Among those students whose needs demand equity are our students who are disproportionately impacted by structural inequities, students with disabilities, English learners, students who are living in and experiencing poverty, students who are experiencing homelessness, students who are gifted and require additional academic rigor, and students with limited to no educational engagement during the Continuity of Learning which began
in March of 2020. Additional consideration may also be given to students at the transitional grade levels: Kindergarten, Grade 1, Grade 6, Grade 7, Grade 9, and Grade 10 considering the interrupted learning experiences that occurred between March 2020 and June 2021.

**Provision of Special Education, Related Services, and Section 504**

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

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

**Special Education**

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

Students may receive academic, behavioral, and functional living instruction/interventions, and strategies in a small group or individual setting. BCPS will provide related services (e.g., speech, occupational, physical therapy, vision, social work, assistive technology) through individual or small group, tele-visits, or in-class services. Special education teachers and service providers will work with school staff to develop schedules that collaboratively allow for implementation of
instructional/behavioral interventions and related services throughout the instructional day.

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

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

**English Speaker of Other Languages (ESOL)**
ESOL instructional support and services will be provided. ESOL teachers will continue to teach specific ESOL classes and courses in-person and for students in the VLP, while ESOL teachers who are co-teachers will provide push-in support during in-person instruction and during live instruction in the VLP, in general education classes. Communication resources for students and parents will continue to be provided. These resources include, but are not limited to: (1) translation of official communications into Spanish and other languages when possible; (2) the development of translated support documents in our most spoken languages for parents to access BCPS One, Schoology, Google Meet, and other education tools; (3) provision of voicemail lines and regular virtual office hours in Spanish, Chinese, and Urdu; (4) written FAQs (Frequently Asked Questions) on Virtual Learning Readiness for EL (English Learner) Parents; and (5) the provision of interpreting services, as required.

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

Data-Driven High-Quality Teaching, Learning and Assessment

The BCPS data-driven approach to ensuring all students have equitable access to educational rigor, resources, and supports designed to maximize academic success and social emotional well-being is anchored in the research of learning acceleration and described below. In the 2022-2023 school year, all BCPS courses will be taught in full alignment with the Maryland College and Career Ready Standards (MCCRS) and PreK-12 MCCRS Curriculum Frameworks as well as additional state and national standards where applicable to include Career and Technical (CTE) education. All BCPS curriculum documents integrate the Maryland CCRS Curricular Frameworks where available, and include a scope and sequence of priority standards, formative and summative assessments, and core resources for instruction. In addition, all high schools will resume all programs of study and course offerings in CTE aligned to career clusters.

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

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

BCPS curriculum offices will continue to use revised scope and sequence documents to identify prioritized content aligned to the major work of each grade level or course. Teachers will utilize diagnostic tasks, aligned to priority Maryland College and Career Ready Standards (MCCRS), to identify unfinished learning for each unit and develop data-driven responsive instruction aligned to priority content. Teachers will provide data-driven responsive instruction to address gaps, within the purposeful context of grade level content. Instructional leadership teams will utilize data protocols to monitor progress on benchmark assessments and to examine student work samples aligned to MCCRS to identify readiness, learning needs and student group performance and student group needs in each unit of study.
Data and data analysis processes and procedures are essential in driving instruction for learning acceleration. Instructional leadership teams at both the school and the system level utilize data protocols for monitoring learning as demonstrated on state and systemic assessments identified in our assessment plan. BCPS unit diagnostic tasks, and unit assessments aligned to MCCRS along with the fall MCAP and MAP data will serve as our leading metrics to conduct benchmark setting through disaggregation of student group data.

**Diagnostic Tasks and Curriculum-Based Assessments**

BCPS has created diagnostic tasks in each grade level, content area, and course to diagnose unfinished learning and identify areas of instructional need. These diagnostic tasks were developed as a bridge between the prerequisite skills and standards of the prior course/grade level and those of the current course/grade level and are aligned to each unit of instruction. According to The New Teacher Project publication *The Learning Acceleration Guide* “To accelerate students’ progress, system leaders and educators need to identify exactly what unfinished learning needs to be addressed, when, and how. We recommend identifying the content knowledge and skills your students might struggle with in their current grade level, and filling those potential gaps “just in time,” when the material occurs in the school year.” These diagnostic assessments will provide teachers with information on students’ proficiency in critical content and prerequisite skills. The diagnostic tasks will be administered early in the school year, during the first marking period as well as pre-assessments included at the beginning of each unit of instruction over the 2022-2023 school year. Teachers will then be able to use students’ present performance levels along with the adjusted curricular scopes and sequences, to develop instruction and learning pathways tailored to student needs. Revised scope and sequence documents include opportunities for small group instruction built in to revised curriculum frameworks to address students who need additional support as well as to allow students who are ready the opportunity for independent application. Teachers will also utilize small group instruction time as an opportunity for further differentiation guided by both the diagnostic tasks/pre-assessments in each unit, as well as ongoing formative and summative assessments.

In addition to the diagnostic tasks, teachers will continue to administer the BCPS end-of-unit curriculum-based (periodic) assessment to monitor student progress. Details regarding the assessment windows for each course, content and grade level will be shared. Schools are organized into grade-level and department-level professional learning communities (PLC) which are tasked with data-analysis to support continuous improvements in teaching and learning. PLCs are led by principals, assistant principals, department chairs, staff development teachers and/or grade level teacher leaders. In BCPS, school-level PLCs will be tasked with analyzing multiple sources of student achievement data to develop instructional support plans for accelerating student progress as outlined by the New Teacher Project.
Monitoring Student Progress and Outcomes: Baseline Data

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

Grades K-8

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

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>2021-2022 MAP Administration</th>
<th>Typical MAP Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten*</td>
<td>Winter 2021</td>
<td>Winter</td>
</tr>
<tr>
<td></td>
<td>Spring 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>Grades 1 and 2</td>
<td>Fall 2021</td>
<td>Fall</td>
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<tr>
<td></td>
<td>Winter 2021</td>
<td>Winter</td>
</tr>
<tr>
<td></td>
<td>Spring 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>Grades 3-8 **</td>
<td>Fall 2021</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>Winter 2021</td>
<td>Winter</td>
</tr>
</tbody>
</table>

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

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

**Grades 6-12**

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

References


State Assessments:

Kindergarten Readiness Assessment (KRA)

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

MCAP Early Fall Assessment

To meet the requirements of the ESSA Consolidated State Plan, MSDE conducted Early Fall Assessments in ELA and mathematics for grades 3-8, ELA 10, and math assessments for students who completed Algebra 1, Geometry, or Algebra 2 last year but did not participate in spring testing for the 2020-2021 school year. BCPS tested students based on their enrolled grade level and course from the 2020-2021 school year during the fall of the 2021-2022 school year. Science testing (MISA) was conducted for students who were enrolled grades 5 and 8 during the 2020-2021 school year, as well as students who completed the Life Sciences course or had not met their HS MISA. Students participating in the VLP participated in state testing at their co-enrolled zone school location. Students who were eligible based on their IEP participated in the DLM assessments as a part of the early fall assessment. MSDE has released the updated state required testing calendar for 2022-2023 and BCPS will follow the timelines for testing for the duration of the school year. Student MCAP performance data will be updated for the next Reopening Plan reporting period.

System-wide Assessments: MAP, PSAT, and SAT

BCPS held Fall and Winter MAP reading and math assessments for students in grades 1 through 8. For students participating in the VLP, MAP testing was provided at their co-enrolled zoned school location. BCPS provided PSAT testing during the school day in October for students enrolled in grades 9 through 11. VLP students participated in PSAT testing at their co-enrolled zoned school location. BCPS will host SAT Day in April for all grade 11 students, including students participating in our VLP. PSAT performance data for students in grades 9 through 11 will be updated for the next Reopening Plan reporting period.

Selected Individual Student Assessments

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

**Instructional Success: Additional Supports**

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

School Programs for the Acceleration and Recovery of Credits (SPARC) will continue to provide instruction and support to high school students seeking credit recovery and/or acceleration of course completion at each BCPS high school site. The SPARC program implementation is determined at the school level based upon student needs and may be implemented during the day, after school or on weekends. Students in SPARC will receive face to face instruction as they participate in self-paced blended learning coursework.

*Extended Day Learning Program (EDLP)*

Our educational opportunities programs will continue with face-to-face operations and will offer the opportunity for students to seek credit recovery and/or acceleration. Our Extended Day Learning Program (EDLP) will provide instruction and support to high school students seeking credit recovery and/or acceleration of course completion from September – June in alignment with the BCPS academic calendar. The EDLP provides access to students during weekday evening hours and on Saturday mornings. Students in EDLP will receive face to face instruction as well as additional virtual support as they participate in self-paced blended learning coursework.

*Summer Learning Opportunities:*

During the summer of 2022, BCPS expanded summer learning offerings to elementary schools in addition to traditional summer programs in secondary schools.

The traditional secondary programs were offered in-person. These programs are targeted for students with disabilities, students experiencing poverty and/or homelessness, English Learners with level 1 or 2 proficiency, and middle and high school students requiring academic intervention and those requiring or desiring credit recovery or advancement. Additionally, to promote ongoing learning, BCPS implemented a universal Summer Learning Hike program, available to any returning BCPS student rising in grades 1-12. The universal summer learning hike is an adaptive program that provides self-paced instructional activities in reading and mathematics after an initial individualized student assessment.

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

**Identifying and Mitigating Barriers to Engagement**

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

**VLP Student Support Plan:**

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

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

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

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

- Shared planning sessions will focus on targeted small group instruction based on student assessment data.
- Regular grade level/department meetings in which student data, including attendance, class and systemwide assessments, engagement metrics, and grades will be analyzed and monitored.
• Regularly scheduled data dialogues across content and grades - data protocols used to diagnose and prescribe interventions and instructional modifications.

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

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

Social-Emotional Learning

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

<table>
<thead>
<tr>
<th>Student Well-Being</th>
<th>Staff Well-Being</th>
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<tbody>
<tr>
<td>• Continue to promote healing and build community (considering COVID-19, race, and racism issues).</td>
<td>• Continue to promote healing and build community (considering COVID-19, race, and racism issues).</td>
</tr>
<tr>
<td>• Use universal strategies to identify student concerns and needs.</td>
<td>• Support staff social-emotional well-being, mental health, and overall wellness.</td>
</tr>
<tr>
<td>• Provide a tiered system of support and interventions for student social-emotional well-being, mental health, and overall wellness.</td>
<td>• Support school leaders and central office-based leaders' access to resources.</td>
</tr>
</tbody>
</table>
• Continue student and family outreach and support.
• Offer professional learning for related services providers to address student social-emotional well-being.
• Expand the Culture of Care initiative and Mind Over Matters campaign.

Athletics and Extra-Curricular Activities

Following the release of detailed guidance in the Roadmap for Return to Interscholastic Athletics, BCPS convened a Return to Play Committee with membership representing areas of the organization as outlined in the MPSSAA’s Roadmap. The Return to Play Committee works with local health offices within the system and county health department leadership to determine the extent to which athletic activities may occur safely. MPSSAA’s Roadmap identifies four stages in the Return to Play: preparation, pre-season, participation, and post-season. BCPS secondary schools will start the school year allowing in-person athletics and in-person and virtual extra-curricular activities. As conditions warrant, adjustments may be made.

**BCPS Interscholastic Athletic Season**

Fall Season Return for BCPS Student-Athletes

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

**Guiding Principle:**

- The health and safety of BCPS students, student-athletes, coaches, and stakeholders will continue to be our top priority and drive in all decision making.

- The office of athletics will follow the health metrics outlined in local and federal guidance to determine the extent to which any in-person athletic activities can be held. These metrics will be monitored on at least a weekly basis to determine the ongoing nature of athletic activities in BCPS.

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

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Season Requirements:

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

**Registration** - Submitted through Form RELeaf and on file with the school athletic director

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

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

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

   https://www.mpssaa.org/assets/1/6/MPSSAA_Roadmap_For_Return_of_Interscholastic_Athletics_Recommended_Forms.pdf

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

Staff and Student Expectations

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

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

Specifically, the employee/student should:

- Verify that they do not have a fever. It is recommended that each employee/student check their temperature at home prior to reporting to work.
Not report if they have a temperature of 100.4+ degrees or higher.

Not report to if they have symptoms of illness that could be COVID-19 infection. Symptoms of COVID-19 infection include fever, new onset cough or shortness of breath, difficulty breathing, and/or new loss of taste or smell and/or two of the following symptoms: fatigue, muscle or body aches, headache, chills, sore throat, congestion, nausea or vomiting, diarrhea.

Consult with their health care provider if they have a fever or COVID-19 symptoms.

Not report if they are awaiting COVID-19 test results.

Not report if they are under isolation due to current COVID-19 infection.

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

Agree to follow all mitigation requirements established for their school such as, maintaining physical distancing and use of face coverings.

**Absolute Guidelines**

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

- **Face Covering**: Face coverings are optional.
- **Physical Distancing**: Physical distancing is encouraged when possible. Prior to and after conditioning sessions, students are not permitted to gather or congregate at or outside the school facilities.
- **Water**: Students must bring their own water with their names clearly marked. Students’ water bottles should be at least 16 oz. Hydration stations are not permitted to be used by students.
- **Hand Sanitizer**: Students should bring hand sanitizer with them to workouts.
- **Hygiene**: Proper hygiene must be always followed.
  - Use hand sanitizer whenever possible.
  - Students are encouraged to bring their own hand sanitizer.
  - Students should be reminded not to touch their faces.
  - Students may not share water bottles, towels, etc.
  - Team huddles, handshakes, fist bumps, hugs, spitting, chewing sunflower seeds, and other activities that promote transmission of illness are not permitted.
- **Schedule**: Teams must follow BCPS approved competition schedule.

**Entrance/Exit Strategies**

- To promote safety, parents may NOT attend and watch a workout.
- Students must be picked up immediately after practice sessions have ended.
- Carpooling is not recommended for non-household members.
- Students who walk are to leave the premises immediately following the conclusion of each assigned workout session.

**Check-In Procedures**

- Each coach will check in with the athletic advisor prior to practice.
- Each coach will have a designated drop-off/pick-up location.
- Students should arrive promptly and remain in their vehicles until their coach is present.
**Consideration for Coaches**
- Coaches will complete all BCPS required COVID training.
- Coaches must monitor students for symptoms prior to and during workouts.
- Break time may need to be increased and/or staggered to accommodate physical distancing, hand washing, etc.

**Consideration for Students**
- Students must bring their own water with their names clearly marked. Students’ water bottles should be at least 16 oz.
- Students must clean their own uniforms and equipment before and after contest/practice.
- Equipment should not be shared.
- Students should gradually work up intensity of activity.
- Students must communicate health and fitness-related concerns to coaches and athletic directors immediately.
- Students should arrive and leave the facility promptly. There is no loitering permitted on BCPS property.

**Accommodation for students with special needs**
- Exceptions may be needed for some of these conditions based on circumstances.
- Schools and organizations should attempt to have extra masks/face coverings available.
- Additional situations may arise based on physical vulnerabilities. Schools and organizations should attempt to think of these situations and develop solutions that continue to practice the key elements of preventing COVID-19 transmission.

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

**Consideration of Facilities**
- Adequate cleaning schedules should be created and implemented for all athletic facilities to mitigate the chance of any communicable diseases in accordance with CDC procedures and in alignment with procedures outlined in the BCPS Reopening Plan.
- Before, during, and after using facilities, all surfaces should be wiped down and sanitized.
- Restrooms will be designated for use by the school and athletic administration.
- Restrooms should have signage as to how many individuals are permitted in the restroom at one time.
- Individuals should wash their hands with soap and water for a minimum of 20 seconds before touching any surfaces or participating in practices.
- Hand sanitizer or hand washing should be used as students transfer from place to place.
- Appropriate clothing should be worn by students to minimize sweat from transmitting onto surfaces.
- Building service workers will maintain a cleaning schedule in conjunction with the athletic department.
Consideration of Inclement Weather Procedures
- Inclement weather procedures will be created by the school athletic department with input by school administration, school safety manager, custodial staff, grounds crew, school nurse and athletic trainer. All physical distancing guidelines must remain in effect.

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

Responding to Positive COVID-19 Cases
In the event a student or staff member with recent presence in a BCPS school or office tests positive for COVID-19 the person will be advised to remain in isolation in alignment with health department and CDC guidelines. (See Appendix E for Fall Sports specific guidelines)

Family Supports and Communication
The Director of Communications and Community Outreach coordinates systemic communication working closely with the Reopening Plan Design Team and leaders from across the organization (including schools), with the guidance of the chief of staff and support from the Department of Communications and Community Outreach. BCPS will follow its communication protocol that outlines the process by which internal and external stakeholders are notified of critical and emergent information, including the Board of Education, school and central office leadership and staff, parents and students, and the public. Clear information on the BCPS website will continue to be a priority and staff will continue to engage with families using multiple and ongoing strategies including automated messages, informational events, and by providing practical tips through Parent University, TV, and radio, and through parent networks. Translated resources will continue to be available via the public website.

BCPS will welcome students and staff back and kick off the school year at the BCPSFest, Saturday, August 20, 2022. Principals will use a variety of tools, including School Messenger and our learning management system, Schoology, to promote ongoing outreach and engagement within the school community. Each school will host a back-to-school night event during the first few weeks of the school year. Parent Teacher Associations (PTAs) will be another important school-level partner in this work and schools will continue to partner with their local PTAs to promote parent and family involvement. We will also help families prepare for any changes to routines and expectations at school in response to evolving pandemic conditions.
Community Use of BCPS Facilities

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

Appendix A: Sample VLP Daily Schedules

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

Sample VLP Elementary Schedule

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

Sample VLP Middle School Schedule (A Day/B Day)

<table>
<thead>
<tr>
<th>Minutes</th>
<th>A Day</th>
<th>B Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>Homeroom</td>
<td>Homeroom</td>
</tr>
<tr>
<td>80 minutes</td>
<td>Period 1A</td>
<td>Period 1B</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Transition</td>
<td>Transition</td>
</tr>
<tr>
<td>80 minutes</td>
<td>Period 2A</td>
<td>Period 2B</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Transition</td>
<td>Transition</td>
</tr>
<tr>
<td>80 minutes</td>
<td>Period 3A</td>
<td>Period 3B</td>
</tr>
<tr>
<td>50 minutes</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>80 minutes</td>
<td>Period 4A</td>
<td>Period 4B</td>
</tr>
</tbody>
</table>
Sample High School Schedule (A Day/B Day)

<table>
<thead>
<tr>
<th>Minutes</th>
<th>A Day</th>
<th>B Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Homeroom</td>
<td>Homeroom</td>
</tr>
<tr>
<td>80 minutes</td>
<td>Period 1A</td>
<td>Period 1B</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Transition</td>
<td>Transition</td>
</tr>
<tr>
<td>80 minutes</td>
<td>Period 2A</td>
<td>Period 2B</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Office Hours</td>
<td>Office Hours</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Transition</td>
<td>Transition</td>
</tr>
<tr>
<td>80 minutes</td>
<td>Period 3A</td>
<td>Period 3B</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Transition</td>
<td>Transition</td>
</tr>
<tr>
<td>80 minutes</td>
<td>Period 4A</td>
<td>Period 4B</td>
</tr>
</tbody>
</table>

Appendix B: BCPS Assessment Figures and Tables

BCPS Baseline Data

Figure 1. KRA Fall 2021- BCPS Student Performance by Level
Figure 2: KRA Fall 2021- BCPS Student Performance Composite Score by Race

Figure 3: KRA Fall 2021- BCPS Student Performance Composite Score by Student Services
### Table 1. Winter 2020 MAP Grades K-5 – Percentage of Students Scoring at or above the 61st Percentile

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total</th>
<th>At or above the 61st Percentile</th>
<th>Total</th>
<th>At or above the 61st Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>ALL</td>
<td>51,150</td>
<td>25,363</td>
<td>49.6</td>
<td>51,666</td>
</tr>
<tr>
<td>AM</td>
<td>239</td>
<td>90</td>
<td>37.7</td>
<td>239</td>
</tr>
<tr>
<td>AS</td>
<td>3,722</td>
<td>2,330</td>
<td>62.6</td>
<td>3,776</td>
</tr>
<tr>
<td>BL</td>
<td>19,185</td>
<td>7,312</td>
<td>38.1</td>
<td>19,266</td>
</tr>
<tr>
<td>HI</td>
<td>6,172</td>
<td>1,902</td>
<td>30.8</td>
<td>6,471</td>
</tr>
<tr>
<td>MU</td>
<td>2,890</td>
<td>1,479</td>
<td>51.2</td>
<td>2,899</td>
</tr>
<tr>
<td>PI</td>
<td>70</td>
<td>30</td>
<td>42.9</td>
<td>71</td>
</tr>
<tr>
<td>WH</td>
<td>18,872</td>
<td>12,220</td>
<td>64.8</td>
<td>18,944</td>
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<td>24,891</td>
<td>13,199</td>
<td>53.0</td>
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<tr>
<td>Male</td>
<td>26,259</td>
<td>12,164</td>
<td>46.3</td>
<td>26,530</td>
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<td>4,381</td>
<td>620</td>
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<td>4,805</td>
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<tr>
<td>EL-No</td>
<td>46,769</td>
<td>24,743</td>
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<td>46,861</td>
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<tr>
<td>FARMS-Yes</td>
<td>8,931</td>
<td>3,104</td>
<td>34.8</td>
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<td>FARMS-No</td>
<td>42,219</td>
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<td>42,362</td>
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<td>SE-Yes</td>
<td>6,205</td>
<td>1,276</td>
<td>20.6</td>
<td>6,205</td>
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<td>SE-No</td>
<td>44,945</td>
<td>24,087</td>
<td>53.6</td>
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### Table 2. Winter 2020 MAP Grades 6-8 – Percentage of Students Scoring at or above the 61st Percentile

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total</th>
<th>At or above the 61st Percentile</th>
<th>Total</th>
<th>At or above the 61st Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>#</td>
<td>%</td>
<td>#</td>
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<tr>
<td>ALL</td>
<td>25,019</td>
<td>9,490</td>
<td>37.9</td>
<td>25,331</td>
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<tr>
<td>AM</td>
<td>118</td>
<td>33</td>
<td>28.0</td>
<td>117</td>
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<tr>
<td>AS</td>
<td>1,586</td>
<td>948</td>
<td>59.8</td>
<td>1,613</td>
</tr>
<tr>
<td>BL</td>
<td>10,542</td>
<td>2,737</td>
<td>26.0</td>
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<tr>
<td>HI</td>
<td>2,696</td>
<td>648</td>
<td>24.0</td>
<td>2,893</td>
</tr>
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<td>MU</td>
<td>1,191</td>
<td>474</td>
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<td>1,196</td>
</tr>
<tr>
<td>PI</td>
<td>39</td>
<td>18</td>
<td>46.2</td>
<td>39</td>
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<tr>
<td>WH</td>
<td>8,847</td>
<td>4,632</td>
<td>52.4</td>
<td>8,867</td>
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<td>Female</td>
<td>12,321</td>
<td>5,127</td>
<td>41.6</td>
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<tr>
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<td>12,698</td>
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<td>1,127</td>
<td>23</td>
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<td>9,467</td>
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<td>23,953</td>
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<tr>
<td>FARMS-Yes</td>
<td>3,743</td>
<td>901</td>
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<td>3,911</td>
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<tr>
<td>FARMS-No</td>
<td>21,276</td>
<td>8,589</td>
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<td>232</td>
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<td>3,070</td>
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<tr>
<td>SE-No</td>
<td>21,955</td>
<td>9,258</td>
<td>42.2</td>
<td>22,261</td>
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</table>
Table 6. 2020–2021 Percentage of Students with End of Course Grades of C or Higher: ENGLISH 10

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total</th>
<th>End of Course Grade of C or Higher</th>
</tr>
</thead>
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<tr>
<td></td>
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<tr>
<td>ALL</td>
<td>8,902</td>
<td>5,408</td>
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<tr>
<td>AM</td>
<td>40</td>
<td>26</td>
</tr>
<tr>
<td>AS</td>
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<tr>
<td>BL</td>
<td>3,722</td>
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<tr>
<td>HI</td>
<td>1,093</td>
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</table>

Table 6. 2020–2021 Percentage of Students with End of Course Grades of C or Higher: ENGLISH 10

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total</th>
<th>End of Course Grade of C or Higher</th>
</tr>
</thead>
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<tr>
<td></td>
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<tr>
<td>MU</td>
<td>380</td>
<td>204</td>
</tr>
<tr>
<td>PI</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>WH</td>
<td>3,047</td>
<td>2,097</td>
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<tr>
<td>Female</td>
<td>4,487</td>
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<tr>
<td>Male</td>
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<tr>
<td>EL-Yes</td>
<td>575</td>
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<td>EL-No</td>
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<td>3,048</td>
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<td>1,024</td>
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<tr>
<td>SE—No</td>
<td>7,294</td>
<td>4,573</td>
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</table>

Table 7: 2021-2022 First Marking Period Percentage of Students with Course Grades C or higher: English 10

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total</th>
<th>End of Course Grade of C or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>#</td>
</tr>
<tr>
<td>ALL</td>
<td>8,927</td>
<td>6,200</td>
</tr>
<tr>
<td>AM</td>
<td>37</td>
<td>26</td>
</tr>
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<td>AS</td>
<td>562</td>
<td>485</td>
</tr>
<tr>
<td>BL</td>
<td>3,663</td>
<td>2,405</td>
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<tr>
<td>HI</td>
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<td>735</td>
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<tr>
<td>MU</td>
<td>397</td>
<td>261</td>
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<tr>
<td>PI</td>
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<td>12</td>
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<tr>
<td>WH</td>
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<tr>
<td>Female</td>
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<td>2,977</td>
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<td>EL-No</td>
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<td>4,250</td>
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<td>SE – Yes</td>
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<td>600</td>
</tr>
<tr>
<td>SE—No</td>
<td>7,900</td>
<td>5,600</td>
</tr>
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### Table 8. 2020–2021 Percentage of Students with End of Course Grades of C or Higher: ALGEBRA 1

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Grades 6 through 8+</th>
<th></th>
<th>Grades 9 through 12++</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>End of Course Grade of C or Higher</td>
<td>Total</td>
<td>End of Course Grade of C or Higher</td>
</tr>
<tr>
<td></td>
<td>#</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>ALL</td>
<td>4,077</td>
<td>3,047</td>
<td>74.7</td>
<td>5,418</td>
</tr>
<tr>
<td>AM</td>
<td>12</td>
<td>3</td>
<td>25.0</td>
<td>26</td>
</tr>
<tr>
<td>AS</td>
<td>430</td>
<td>370</td>
<td>86.0</td>
<td>195</td>
</tr>
<tr>
<td>BL</td>
<td>1,259</td>
<td>830</td>
<td>65.9</td>
<td>2,763</td>
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<td>HI</td>
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<td>MU</td>
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<td>67.6</td>
<td>240</td>
</tr>
<tr>
<td>PI</td>
<td>9</td>
<td>5</td>
<td>55.6</td>
<td>6</td>
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<td>WH</td>
<td>1,880</td>
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<td>1,604</td>
<td>77.8</td>
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<tr>
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<td>1,443</td>
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<td>2,943</td>
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<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>EL-Yes</td>
<td>40</td>
<td>25</td>
<td>62.5</td>
<td>609</td>
</tr>
<tr>
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<td>3,022</td>
<td>74.9</td>
<td>4,809</td>
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<td>892</td>
<td>475</td>
<td>53.3</td>
<td>2,425</td>
</tr>
<tr>
<td>FARMS-No</td>
<td>3,185</td>
<td>2,572</td>
<td>80.8</td>
<td>2,987</td>
</tr>
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<td>SE – Yes</td>
<td>90</td>
<td>65</td>
<td>72.2</td>
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<td>3,742</td>
<td>2,799</td>
<td>74.8</td>
<td>4,025</td>
</tr>
</tbody>
</table>

* Group size less than 10
Table 9. 2020–2021 First Marking Period Percentage of Students Course Grades of C or Higher: ALGEBRA 1

| Student Group | Grades 6 through 8* | | Grades 9 through 12** | | |
|---------------|---------------------|-----------------|---------------------|-----------------|
|               | Total | End of Course Grade of C or Higher | Total | End of Course Grade of C or Higher |
|               | #   | #   | %   | #   | #   | %   |
| ALL           | 4,289 | 3,587 | 83.6 | 6,444 | 3,539 | 54.9 |
| AM            | 15   | *    | *   | 29   | 15   | 51.7 |
| AS            | 434  | 402  | 92.6 | 185  | 148  | 80.0 |
| BL            | 1,370 | 1,054 | 76.9 | 3,148 | 1,681 | 53.4 |
| HI            | 394  | 300  | 76.1 | 1,303 | 696  | 53.4 |
| MU            | 199  | 164  | 82.4 | 310  | 172  | 55.5 |
| PI            | *    | *    | *   | 13   | 12   | 92.3 |
| WH            | 1,871 | 1,655 | 88.5 | 1,456 | 815  | 56.0 |
| Female        | 2,140 | 1,848 | 86.4 | 2,958 | 1,708 | 57.7 |
| Male          | 2,145 | 1,736 | 80.9 | 3,484 | 1,831 | 52.6 |
| Unknown       | *    | *    | *   | *    | *    | *    |
| EL-Yes        | 58   | 39   | 67.2 | 880  | 509  | 57.8 |
| EL-No         | 4,231 | 3,548 | 83.9 | 5,564 | 3,030 | 54.5 |
| FARMS-Yes     | 984  | 708  | 72.0 | 3,098 | 1,509 | 48.7 |
| FARMS-No      | 3,305 | 2,879 | 87.1 | 3,346 | 2,030 | 60.7 |
| SE—Yes        | 124  | 89   | 71.8 | 1,116 | 600  | 53.8 |
| SE—No         | 4,165 | 3,498 | 84.0 | 5,328 | 2,939 | 55.2 |

* Group size less than 10
Appendix C: Monitoring Student Progress and Outcomes

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

Outcomes –

MAP Kindergarten through Grade 2

Kindergarten through Grade 2 students participated in system-wide MAP testing for the Winter 2022 MAP assessments in Reading and Math. Outcomes for student growth and achievement based on BCPS expectations for growth. The Winter MAP results for the percentage of students performing at or above the 61st percentile may need to be revised based on the impact of COVID-19 and periods of interrupted instruction.

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Winter 2020</th>
<th>Fall 2021</th>
<th>Winter 2022</th>
<th>Spring 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>34.2</td>
<td></td>
<td>41.6</td>
<td>39.5</td>
</tr>
<tr>
<td>Grade 1</td>
<td>40.2</td>
<td>41.9</td>
<td>39.1</td>
<td>39.0</td>
</tr>
<tr>
<td>Grade 2</td>
<td></td>
<td>39.8</td>
<td>39.1</td>
<td>38.8</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Winter 2020</th>
<th>Fall 2021</th>
<th>Winter 2022</th>
<th>Spring 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>38.0</td>
<td></td>
<td>50.5</td>
<td>45.8</td>
</tr>
<tr>
<td>Grade 1</td>
<td>39.0</td>
<td>45.5</td>
<td>38.2</td>
<td>37.2</td>
</tr>
<tr>
<td>Grade 2</td>
<td></td>
<td>36.6</td>
<td>33.8</td>
<td>32.5</td>
</tr>
</tbody>
</table>

Overall, Kindergarten students are outperforming the pre-pandemic kindergarten students in both reading and math. For grades 1 and 2, students are performing lower than the baseline data. All grade levels either remained the same or demonstrated a decrease in performance from the winter to the spring assessments.

MAP Grades 3 –5 and Grades 6-8

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

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Winter 2020</th>
<th>Fall 2021</th>
<th>Winter 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>44.6</td>
<td>45.1</td>
<td>39.8</td>
</tr>
<tr>
<td>Grade 4</td>
<td>45.1</td>
<td>43.3</td>
<td>41.9</td>
</tr>
<tr>
<td>Grade 5</td>
<td>43.8</td>
<td>45.6</td>
<td>41.2</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Winter 2020</th>
<th>Fall 2021</th>
<th>Winter 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>37.2</td>
<td>38.6</td>
<td>38.4</td>
</tr>
<tr>
<td>Grade 4</td>
<td>33.4</td>
<td>33.0</td>
<td>34.1</td>
</tr>
<tr>
<td>Grade 5</td>
<td>33.1</td>
<td>32.6</td>
<td>34.1</td>
</tr>
</tbody>
</table>

Overall, students in grades 3-5 demonstrated a decrease in reading performance compared to the baseline pre-pandemic data, as well as showed a decrease in the student achievement at or above the 61st percentile from the fall to winter assessments. For math, students in grades 3-5 demonstrated an increase in performance compared to the baseline pre-pandemic data while remaining at or above their performance from the fall to winter assessments.

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Winter 2020</th>
<th>Fall 2021</th>
<th>Winter 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>35.1</td>
<td>38.5</td>
<td>34.6</td>
</tr>
<tr>
<td>Grade 7</td>
<td>41.3</td>
<td>39.1</td>
<td>34.9</td>
</tr>
<tr>
<td>Grade 8</td>
<td>43.1</td>
<td>37.4</td>
<td>37.9</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Winter 2020</th>
<th>Fall 2021</th>
<th>Winter 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>24.3</td>
<td>26.7</td>
<td>22.9</td>
</tr>
<tr>
<td>Grade 7</td>
<td>29.1</td>
<td>26.1</td>
<td>26.6</td>
</tr>
<tr>
<td>Grade 8</td>
<td>30.0</td>
<td>26.1</td>
<td>23.8</td>
</tr>
</tbody>
</table>
Overall, students in grades 6-8 demonstrated a decrease in reading performance compared to the baseline pre-pandemic data, as well as showed a decrease in the student achievement at or above the 61st percentile from the fall to winter assessments for grades 6 and 7. For math, students in grades 6-8 showed a decrease in performance compared to the pre-pandemic baseline data while students in grades 6 and 8 demonstrated a decrease in performance from the fall to winter assessments.

**MAP Growth Rates from Fall 2021 to Winter 2022 by Race**

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

Students in grades 1 and 2 have projected growth expected from the fall to winter MAP assessments. Figure 1 displays the growth of students, by content area, by race. Overall, students who are Hispanic have lower growth rates in reading compared to their peers while students who are Black or Hispanic have lower growth rates than their peers in math.
Students in grades 3 through 5 have projected growth expected from the fall to winter MAP assessments. Figure 2 displays the growth of students, by content area, by race. Overall, students who are Black have lower growth rates in math than their peers.
In middle school, the student groups with the greatest percentage of overall students (Black, White, then Hispanic) have similar growth rates for reading while students who are Hispanic have a slightly lower growth rate compared to students who are Black or White.
**High School Course Grades**

Figure 3: High School Course Grades by Marking Period

<table>
<thead>
<tr>
<th>Course</th>
<th>Marking Period One</th>
<th>Marking Period Two</th>
<th>Marking Period Three</th>
<th>Marking Period Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>72.2</td>
<td>67.8</td>
<td>66.9</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>70.0</td>
<td>66.7</td>
<td>64.2</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>75.6</td>
<td>70.6</td>
<td>71.4</td>
<td>68.8</td>
</tr>
<tr>
<td>Social Studies</td>
<td>75.0</td>
<td>70.2</td>
<td>71.2</td>
<td>69.6</td>
</tr>
</tbody>
</table>

Overall course grades by marking period indicate that percentage of students earning a “C” or better decreased from marking periods 1 to 4 by approximately 6% of total students by content.

| Table 7. Percentage of High School Students Earning a ‘C’ or Better in the Fourth Quarter |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Student                        | English/Language Arts (ELA) | Mathematics                      | Science                        | Social Studies                  |
| Group                          | % A-C                          | Grades                           | % A-C                          | Grades                           | % A-C                          |
| Female                         | 71.9                           | 16,433                           | 68.7                           | 16,491                           | 73.1                           | 18,106                         | 73.6                           |
| Male                           | 61.8                           | 16,632                           | 59.9                           | 15,984                           | 64.4                           | 17,873                         | 65.5                           |
| American Indian                | 61.4                           | 111                              | 59.5                           | 113                              | 67.3                           | 126                            | 65.1                           |
| Asian                          | 83.6                           | 2,283                            | 81.8                           | 2,486                            | 86.7                           | 2,617                          | 86.9                           |
| Black/African American         | 61.9                           | 13,598                           | 59.0                           | 12,800                           | 62.1                           | 14,769                         | 63.8                           |
| Pacific Islander               | 64.9                           | 49                               | 75.5                           | 51                               | 76.5                           | 60                             | 70.0                           |
| White                          | 75.4                           | 11,103                           | 72.1                           | 11,386                           | 78.3                           | 12,117                         | 79.0                           |
| Two or More Races              | 64.4                           | 1,457                            | 62.3                           | 1,449                            | 67.7                           | 1,633                          | 68.2                           |
| Hispanic/Latino                | 53.0                           | 4,486                            | 52.5                           | 4,212                            | 53.2                           | 4,680                          | 54.4                           |
| Special Education              | 59.4                           | 3,591                            | 54.3                           | 3,113                            | 54.9                           | 3,678                          | 57.8                           |
| English Learner                | 49.3                           | 2,392                            | 53.2                           | 2,125                            | 48.8                           | 2,328                          | 51.6                           |
| FARMS                          | 56.5                           | 16,087                           | 54.4                           | 15,412                           | 57.9                           | 17,322                         | 59.4                           |
An analysis of student course grades by gender, race, and special services for marking period 4 provides greater insight into the performance of specific groups of students. Students who identify as female outperformed students who identify as male across all content areas. The percentage of students who identify as Black or African American earned a “C” or better at a similar rate as students who identify as male, meaning that regardless of gender, the performance was relatively equal. Students who identify as Hispanic had the lowest percentage earning a “C” or better than all other student groups except for English Learners. Both student groups, which have a high level of intersection, received grades of “C” or better at a much lower rate than most of their peers.

Kindergarten KRA – growth will be based on comparing 2021 KRA results and the 2022 KRA results. 2022 KRA data are not currently available.

Grades 3 through 8 MCAP Assessments – growth will be based on comparing 2019 MCAP results with 2022 MCAP results. 2022 MCAP data are not currently available.

MCAP ELA 10 and Algebra 1 Assessments – growth will be based on comparing 2019 MCAP results with 2022 MCAP results. 2022 MCAP data are not currently available.

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

Appendix D: Athletics Fall Season 2022-2023

COVID-19 Testing, Quarantine, Isolation FAQ

Employee FAQ: COVID - 19 Exposure

Employee FAQ - Positive COVID-19 Test
Fall Sports Specific Guidelines

Badminton

Practice/Games
- Athletes will use hand sanitizer as needed.
- There will be no sharing of water bottles or other personal items.
- Before, during, and after using facilities, all surfaces and equipment should be wiped down and sanitized.
- Must follow BCPS and MPSSAA guidelines.

Cheer

Practice/Games
- Athletes will use hand sanitizer as needed.
- There will be no sharing of water bottles or other personal items.
- Before, during, and after using facilities, all surfaces and equipment should be wiped down and sanitized.
- Must follow BCPS guidelines.

Cross Country

Practice/Meet procedures
- Athletes will use hand sanitizer as needed.
- There will be no sharing of water bottles or other personal items.
- Before, during, and after using facilities, all surfaces and equipment should be wiped down and sanitized.
- Hand sanitizer will be provided for start and finish areas and any designated area where students/team staff will be located.
- All teams will provide their own garbage bags to collect waste and take with them.
- Must follow BCPS and MPSSAA guidance.

Field Hockey

Practice/Game
- Athletes will use hand sanitizer as needed.
- There will be no sharing of water bottles or other personal items.
- Before, during, and after using facilities, all surfaces and equipment should be wiped down and sanitized.
- Must follow BCPS and MPSSAA guidance.
Football, Golf, Allied Soccer, Girls and Boys Soccer and Volleyball

Practice/Game

- Athletes will use hand sanitizer as needed.
- There will be no sharing of water bottles or other personal items.
- Balls will be sanitized after each session.
- Must follow BCPS and MPSSAA guidance.
- Before, during, and after using facilities, all surfaces and equipment should be wiped down and sanitized.

Appendix E: BCPS Stakeholder Recovery Group and Design Team, Updated August 2022

Stakeholder Recovery Group: Meets monthly to review and provide feedback

- Cabinet Lead: Dr. Mary McComas Academic Officer, Division of Curriculum, and Instruction
- Cabinet Co-Lead: Dr. Jeffrey Holmes, Senior Executive Director Curriculum, and Instruction
- Elisa Alonso, Chair, Central Area Education Advisory Council
- Nick Argyros, President, BCPS Organization of Professional Employees
- Jackie Brewster, Chair, Southeast Area Education Advisory Council
- William Burke, Executive Director, Council of Administrative and Supervisory Employees
- Allison Carter, Teacher, Teachers Association of Baltimore County
- Clifford Collins, Member of the Northwest Area Advisory Council NWAEAC
- Bryan Epps, President, American Federation of State, County and Municipal Employees
- Bre Fortkamp, Principal Representative, Association of Elementary School Administrators
- Seleste Harris, UniServ Director, Maryland State Education Association
- Matthew Jochmans, Teacher, Teachers Association of Baltimore County
- Jane Lee, President, Baltimore County PTA Council
- Charlene Maul, Principal Representative, Secondary School Administrators Association
- Ray Moseley, President, NAACP, Randallstown Branch
- Marlene Pearson-Colleton, Chair, Southwest Area Education Advisory Council
- Lori Phelps, President, Association of Elementary School Administrators
- Craig Reed, President, Secondary School Administrators Association
- Cindy Sexton, President, Teachers Association of Baltimore County
• Donna Sibley, Coordinator, Area Education Advisory Council
• Deb Somerville, Coordinator, Health Services
• Tiffany Stith, Co-Chair, Northeast Area Education Advisory Council
• Samantha Warfel, Interim President, Baltimore County Student Councils
• Jeanette Young, President, Education Support Professionals of Baltimore County
• Ryan Coleman, NAACP, Randallstown Branch

Frequency of Meeting, Practices, and Impact
School Year 2020-2021, School Year 2021-2022, and School Year 2022-2023

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

These meetings are conducted in an update format in which BCPS team members provide updates to operational practices in response to the ongoing conditions of the pandemic. Following each update, a question-and-answer (Q&A) portion of the meeting is conducted. Topics for future updates are also solicited to support planning and engagement.

The feedback from the Q&A portion of the meetings does impact the plan and operations. One example was the request in the September 30th meeting to address how quarantine processes would work, which led to the inclusion of Appendix I Continuity of Learning and Services during Quarantine due to COVID-19 in our fall 2021 version which is updated and expanded in the January 2022 version. Additionally, the first meeting in January 2022 was moved forward by a week at the request of members of the Reopening Group in response to the Omicron variant impact post winter-break, in which we provided immediate updates as to how we were thoughtfully addressing needs to preserve in-person instruction to the greatest extent possible.

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

SY2022-2023 Schedule

• August 3, 2022
• September 7, 2022
• October 5, 2022
• November 2, 2022
• December 7, 2022
• January 4, 2023
• February 1, 2023
• March 1, 2023
• April 12, 2023
• May 3, 2023
• June 7, 2023

The School Year 2023-2024 schedule will be shared in the June 7, 2023, meeting. All schedules are subject to change based on the conditions of the pandemic.

**Additional Methods for Stakeholder Input:**

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

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

**BCPS Design Team**

**Cabinet Members:** Dr. Mary McComas, Chief Academic Officer; Dr. Myriam Yarbrough, Deputy Superintendent; Ms. Shiria Anderson, Chief of Human Resources; Mr. Pedro Agosto, Chief Information Officer; Mr. Christopher Hartlove, Chief Financial Officer; Dr. Mildred Charley-Greene, Chief of Staff; Dr. Michael Zarchin, Chief of Schools.

**Communications Liaison:** Ms. Gboyinde Onijala, Director of Communications

**Workgroups**

**Health and Safety – Lead:** Ms. Kimberly Ferguson, Executive Director of Social Emotional Support

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

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

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