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## Vision for Reopening 2021-2022

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 spaces focused on three areas in order to move our system forward. These three areas are as follows:*

- *Heal- acknowledge 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 recognized that we must approach this work in a cyclical manner:



The priority is to return all students safely to full time in-person learning five days a week as quickly as possible. The 2021-2022 school year will open all BCPS schools to five days of in-person learning while following recommended health and safety guidelines. *“These guidelines and mitigation strategies will help to ensure that we preserve and protect face-to-face learning for our students. Simply put, we want to do all we can to safely keep students in classrooms this academic year”* as stated by Dr. Williams.

Our instructional focus will be on *“accelerated learning”* which ensures that students spend the majority 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.

Additionally, families were offered an enrollment window for a [Virtual Learning Program](#) (VLP) option to support student learning to accommodate students who may not have access to a vaccination and or whose parents feel it is not yet safe to return their student(s) to in-person instruction.

The 2021-2022 school year will begin on Monday, August 30, 2021, for all students. All students are invited and encouraged to return to full-time in-person instruction five days a week. For families that enrolled a student in the VLP in response to the on-going health and safety concerns related to the COVID-19 pandemic, full-time virtual instruction will be provided. 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 23, 2021, 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 1, 6, 7, 9 and 10 will be conducted on Friday August 27, 2021. Students in the VLP will have orientation on Friday August 27, 2021, as well, in a virtual format. Kindergarten students will experience a gradual entry process with the first full day on Wednesday September 1, 2021. Traditional elementary “sneak-a peek” opportunities will be communicated in annual back to school mailings.

Students returning to full time in-person instruction will access instructional materials on return to school. Students in the VLP will pick up instructional materials at the student's zoned school prior to the start of the academic year. Details will be communicated in annual back-to-school mailings to each family.

The published BCPS calendar for the 2021-2022 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 a lunch. 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.

Student attendance will be recorded daily for both students in-person and students in the VLP. Teachers will follow traditional grading and reporting procedures for student work and assignments for both students in-person and students in the VLP. 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.

After careful consideration and solicitation of feedback from medical experts, including staff from Johns Hopkins, University of Maryland, Baltimore County Department of Health, and in light of the most recent guidance from the Centers for Disease Control and Prevention (CDC), and the American Academy of Pediatrics, we will be moving to universal masking for all students and staff indoors in schools (as of August 8, 2021) for the start of the 2021-2022 school year.

Students who are placed in isolation (due to illness) or quarantined will be able to access instructional resources through the learning management system (Schoology). Tutoring support may be coordinated through the student's school.

## Key Dates

- August 27, 2021 – Early Entry Day: Grades 1,6,7,9, and 10
- August 27, 2021- Virtual Orientation for Students in VLP

- August 30, 2021 – First Day of School: Grades 1-12
- September 1, 2021 – First full day of kindergarten

### *Food and Nutrition Services*

BCPS recognizes that meal provision is an essential support to many of our students. Mobile Meal sites will be available for all virtual students to pick up meals; locations will be posted on the Office of Food and Nutrition Service (OFNS) web page. Food and Nutrition team members will wear face coverings and gloves to keep safe, and social distancing will be maintained as meals are distributed. In addition, all food items will be wrapped and bagged appropriately, and distribution areas (tables, carts) will be sanitized frequently throughout meal service.

**ALL meals are free for ALL students this school year!** In-school meal service will resume with students receiving grab and go breakfast bags to take to their classrooms in the morning. Hot and cold lunches will be served 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 guidelines and available for all cafeteria staff engaged in food preparation and service. A cashless meal payment system will be employed, and daily meal counts will be maintained for integrity of the program.

### *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. (See details in Appendix F)

### *Technology Services*

As the 2021-2022 school year begins and the return to in-person learning becomes the primary delivery model for instruction, technology support will return to the pre-pandemic model of onsite support with several additions. Department 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 12<sup>th</sup> grade. Students who have elected to participate in virtual learning will continue to receive remote support as was provided throughout the Continuity of Learning beginning in March of 2020 through the 2020-2021 school year and the summer of 2021.

### **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 14, 2020.
2. Include the system's equity plan in its recovery planning.
3. Establish a Recovery Plan Stakeholder Group.
4. Determine where students are instructionally early in the school year, identify gaps in learning, and prepare a path for instructional success and recovery.
5. Ensure that the MD 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 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 greatly 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 Plan 2020-2021](#) will remain posted on the public Web site, in addition to this Reopening Plan 2021-2022. Additionally, the BCPS Reopening Plans will be reviewed and updated every six months through 2024

## 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.
  - 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 planning continues to launch the 2021-2022 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 families 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

After careful consideration and solicitation of feedback from medical experts, including staff from Johns Hopkins, University of Maryland, Baltimore County Department of Health, and considering the recent guidance from the Centers for Disease Control and Prevention (CDC), and the American Academy of Pediatrics, we will implement universal masking for all students and staff indoors in schools and on school buses for the fall of 2021-2022 school year.

On Tuesday, July 27, 2021, the CDC recommended that everyone in K-12 schools wear a mask indoors, whether they have been vaccinated or not. This includes all students, teachers, staff, and visitors. Universal masking will support our overarching goal of keeping students and staff safe as we adapt our mitigation strategies to the changes in the virus and its transmission patterns in our county as well as changes in guidance from public health experts (Centers for Disease Control and Prevention, Morbidity and Mortality Weekly Report, July 27, 2021, U.S. Department of Health and Human Services, Early Release/Vol.70.).

In addition to monitoring trends in COVID-19 transmission and reviewing updated guidance from federal, state, and local leaders, we have been mindful of the potential impact of quarantine guidelines on student attendance. Data from schools that were open in spring 2021 (including BCPS) demonstrated that masked students rarely transmitted COVID in schools. In consideration of this data, CDC relaxed requirements for quarantine in July 2021. Students who wear masks and are at least three feet apart will not need to quarantine if a classmate develops COVID. Unmasked students within six feet of an infected classmate will need to quarantine for 10 days. Having students universally mask in the classroom will greatly reduce the likelihood that classmates will need to miss school time due to quarantine.

Vaccination is still the most effective action we can take to prevent the spread of COVID-19. We continue to urge everyone eligible to get vaccinated.

In accordance with CDC guidelines, recently published in *Guidance for COVID-19 Prevention in K-12 Schools*, BCPS will consider levels of community transmission, vaccination rates, screening/testing programs, presence of COVID-19 outbreaks, and social/behavioral factors of students when making decisions regarding the implementation of layers of strategies to prevent COVID-19 transmission in schools.

BCPS will continue to monitor COVID-19 community transmission using the CDC tracker as well as [Maryland](#) and [Baltimore County](#) data trackers. Decisions about mitigation will be informed by metrics on the spread of COVID in Baltimore County as well as latest guidance from health experts at the county, state, and national levels.

Studies from the 2020-21 school year revealed the effectiveness of layered strategies and are summarized in the CDC Science Brief, [Transmission of SARS-CoV-2 in K12 Schools and Early Care and Education Programs](#). In its July guidance, the CDC identified nine prevention strategies that schools should use to slow the spread of COVID-19:

1. Promoting vaccination
2. Consistent and correct mask use
3. Physical distancing
4. Screening testing to promptly identify cases, clusters, and outbreaks
5. Ventilation
6. Handwashing and respiratory etiquette
7. Staying home when sick and getting tested
8. Contact tracing, in combination with isolation and quarantine
9. Cleaning and disinfection.

Details regarding how BCPS will address each of these prevention strategies can be found in the [Safety is Our True North](#) document which can be found on our webpage.

### **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 has determined that safety drills will resume when in-person instruction resumes. An updated Student Handbook and code of conduct has been created to promote positive behavior and support both in-person and virtual classroom management.

### **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 what he, she or they need to assist them in reaching their potential and preparing them for college and/or careers. Utilizing a data-based approach as specified below in the mitigation of barriers section along with typical school-based, tiered system of supports inclusive of teaming processes of SST 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; 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 realized.

Students may receive academic, behavioral, and functional living instruction/interventions, and strategies in a small group or individual setting. BCPS will provide related services (e.g., speech, occupational, physical therapy, vision, social work) 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.

## **Assistive Technology**

Baltimore County Public Schools will continue to offer support to students that will benefit using Assistive Technology (AT) tools and offer new technology options for students with more significant disabilities. As the IEP Team reviews current IEPs, they shall consider, as appropriate, existing assistive technology devices or services required and how they can be implemented, to the greatest extent possible, to support learning. Professional learning will continue to be provided to special education teachers, para educators, assistants, and related service providers to support students. In addition to the ongoing professional learning, weekly job-alike coaching and informational sessions will be provided. When planning to implement current, amended, or revised

IEPs during a to in-person instruction, teams shall consider the ways to thoughtfully integrate AT devices and/or services.

### **Implementation of Section 504 Plans**

Section 504 Plans for students are developed, 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 Meets, and other education tools; (3) provision of voicemail lines and regular virtual office hours in Spanish, Chinese, and Urdu; (4) written FAQs on Virtual Learning Readiness for EL 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 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 2021-2022 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.

To support our students returning after unprecedented disruptions to learning during the 2020-2021 school year, BCPS will use data to plan instruction using an accelerated learning approach. Accelerated learning ensures that students spend the majority 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
- Adapt our scope and sequence for each subject and grade to reflect opportunities for acceleration support and scaffolding of priority standards

BCPS curriculum offices have created 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, 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 standards 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.



**State Assessments:***Kindergarten Readiness Assessment*

Students in Kindergarten will participate in the Kindergarten Readiness Assessment census testing for the 2021-2022 school year. Kindergarten students in the Virtual Learning Program will need to participate in state testing at the student's co-enrolled school.

*MCAP Early Fall Assessment*

To meet the requirements of the ESSA Consolidated State Plan, MSDE will conduct Early Fall Assessments in ELA and mathematics for grades 3-8, ELA 10, and high school 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 will test students based on their enrolled grade level and course from the 2020-2021 school year during the fall of the 2021-2022 school year. Students participating in the VLP will need to participate in state testing at their co-enrolled zone school location. Early Fall Assessments will include testing students who were enrolled in Algebra 1, Geometry, and Algebra 2. Science testing (MISA) will be 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 have not met their HS MISA. Students who are eligible based on their IEP will participate in the DLM assessments as a part of the early fall assessment. MSDE has released the updated state required testing calendar for 2021-2022 and BCPS will follow the timelines for testing for the duration of the school year.

***System-wide Assessments: MAP, PSAT, and SAT***

BCPS will hold Fall MAP reading and math assessments for students in grades 1 through 8. For students participating in the VLP, BCPS is working with NWEA to implement remote MAP testing for reading and mathematics. BCPS will provide PSAT testing during the school day in October for students enrolled in grades 9 through 11 and SAT Day in April for all grade 11 students. Students participating in the VLP will have the opportunity to participate in PSAT and SAT testing at the student's co-enrolled zoned school.

***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.

**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. 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 61<sup>st</sup> percentile on Winter 2020 MAP Reading and Math as baseline data.
  - Winter 2020 MAP was the most recent assessment BCPS administered to students in Grades K through 8 in February 2020, just prior to the COVID-19 school closures.
  - All students in Grades K through 8 will be taking MAP Reading and Math assessments in Fall, Winter, and Spring of the 2021-2022 school year.
  - MAP aligns with the performance measures identified in the BCPS strategic plan, [\*The Compass: Our Pathway to Excellence\*](#).

*Grades 9-12*

- BCPS will use the percentage of students in Grades 9-12 earning a course grade of C or higher in Algebra I and English 10, to serve as baseline data.
  - 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.
  - A course grade of C or high was selected as the benchmark to be more in a line with the benchmark of scoring at or above the 61<sup>st</sup> percentile on MAP for Grades K-8.

**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 return to 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 weeknight evening hours and on Saturday mornings. Students in EDLP will receive face to face instruction as well as additional virtual support as they participate in self-paced blended learning coursework.

*Extended Learning Opportunities: Tutoring and Small Group Programs*

Additional small group instruction/intervention/support sessions will be provided to identified students noted above to meet their need for additional academic or social-emotional support and intervention. Moreover, each school will provide extended learning opportunities that are site-based, and occur either before school, after school, and/or on weekends. These extended learning opportunities may include one-on-one and/or small group instructional support from teachers and paraeducators. Schools will have the opportunity to offer extended learning programs for both semesters of the 2021-2022 school year and during the summer of 2022 to provide a continuous bridge of support for learning acceleration.

*Summer Learning Opportunities:*

During the summer of 2021, BCPS continued to expand summer learning offerings in addition to traditional summer programs. BCPS offered for the first time the Bridge to Kindergarten Program that was in-person for students that will begin kindergarten in the fall of 2021. The traditional programs were offered both in-person and virtually. 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. 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. This outreach will continue during the 2021-2022 school year for students in the VLP.

### VLP Student Support Plan:

BCPE 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 AVID and 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.
- Consider an “articulation form” from co-enrolled school to evaluate past performance strengths and needs for each student.
- 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 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 through a push-in or pull-out model as needed.
- Based on response to intervention and monitoring, staff will work with students' families to create individualized plans including the following components:
  - Areas of growth (i.e., attendance, engagement, mastery, etc.)
  - SMART goals
  - Progress monitoring plan
  - Staff responsible (i.e., teachers, administrators, counselors, etc.)
- Consider after school and Saturday tutoring programs like those in brick & mortar schools.
- Teacher Mentoring / Coaching to help students with goal setting, study habits and AVID strategies such as focus notes and annotating the text.
- VLP faculty will meet with co-enrolled school 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; and school staff, including principals, assistant principals, and teachers.

Student Well-Being	Staff Well-Being
<ul style="list-style-type: none"> <li>• Promote healing and build community (in light of COVID-19, race and racism issues).</li> </ul>	<ul style="list-style-type: none"> <li>• Promote healing and build community (in light of COVID-19, race, and racism issues).</li> </ul>

Student Well-Being	Staff Well-Being
<ul style="list-style-type: none"> <li>• Use universal strategies to identify student concerns and needs.</li> <li>• Provide a tiered system of support and interventions for student social-emotional well-being, mental health, and overall wellness.</li> <li>• Continue student and family outreach and support.</li> <li>• Offer professional learning for related services providers to address student social-emotional well-being.</li> <li>• Expand the Culture of Care initiative and Mind Over Matters campaign.</li> </ul>	<ul style="list-style-type: none"> <li>• Support staff's social-emotional well-being, mental health, and overall wellness.</li> <li>• Support school leaders and central office-based leaders' access of resources.</li> <li>• Expand the Culture of Care initiative and Mind Over Matters campaign.</li> </ul>

## 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.

## Family Supports and Communication

The senior communications officer coordinates systemic communication working closely with the Reopening Plan Design Team and leaders from across the organization (including schools), with the guidance of the chief of staff and support from the Department of Communications and Community Outreach. BCPS will follow its communication protocol that outlines the process by which internal and external stakeholders are notified of critical and emergent information, including the Board of Education, school and central office leadership and staff, parents and students, and the public. BCPS will support families and staff in planning for virtual learning through both traditional and new outreach strategies. While clear information on the [BCPS website](#) will continue to be a priority, staff will reach out to families with a back-to-school campaign using multiple and ongoing strategies including automated messages, informational



events, and by providing practical tips through [Parent University](#), TV, and radio, and through parent networks. Translated resources will continue to be available via the public website.

BCPS will welcome students and staff back by celebrating the first week of school and launching a social media campaign focused on what students and staff are learning. Principals will use a variety of tools, including 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 in order to promote parent and family involvement. We will also help families prepare for new routines and expectations at school, including checking for symptoms at home, social distancing, and wearing face coverings on BCPS property. Throughout the coming months, BCPS will seek opportunities for students to promote healthy messages and habits.

### Community Use of BCPS Facilities

Currently, BCPS is allowing outside organizations to use BCPS facilities for various activities. Examples of these organizations include outside childcare vendors, parent teacher associations, and other volunteer organizations. Currently, while instruction is face to face, BCPS facilities are open for use by outside organizations. Applications to use BCPS facilities can be found on the BCPS Web site, within the Community tab, Event Manager – Use of Facilities. Additional information related to the use of BCPS facilities, including the relevant Board policy and rule, list of prohibited activities, and crowd manager training, can be found on the Use of Facilities Web site.

## Appendix A: Safety Is Our True North (health and safety guidelines), Updated August 9, 2021

[Safety Is Our True North](#)

## Appendix B: Daily Attendance Procedures

BCPS teachers will take attendance using the BCPS Student Information System (SIS) for all students to include those co-enrolled in the VLP.

### Monitoring Student Attendance and Engagement

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

The chart below outlines recommended steps by level of responsibility.

Teacher-Level	School-Based Team-Level	Pupil Personnel Worker-Level
<ul style="list-style-type: none"> <li>• Outreach to students using multiple mediums (phone, email, classroom meeting check-ins)</li> <li>• Outreach to parents regarding students' experience with participating in virtual instruction</li> <li>• Monitor assignment completion in <i>Schoology</i> to determine which students need a home visit and refer students to school-based teams</li> </ul>	<ul style="list-style-type: none"> <li>• Conferencing with all teachers of students for updated information</li> <li>• Documentation of outreach efforts in <i>SIS</i> general notes section each week for PPW to have a full understanding of collective outreach efforts</li> <li>• Host school-based team virtual attendance meetings that include PPW</li> <li>• Contact PPW for support as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Support students when concerns are raised</li> <li>• Participate in in-person and or virtual meetings (as scheduled by school-based teams)</li> <li>• Invite other personnel (internal/external) as appropriate to support students and families</li> <li>• Document efforts in <i>SIS</i> general notes section each week</li> <li>• Support students and families through home visits and connections with</li> </ul>

<ul style="list-style-type: none"><li>• Document efforts in <i>SIS</i> general notes section each week for school-based teams and pupil personnel workers to be kept apprised</li></ul>		points of contact in other agencies
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## Appendix C: Sample VLP Daily Schedules

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

### Sample VLP Elementary Schedule

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

### Sample VLP Middle and High School Schedule (A Day/B Day)

Minutes	A Day	B Day
15 minutes	Homeroom	Homeroom
80 minutes	Period 1A	Period 1B
5 minutes	Transition	Transition
80 minutes	Period 2A	Period 2B
60 minutes	Lunch	Lunch
80 minutes	Period 3A	Period 3B
5 minutes	Transition	Transition
80 minutes	Period 4A	Period 4B

## Appendix D: BCPS Assessment Plan

### **Diagnostic Tasks and Curriculum-Based Assessments**

BCPS has created diagnostic tasks in each grade level, content area, and course in order to diagnose unfinished learning from the spring 2020 Continuity of Learning through the 2020-2021 school year. These diagnostic tasks were developed as a bridge between the prerequisite skills and standards of the prior course/grade level and those of the current course/grade level and are aligned to each unit of instruction. According to The New Teacher Project publication *The Learning Acceleration Guide* “To accelerate students’ progress, system leaders and educators need to identify exactly what unfinished learning needs to be addressed, when, and how. We recommend identifying the content knowledge and skills your students might struggle with in their current grade level, and filling those potential gaps “just in time,” when the material occurs in the school year.” These diagnostic assessments will provide teachers with information on students’ mastery of critical content and prerequisite skills. The diagnostic tasks will be administered early in the school year, during the first marking period as well as pre-assessments included at the beginning of each unit of instruction over the 2021-2022 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) assessments in order 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 the unfinished learning from the spring Continuity of Learning through the 2020-2021 school year and with developing instructional support plans for accelerating student progress as outlined by the New Teacher Project.

### **System-wide Assessments: MAP, PSAT, and SAT**

BCPS will hold Fall MAP reading and math assessments for students in grades 1 through 8. For students participating in the Virtual Learning Program, BCPS is working with NWEA to implement remote MAP testing for reading and mathematics. BCPS will provide PSAT testing during the school day in October for students enrolled in grades 9 through 11 and SAT Day in



April for all grade 11 students. Students participating in the VLP will have the opportunity to participate in PSAT and SAT testing at the student's co-enrolled zoned school.

**Selected Individual Student Assessments**

In order 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.

**State-Required Assessments:****Kindergarten Readiness Assessment**

Students in Kindergarten will participate in the Kindergarten Readiness Assessment census testing for the 2021-2022 school year. Kindergarten students in the Virtual Learning Program will need to participate in state testing at the student's co-enrolled school.

**Early Fall Assessment: MCAP**

To meet the requirements of the ESSA Consolidated State Plan, MSDE will conduct Early Fall Assessments in ELA and mathematics for grades 3-8, ELA 10, and high school 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 will test students based on their enrolled grade level and course from the 2020-2021 school year during the fall of the 2021-2022 school year. Students participating in the VLP will need to participate in state testing at their co-enrolled zone school location. Early Fall Assessments will include testing students who were enrolled in Algebra 1, Geometry, and Algebra 2. Science testing (MISA) will be 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 have not met their HS MISA. Students who are eligible based on their IEP will participate in the DLM assessments as a part of the early fall assessment. MSDE has released the updated state required testing calendar for 2021-2022 and BCPS will follow the timelines for testing for the duration of the school year.

**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. 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 61<sup>st</sup> percentile on Winter 2020 MAP Reading and Math as baseline data.
  - Winter 2020 MAP was the most recent assessment BCPS administered to students in Grades K through 8 in February 2020, just prior to the COVID-19 school closures.
  - All students in Grades K through 8 will be taking MAP Reading and Math assessments in Fall, Winter, and Spring of the 2021-2022 school year.
  - MAP aligns with the performance measures identified in the BCPS strategic plan, [\*The Compass: Our Pathway to Excellence\*](#).

#### *Grades 9-12*

- BCPS will use the percentage of students in Grades 9-12 earning a course grade of C or higher in Algebra I and English 10, to serve as baseline data.
  - 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.
  - A course grade of C or high was selected as the benchmark to be more in a line with the benchmark of scoring at or above the 61<sup>st</sup> percentile on MAP for Grades K-8.

## Appendix E: 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***

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

### ***Professional Learning for Educators and Substitute Teachers***

During the system-wide professional study day, educators were grouped in role-alike audiences and provided professional learning with is facilitated by either central office or school-based staff.

### ***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 following each professional development session and weekly check-ins with the staff in the Division of School Support and Achievement.

## Appendix F: 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. Buses will operate with social distance to the extent possible. Students and parents are encouraged to maintain physical distance at bus stops and avoid congregating in groups while waiting for the bus. Families are encouraged to drive or walk their children to school, if possible, to reduce the number of students on buses. School system procedures for contact tracing will be followed if a student tests positive for COVID-19 who rides the bus to or from school. 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.
- School bus drivers and attendants will wear face coverings in accordance with BCPS procedures and protocols. School bus drivers who have a safety concern with wearing a mask while operating the vehicle may remove their mask, except as students are embarking and disembarking the school bus. At their discretion, bus attendants may also wear face shields when working in close proximity with students.
- Students will be required to wear face coverings in accordance with BCPS procedures and protocols. Students may be granted a waiver as part of the IEP/504 process, if a medical condition exists documenting why they cannot comply with stated expectations.
- School bus drivers will have additional face coverings available if a student forgets their face covering.
- Barring inclement weather, buses will operate to support airflow and ventilation. For example, roof hatches and windows may be opened during operation.

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

- The service door – inside and outside, focusing on door handles
- Handrails, barrier wall and dash (where students usually touch while boarding)

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

Disinfecting will include spraying the following areas of the bus:

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



## Appendix G: BCPS Stakeholder Recovery Group and Design Team, Updated August 1, 2021

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

- Cabinet Lead: Dr. Mary McComas Academic Officer, Division of Curriculum, and Instruction
- Nick Argyros, President, BCPS Organization of Professional Employees
- Jackie Brewster, Chair, Southeast Area Education Advisory Council
- Barbara Burnopp, Senior Executive Director, Division of Business Services
- Allison Carter, Teacher, Teachers Association of Baltimore County
- William Burke, Executive Director, Council of Administrative and Supervisory Employees
- Bryan Epps, President, American Federation of State, County and Municipal Employees
- Bre Fortkamp, Principal Representative, Association of Elementary School Administrators
- Aimee Freeman, Chair, Central Area Education Advisory Council
- Seleste Harris, UniServ Director, Maryland State Education Association
- Matthew Jochmans, Teacher, Teachers Association of Baltimore County
- Jane Lee, President, Baltimore County PTA Council
- Charlene Maul, Principal Representative, Secondary School Administrators Association
- Ray Moseley, President, NAACP, Randallstown Branch
- Marlene Pearson-Colleton, Chair, Southwest Area Education Advisory Council
- Lori Phelps, President, Association of Elementary School Administrators
- Craig Reed, President, Secondary School Administrators Association
- 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
- Clifford Collins, NAACP, Randallstown Branch
- Ryan Coleman, NAACP, Randallstown Branch

**BCPS Design Team**

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

**Communications Liaison:** Dr. Mildred Charley-Greene, Acting Chief of Staff

**Workgroups**

**Health and Safety – Lead:** Dr. Michael Zarchin, Chief of School Climate and Safety

**Members:** Ms. Heather Denmyer, Principal, Seventh District Elementary; Ms. Jenn Drury, Supervisor, Copy and Print School; Mr. Tom DeHart, Executive Director of CASE; Ms. Sharonda Gregory, Executive Director, School Support; Ms. Seleste Harris, UniServ Director, Maryland State Education Association; Ms. April Lewis, Executive Director of School Safety; Ms. Deborah Magness, Principal, Pine Grove Middle School; 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:** Ms. Barbara Burnopp, Senior Executive Director, Business Services

**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, School Support and Achievement; Ms. Karen Levenstein, Director, Food Services; Mr. Homer McCall, Director, Staffing; Dr. Eric Minus, Executive Director, Research and Data Analytics; Ms. Deborah Somerville, Director, Health Services; Mr. Mike Sye, Coordinator, Athletics; Ms. Brook Wagner, Principal, Essex Elementary School

**Instructional Model – Leads:** Dr. Kathrine Pierandozzi, Executive Director, Special Education and Ms. Megan Shay, Executive Director, Academics

**Members:** Ms. Rochelle Archelus, Principal, Woodlawn Middle School; Ms. Taylor Boren, Teacher, Elementary Art; Ms. Paula Boykin, Coordinator; Birth to Five; Mr. Jim Corns, Executive Director, Information Technology; Ms. Lisa Dingle, Supervisor, Early Childhood; Dr. Michael Grubbs, Coordinator, Career and Technical Education; Mr. Douglas Handy, Executive Director, Equity and Cultural Proficiency; Ms. Jennifer Hernandez, Director, ESOL and World Languages; Ms. Joslyn Lear, Supervisor, Enterprise Applications; Ms. Lori Phelps, Principal, Woodbridge Elementary School; Tara Greenwood, Elementary School Teacher; Dr. Jess Grim,

Director, Transportation; Sheila Harte-Dimitrev, UniServ Director, Maryland State Education Association; Alexis Mileto, Elementary Teacher; Dr. Jennifer Mullenax, Executive Director, School Support; Mr. Craig Reed, Principal, Perry Hall High School; Ms. Allison Robinson, High School Teacher; Ms. Cindy Sexton, President, TABCO; Dr. Erin Sullivan, Coordinator, ESOL; Ms. Danielle Weyant, Middle School Teacher; Dr. Melissa Whisted, Executive Director, Academic Services; Ms. Jeannette Young, President, ESPBC

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

## Appendix H: Athletics Fall Season 2021-2022

### **BCPS Interscholastic Athletic Season**

#### Fall Season Return for BCPS Student-Athletes

##### **Rationale:**

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

##### **Guiding Principle:**

- The health and safety of BCPS students, student-athletes, coaches, and stakeholders will continue to be our top priority and drive in all decision making.
- BCPS will continue to monitor metrics on the spread of COVID-19 in Baltimore County as well as the latest health guidance from county, state, and national levels to determine the extent to which in-person athletics can be held.

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

##### **Season Requirements:**

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

- 1) Registration - Submitted through FormRELeaf and on file with the school athletic director.
- 2) **Pre-Participation Physicals** - Students must continue to follow the state regulations regarding completion of a pre-participation physical examination (within 14 months). The MPSSAA Medical Advisory Committee has added a supplementary sheet to this physical form for the use of appropriate health care providers. This form is attached to the linked PPE form below. Local school systems should use the preparation phase to ensure all students have an up-to-date physical on file. The recommended preparticipation physical form may be found at: <https://www.mpssaa.org/membership-services/health-and-safety/health-and-safety-recommended-forms-and-resources/>
- 3) A student athlete with a history of COVID-19 infection must provide a preparticipation medical clearance that was performed after the infection. Once medically cleared, a student

athlete with a history of COVID-19 infection should begin a gradual return to play, reporting any symptoms to their health care provider.

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

5) **COVID-19 Vaccine** - BCPS strongly encourages all eligible students to get a COVID-19 vaccine.

### **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 100.0 degrees or higher.
- Not report to if they have symptoms of illness that could be COVID-19 infection. Symptoms of COVID-19 infection include any one of the following: fever of 100 or higher, sore throat, cough, difficulty breathing, diarrhea or vomiting, new onset of severe headache (especially with fever), or new loss of taste or smell. For persons with chronic conditions such as asthma, the symptoms should represent a change from baseline.
- Consult with their health care provider if they have COVID-19 symptoms.
- Not report if they are awaiting COVID-19 test results.
- Not report if they are under isolation due to current COVID-19 infection.
- Not report if they have been told to quarantine due to recent close contact with a COVID-19 patient.
- Report the following situations to their supervisor or coach: a positive COVID-19 test, recent exposure to a person with COVID-19 and/or being tested for COVID-19.
- Agree to follow all mitigation requirements established for their school such as maintaining physical distancing and use of face coverings.

### **Absolute Guidelines**

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

- Face Covering: Masks are required for athletes when inside a school unless the athlete is in the field of play.
  - Coaches and spectators must be masked while indoors, regardless of their vaccine status.
  - Masks are not required for athletes, coaches or spectators outdoors.
  - Unvaccinated people are encouraged to wear masks if they are in crowded outdoor settings.
- Physical distancing: Physical distancing is always in effect on school grounds. (This includes during workouts) Prior to and after conditioning sessions, students are not permitted to gather or congregate at or outside the school facilities.
- Water: Students must bring their own water with their names clearly marked. Students' water bottles should be at least 16 oz. Water coolers are permitted for the purpose of filling individual water bottles.
- Hand Sanitizer: Students should bring hand sanitizer with them to workouts.
- Hygiene: Proper hygiene must always be 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**

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

### **Team Arrival**

- Visiting teams will arrive no earlier than 30 minutes before game time.
- Visiting teams will arrive dressed and ready to take the floor (there will be no access to locker rooms).
- JV/Varsity team not playing will remain in bleachers following physical distancing guidelines.

- *Visiting Teams*: visiting teams will follow BCPS mitigation measures

### **Check-In Procedures**

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

### **Consideration for Coaches**

- Coaches will complete all BCPS required COVID training.
- Coaches will complete and submit to Athletic Director COVID-19 questions prior to start of first practice.
- Masks are required for athletes when inside a school unless the athlete is in the field of play.
  - Coaches and spectators must be masked while indoors, regardless of their vaccine status.
  - Masks are not required for athletes, coaches or spectators outdoors.
  - Unvaccinated people are encouraged to wear masks if they are in crowded outdoor settings.
- Coaches must complete attendance every day for contact tracing purposes.
- Coaches will design practices that implement physical distancing when possible.
- Coaches will design practices to resume gradual return to play to avoid overuse injuries.
- Coaches need to consider all students have some level of detraining and may not be returning to the same fitness level. It is important to adjust accordingly and design practices with gradual conditioning.
- Break time may need to be increased and/or staggered to accommodate physical distancing, hand washing, etc.

### **Consideration for Students**

- Masks are required for athletes when inside a school unless the athlete is in the field of play.
  - Coaches and spectators must be masked while indoors, regardless of their vaccine status.
  - Masks are not required for athletes, coaches or spectators outdoors.
  - Unvaccinated people are encouraged to wear masks if they are in crowded outdoor settings.

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

**Consideration for Transportation**

- 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 school and athletic administration.
- Individuals should wash their hands with soap and water for a minimum of 20 seconds before touching any surfaces or participating in practices.
- Hand sanitizer or hand washing should be used as students transfer from place to place.
- Building service workers will maintain a cleaning schedule in conjunction with the athletic department.



**Consideration for Inclement Weather Procedures**

- Inclement weather procedures will be created by the school athletic department with input by school administration, school safety manager, custodial staff, grounds crew, school nurse and athletic trainer. All physical distancing guidelines must remain in effect.

**Consideration for Spectators at BCPS Athletic Events**

- Face coverings are always required for spectators in attendance during indoor athletic events. Failure to adhere to the face covering guideline will result in removal from the contest.
- There is to be no congregating indoors following the game. All parents are to meet their student 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 or has had close contact in the community with a person diagnosed with COVID-19 (quarantine), the following procedures will be followed:

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

10. Students with COVID must have medical clearance before participation. This medical clearance must be conducted after COVID infection.
11. The school nurse will monitor and enforce clearance to return for students. The Office of Employee Absences will provide clearance for all employees.

### **Fall Sports Specific Guidelines**

#### **Allied Soccer**

##### **Practice**

- Masks are required for athletes when inside a school unless the athlete is in the field of play.
  - Coaches and spectators must be masked while indoors, regardless of their vaccine status.
  - Masks are not required for athletes, coaches or spectators outdoors.
  - Unvaccinated people are encouraged to wear masks if they are in crowded outdoor settings.
- Coaches and athletes must follow physical distancing guidelines.
- Athletes will use hand sanitizer as needed.
- There will be no sharing of water bottles or other personal items.
- Athletes will remain in their assigned area throughout practice.
- Athletes will use the same soccer ball during the practice session.
- Before, during, and after using facilities, all surfaces should be wiped down and sanitized.
- Soccer balls will be sanitized during practice.

##### **Games**

- Coaches must wear face coverings.
- Masks are required for athletes when inside a school unless the athlete is in the field of play.
  - Coaches and spectators must be masked while indoors, regardless of their vaccine status.
  - Masks are not required for athletes, coaches or spectators outdoors.
  - Unvaccinated people are encouraged to wear masks if they are in crowded outdoor settings.
- Balls should be sanitized before, during, and after the game.
- When possible, maintain 6' of physical distancing with officials.

- Must follow BCPS guidelines.

### **Badminton**

#### **Practice/Games**

- Masks are required for athletes when inside a school unless the athlete is in the field of play.
  - Coaches and spectators must be masked while indoors, regardless of their vaccine status.
  - Masks are not required for athletes, coaches or spectators outdoors.
  - Unvaccinated people are encouraged to wear masks if they are in crowded outdoor settings.
- Coaches and athletes must follow physical distancing guidelines.
- Athletes will use hand sanitizer as needed.
- There will be no sharing of water bottles or other personal items.
- Athletes will remain in their assigned area throughout practice.
- Before, during, and after using facilities, all surfaces and equipment should be wiped down and sanitized.
- Shuttlecocks will be sanitized after each practice.
- Must follow BCPS guidelines.

### **Cheer**

#### **Practice/Games**

- Masks are required for athletes when inside a school unless the athlete is in the field of play.
  - Coaches and spectators must be masked while indoors, regardless of their vaccine status.
  - Masks are not required for athletes, coaches or spectators outdoors.
  - Unvaccinated people are encouraged to wear masks if they are in crowded outdoor settings.
- Coaches and athletes must follow physical distancing guidelines.
- Athletes will use hand sanitizer as needed.
- There will be no sharing of water bottles or other personal items.
- Athletes will remain in their assigned area throughout practice.
- Before, during, and after using facilities, all surfaces and equipment should be wiped down and sanitized.
- Must follow BCPS guidelines.

**Cross Country****Practice**

- Masks are required for athletes when inside a school unless the athlete is in the field of play.
  - Coaches and spectators must be masked while indoors, regardless of their vaccine status.
  - Masks are not required for athletes, coaches or spectators outdoors.
  - Unvaccinated people are encouraged to wear masks if they are in crowded outdoor settings.
- Coaches and athletes must follow physical distancing guidelines.
- Athletes will use hand sanitizer as needed.
- There will be no sharing of water bottles or other personal items.
- When possible, maintain 6' of physical distancing with officials.
- Athletes will remain in their assigned area throughout practice.
- Before, during, and after using facilities, all surfaces and equipment should be wiped down and sanitized.

**Meet Procedures**

- Masks are required for athletes when inside a school unless the athlete is in the field of play.
  - Coaches and spectators must be masked while indoors, regardless of their vaccine status.
  - Masks are not required for athletes, coaches or spectators outdoors.
  - Unvaccinated people are encouraged to wear masks if they are in crowded outdoor settings.
- 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.
- Athletes must arrive at meets dressed in proper attire for the meet.
- BCPS will follow MPSSAA guidance.

**Field Hockey****Practice**

- Masks are required for athletes when inside a school unless the athlete is in the field of play.

- Coaches and spectators must be masked while indoors, regardless of their vaccine status.
- Masks are not required for athletes, coaches or spectators outdoors.
- Unvaccinated people are encouraged to wear masks if they are in crowded outdoor settings.
- Coaches and athletes must follow physical distancing guidelines.
- Athletes will use hand sanitizer as needed.
- There will be no sharing of water bottles or other personal items.
- Athletes will remain in their assigned area throughout practice.
- Balls will be sanitized after each session.

## **Game**

- Masks are required for athletes when inside a school unless the athlete is in the field of play.
  - Coaches and spectators must be masked while indoors, regardless of their vaccine status.
  - Masks are not required for athletes, coaches or spectators outdoors.
  - Unvaccinated people are encouraged to wear masks if they are in crowded outdoor settings.
- Teams must follow physical distancing guidelines.
- All players are responsible for their own equipment and the cleaning of their equipment.
- Each player has their own hand sanitizer and water bottle.
- When possible, maintain 6' of physical distancing with officials.
- If the ball goes out of bounds, the ball girl should be the only one touching ball - clean hockey balls during half time.
- Disinfect the bench area before and after each contest.
- BCPS will follow MPSSAA guidance.

## **Football**

### **Practice**

- Masks are required for athletes when inside a school unless the athlete is in the field of play.
  - Coaches and spectators must be masked while indoors, regardless of their vaccine status.
  - Masks are not required for athletes, coaches or spectators outdoors.

- Unvaccinated people are encouraged to wear masks if they are in crowded outdoor settings.
- Coaches and athletes must follow physical distancing guidelines.
- Athletes will use hand sanitizer as needed.
- There will be no sharing of water bottles or other personal items.
- Athletes will remain in their assigned area throughout practice.
- Before, during, and after using facilities, all surfaces and equipment should be wiped down and sanitized.
- Live action drills should not occur on consecutive days.
- Footballs being used should be sanitized every 30 minutes.

### **Game**

- Masks are required for athletes when inside a school unless the athlete is in the field of play.
  - Coaches and spectators must be masked while indoors, regardless of their vaccine status.
  - Masks are not required for athletes, coaches or spectators outdoors.
  - Unvaccinated people are encouraged to wear masks if they are in crowded outdoor settings.
- Officials will allow athletes to spread out on the sideline from 10-yard line to 10-yard line.
- When possible, maintain 6' of physical distancing with officials.
- All players are responsible for their own equipment and the cleaning of their equipment.
- Identified game balls must be sanitized throughout the contest.
- If JV/V games are both scheduled, the team that is not currently playing should be physically distanced in an area set up by the host site.
- Disinfect the bench area before and after each contest.
- BCPS will follow MPSSAA guidance.

### **Golf**

#### **Practice/Match**

- Masks are required for athletes when inside a school unless the athlete is in the field of play.
  - Coaches and spectators must be masked while indoors, regardless of their vaccine status.
  - Masks are not required for athletes, coaches or spectators outdoors.

- Unvaccinated people are encouraged to wear masks if they are in crowded outdoor settings.
- Coaches and athletes must follow physical distancing guidelines.
- Athletes will use hand sanitizer as needed.
- There will be no sharing of water bottles or other personal items.
- Athletes will remain in their assigned area throughout practice.
- Before, during, and after using facilities, all surfaces and equipment should be wiped down and sanitized.
- BCPS will follow MPSSAA guidance.

### **Soccer**

#### **Practice**

- Masks are required for athletes when inside a school unless the athlete is in the field of play.
  - Coaches and spectators must be masked while indoors, regardless of their vaccine status.
  - Masks are not required for athletes, coaches or spectators outdoors.
  - Unvaccinated people are encouraged to wear masks if they are in crowded outdoor settings.
- Coaches and athletes must follow physical distancing guidelines.
- Athletes will use hand sanitizer as needed.
- There will be no sharing of water bottles or other personal items.
- Athletes will remain in their assigned area throughout practice.
- Balls should be sanitized before and after each practice session.

#### **Game**

- Masks are required for athletes when inside a school unless the athlete is in the field of play.
  - Coaches and spectators must be masked while indoors, regardless of their vaccine status.
  - Masks are not required for athletes, coaches or spectators outdoors.
  - Unvaccinated people are encouraged to wear masks if they are in crowded outdoor settings.
- Home score table managers should stay on respective bench areas.
- If possible, maintain 6' of physical distancing with officials.
- When the ball goes out of bounds for throw-in, the host school will provide ball runners with a sanitized ball.
- If JV/V games are both scheduled, the team that is not currently playing should be physically distanced in an area set up by the host site.
- Disinfect the bench area before and after each contest.

- BCPS will follow MPSSAA guidance.

## **Volleyball**

### **Practice:**

- Masks are required for athletes when inside a school unless the athlete is in the field of play.
  - Coaches and spectators must be masked while indoors, regardless of their vaccine status.
  - Masks are not required for athletes, coaches or spectators outdoors.
  - Unvaccinated people are encouraged to wear masks if they are in crowded outdoor settings.
- Coaches and athletes must follow physical distancing guidelines.
- Athletes will use hand sanitizer as needed.
- There will be no sharing of water bottles or other personal items.
- Athletes will remain in their assigned area throughout practice.
- Balls will be sanitized after each session.

### **Games:**

- Masks are required for athletes when inside a school unless the athlete is in the field of play.
  - Coaches and spectators must be masked while indoors, regardless of their vaccine status.
  - Masks are not required for athletes, coaches or spectators outdoors.
  - Unvaccinated people are encouraged to wear masks if they are in crowded outdoor settings.
- Players on benches must follow social distance guidelines.
- No switching sides between sets.
- Players will sanitize their hands when entering and leaving court and during timeouts.
- Officials will sanitize their hands as needed.
- Game balls must be sanitized before returning to the rotation.
- When possible, maintain 6' of physical distancing with officials.
- Physical distancing at table.
  - Limit the number of people at the table to essential personnel only.
- Warm-up Procedures
  - Each team gets 10 minutes full court warm up.
  - Team not warming up is not permitted to do ball work.
  - No shagging balls for the opposing team.
- BCPS will follow MPSSAA guidance.