COVID-19 Recovery Efforts
• Must ensure MD College and Career Ready Standards PreK – 12 are taught in all areas and state frameworks are followed for each content

• Must determine where students are instructionally, identifying gaps in learning, and prepare a path for instructional success and recovery
MSDE Strategies for Reopening

- Follow established IEP/504 protocols
- Develop a system for tracking attendance when students are engaged in distance learning
- Follow procedures developed by the MSDE in collaboration with the MD Department of Health and guidance from the CDC for an individual who tests positive for COVID-19
MSDE Strategies for Reopening

• Follow safety protocols for collection of materials, cleaning of schools, daily cleaning, and nutrition as established by MSDE in collaboration with the MD Dept of Health and CDC guidance

• Follow protocols for the safe transportation of students to and from school
• Establish a Recovery Plan Stakeholder Group
• Develop a robust communication plan
• A phased in reopening of interscholastic athletics should follow MPSSAA guidelines and mirror HCPSS instructional decisions
MSDE Strategies for Reopening

Safety

• Processes if a student/staff member gets sick
• Number of students can be in a school/classroom
• Students/staff with underlying medical conditions
• Maintaining social distancing
• Training of staff on safety and social distancing
• PPEs for staff and students
Scope of Decision Making

Operations

- Number of students we can transport on a bus
- Serving lunches to students
- Cleaning procedures throughout the school day
- Community use of school facilities
- Water fountains
- HVAC systems
Instruction

- Different instructional models - A/B Day, 4x4 Block
- Attendance requirements for students
- Professional learning considerations for digital learning
- Accessibility of devices and hot spots
- Flexibility to transition between models
- Alternate model for students and staff requesting fully digital options
Engaging Stakeholders

- Survey – Students, Staff, Parents/Families
- Dedicated email on the HCPSS website
- Board of Education Input
- Recovery Plan Stakeholder Group
Recovery Plan Stakeholder Group

- Students
- Staff
- Parents/Families
- Community Members
- Health Experts
What we want to hear?

• Experiences with distance learning

• If options are available, what would preferences be for:
  • Continuing distance learning
  • Transportation
  • Scheduling of instruction

• Considerations we need to keep in mind
Three Learning Models

- Fully Virtual
- Hybrid
- Face-to-face
## Virtual

### K-12 Digital School

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully virtual option for students and staff who prefer not to return to brick and mortar</td>
<td>Providing food service</td>
</tr>
<tr>
<td>Some students thrive in a virtual environment</td>
<td>Meeting the needs of students receiving special services</td>
</tr>
</tbody>
</table>
Virtual

- By level
- Example - Secondary only (4x4 Block)

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualized services can occur face-to-face and adhere to social distancing</td>
<td>Students who don’t thrive in a virtual environment</td>
</tr>
<tr>
<td>Students take four classes per semester</td>
<td>Supervision of students when home</td>
</tr>
<tr>
<td>Teachers teach three classes per semester</td>
<td></td>
</tr>
<tr>
<td>Students can take an additional class for credit or additional support during the year</td>
<td>Reworking master schedules</td>
</tr>
</tbody>
</table>
## Secondary Virtual 4x4 Block

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning</strong></td>
<td>Period 1 Synchronous Lesson</td>
<td>Period 1 Synchronous Lesson</td>
<td>Period 1 Synchronous Lesson</td>
<td>Period 1 Synchronous Lesson</td>
<td>Period 1 Synchronous Lesson</td>
</tr>
<tr>
<td></td>
<td>Period 2 Synchronous Lesson</td>
<td>Period 2 Synchronous Lesson</td>
<td>Period 2 Synchronous Lesson</td>
<td>Period 2 Synchronous Lesson</td>
<td>Period 2 Synchronous Lesson</td>
</tr>
<tr>
<td></td>
<td>Period 3 Synchronous Lesson</td>
<td>Period 3 Synchronous Lesson</td>
<td>Period 3 Synchronous Lesson</td>
<td>Period 3 Synchronous Lesson</td>
<td>Period 3 Synchronous Lesson</td>
</tr>
<tr>
<td></td>
<td>Period 4 Synchronous Lesson</td>
<td>Period 4 Synchronous Lesson</td>
<td>Period 4 Synchronous Lesson</td>
<td>Period 4 Synchronous Lesson</td>
<td>Period 4 Synchronous Lesson</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Afternoon</strong></td>
<td>Asynchronous Learning Assignments</td>
<td>Asynchronous Learning Assignments</td>
<td>Asynchronous Learning Assignments</td>
<td>Asynchronous Learning Assignments</td>
<td>Asynchronous Learning Assignments</td>
</tr>
<tr>
<td></td>
<td>IEP/504 Support</td>
<td>IEP/504 Support</td>
<td>IEP/504 Support</td>
<td>IEP/504 Support</td>
<td>IEP/504 Support</td>
</tr>
<tr>
<td></td>
<td>GT Seminars/Music Sectionals</td>
<td>GT Seminars/Music Sectionals</td>
<td>GT Seminars/Music Sectionals</td>
<td>GT Seminars/Music Sectionals</td>
<td>GT Seminars/Music Sectionals</td>
</tr>
</tbody>
</table>
Hybrid

• By level
• Example - Elementary A/B day at 50% capacity

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have face-to-face access to their teachers and peers</td>
<td>Students would only have face-to-face access to their teachers twice per week</td>
</tr>
<tr>
<td>Being able to return to school with social distancing practices</td>
<td>Supervision of students when home</td>
</tr>
</tbody>
</table>
### Elementary Hybrid A/B Model

#### Week 1

<table>
<thead>
<tr>
<th>Monday A group</th>
<th>Tuesday B group</th>
<th>Wednesday</th>
<th>Thursday A group</th>
<th>Friday B group</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>ELA</td>
<td>1 Google Meet check-in</td>
<td>ELA</td>
<td>ELA</td>
</tr>
<tr>
<td>Related Arts</td>
<td>Related Arts</td>
<td>Staff meetings/ Professional Learning</td>
<td>Related Arts</td>
<td>Related Arts</td>
</tr>
<tr>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Teacher planning &amp; review of student work</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td></td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>Content</td>
<td>Content</td>
<td></td>
<td>Content</td>
<td>Content</td>
</tr>
</tbody>
</table>

#### Week 2

<table>
<thead>
<tr>
<th>Monday A group</th>
<th>Tuesday B group</th>
<th>Wednesday</th>
<th>Thurs A group</th>
<th>Friday B group</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>ELA</td>
<td>1 Google Meet check-in</td>
<td>ELA</td>
<td>ELA</td>
</tr>
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<td>Math</td>
<td>Math</td>
<td></td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>Content</td>
<td>Content</td>
<td></td>
<td>Content</td>
<td>Content</td>
</tr>
</tbody>
</table>
Learning Models Summary

- Elementary – Hybrid A/B day schedule
- Secondary – Virtual 4x4 block schedule
- Virtual option for all families - K-12 Digital School
The ratio of devices to students impacts the instructional expectations

Current State
- 1:1 for all students grades 6 – 12
- 1:3 for all elementary students

Optimal
- 1:1 for all students grades 3 – 12
- 1:3 for all PreK - 2 students
Next Steps

- Surveys and email data compiled by July 1
- Recovery Plan Stakeholder Group – June 22 – July 6
- Draft Recovery Plan for BoE Meeting – July 9
- MSDE Recovery Plans Deadline - July 10
- Fall Programming Preparations- July 11 – August 14
- Staff returns - August 17
- Students return - August 25
• What questions do you have about what you heard?
• What considerations do we need to keep in mind for planning?