HCPSS Reopening Plan
MSDE Stage Decision Matrix

When the State is in Stage 1:
All school activities are to be conducted online and through distance learning platforms.

When the State is in Stage 2:
Some in-person school activities may commence, in accordance with the Governor’s gating and social distancing measures.

When the State is in Stage 3:
In-person activities may fully resume, and schools can begin normal operations consistent with additional safety measures.
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Some in-person school activities may commence in accordance with the Governor's testing and social distancing protocols.

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In-person activities may fully resume, and schools can begin normal operations consistent with additional safety measures.

STEP TWO: When the State is in Stage 2, each local school system must meet the Requirements for Opening Schools as outlined in the Maryland Together: Maryland’s Recovery Plan for Education.

- Develop and submit local education plans with a plan for communication
- Incorporate equity as a component in the local recovery plan
- Establish local education recovery stakeholder groups
- Identify learning gaps and instructional placement of students
- Follow and maintain curricular frameworks and MD College and Career Ready Standards
- Adhere to components of IDEA, Section 504 of the Rehabilitation Act, and ADA
- Adopt and follow health procedures outlined by the MSDE, MDH, and CDC
- Ensure safe transportation for all students
- Develop system for tracking attendance
MSDE Guiding Principles for Reopening Plans

- Ensure safe learning and working environments for students and staff
- Maximize family choice in student learning format
- Ensure that all students receive instruction that meets state standards and has the necessary supports for success including:
  - Access to technology and connectivity
  - Socio-emotional wellness and health supports
  - Additional supports to meet needs of special populations
- All school operating scenarios will ensure consistent implementation of instructional schedules that provide significantly more synchronous student-teacher interactions via a reliable, safe, and secure virtual learning platform
- Provide training, time, support, and flexibility necessary for staff to prepare for a successful school year
- Provide proactive, clear communication to all families, staff, and stakeholders
- Attendance will be required in all school operating scenarios
- Grading will be required in all school operating scenarios
1. Recovery plan is complete and posted to the website.
2. Equity plan is reflected throughout the local recovery plan.
4. Method for determination of where students are instructionally, identification of the gaps in learning, and the path for instructional success and recovery is explained.
5. Explanation provided that MD College and Career Ready Standards PreK-12 are taught in all content areas and state frameworks are followed for each content.
6. Guidance that schools must follow the individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act (ADA) is included.
7. Procedures for an individual who tests positive for COVID-19 are described.
8. Safety protocols for collection of materials, cleaning of schools and other facilities, daily cleaning, and nutrition are described.
9. Protocols for the safe transportation of students to and from schools are described.
10. System for tracking attendance when students are engaged in distance learning is described.
11. Plan for communication is included.
12. Utilization of COVID-19 checklist in the development of the recovery plan is described.
13. Roadmap forward for interscholastic athletics and activities is posted.
1. Local school systems must have their recovery plans completed and posted to their website by August 14, 2020. The Maryland State Department of Education (MSDE) will review all local recovery plans to ensure that the plans include and address all requirements for opening schools.
2. The local school system’s equity plan must be reflected throughout the local recovery plan.
Technology

- Chromebooks distributed to all Pre-K to 12 students
- Mobile hot spots available for families in need
- Utilization of software that is based on personalized learning
Technology

Dreambox

- Begins instructional sequence where each student is mathematically
- Builds a personalized progression of skills and concepts so that students can build on their understanding
- Provides a variety of ways for students to represent and engage with the mathematics skills and concepts
- Provides data about the individual and their progress through the standards

Lexia® Core5®

- Provides student-centered digital tools that include an adaptive assessment and personalized instruction.
- Provides tools to intensify and accelerate literacy skills development for students of all abilities.
- Supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5.
- Provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with student-specific data.
- Activities adapt based on a student’s performance.
Providing Face-to-Face Support to Small Groups

- Workgroup has been convened
- Stakeholder input is being sought and considered
- Health and Safety remains the top priority
- Ongoing Steps
  - Student Identification
  - Staffing Considerations
  - Transportation
  - Communication
3. Local school systems must establish a recovery plan stakeholder group that is representative of their schools and community.
4. Early in the school year, schools must determine where their students are instructionally, identify the gaps in learning, and prepare a path for instructional success and recovery.
Assessing Instructional Level - ELA

Multiple measures will be used by teachers to determine instructional levels and supports.

**Elementary**
- Lexia Core5 placement assessment and real-time performance data
- Primary teachers will utilize Being a Reader placement assessments, writing tasks and formative assessments
- Classroom teachers will review formative and summative assessments aligned to reading instruction to determine students’ progress toward grade-level expectations

**Secondary**
- Diagnostic samples for reading and writing at each grade level
- Common assessments at each grade will monitor progress
- Teachers will use these diagnostic samples to address learning needs within instruction

Measures of Academic Progress (MAP), will also be used in elementary and middle schools
Assessing Instructional Level - Math

Multiple measures will be used by teachers to determine instructional levels and supports.

**Elementary**

- Grade-level standards-based data, centered on numbers and operations as well as algebraic thinking and problem solving, will be provided through the use of DreamBox
- Teachers will administer number readiness assessments when considering a change in a students’ instructional placement
- Teachers will collect and use formative assessment information through daily synchronous instruction, including standards-based exit tickets and weekly progress checks

**Secondary**

- Pre-unit diagnostic assessment for students in mathematics courses, Mathematics 6 through Algebra II
  - designed to address prerequisite concepts and skills for the unit
  - identify students with particular below-grade needs or topics to carefully address during the unit
- End-of-unit assessment for students in mathematics courses, Mathematics 6 through Algebra II
  - specific length and breadth, with problem types that are intended to gauge students' understanding of the key concepts of the unit while also preparing students for state-mandated, end-of-course assessments
  - problem types include multiple choice, multiple response, short answer, restricted constructed response and extended response. Problems vary in difficulty and depth of knowledge

Measures of Academic Progress (MAP), will also be used in elementary and middle schools.
5. All local school systems must ensure that Maryland College and Career Ready Standards, pre-kindergarten through grade 12, are taught in all content areas and the state frameworks are followed for each content.
Instructional Models

- HCPSS will utilize a virtual model for the first semester of the 2020-2021 school year
- Students will be provided with, on average, 3 hours of synchronous learning with their teachers four days each week
- Remaining instructional time is designated for students to complete asynchronous learning activities and assignments
- Students also have daily opportunities to access additional synchronous supports
- Systematic professional learning is being designed to help instructional staff understand how to effectively provide robust synchronous instruction and to strategically determine which learning activities are appropriate for synchronous vs. asynchronous work in order to maximize learning
- Staff will have the option to use classroom/school spaces to deliver virtual instruction
### Sample Elementary - Grade 3 Student Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Meeting/SEL 9:00-9:15</td>
<td>Morning Meeting/SEL 9:00-9:15</td>
<td>Asynchronous Assignments (3 hrs): LexiaCore (15-20 min) Math Task (30 min) Health (30-45 min) Rel Arts #1 (30 min) Rel Arts #2 (30 min) Rel Arts #3 (30 min) Possible Activities: Strings (30 min) GT Seminar (30 min) Small group supports could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support</td>
<td>Morning Meeting/SEL 9:00-9:15</td>
<td>Morning Meeting/SEL 9:00-9:15</td>
</tr>
<tr>
<td>Synchronous Supports 10:25-11:15 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support</td>
<td>Synchronous Supports 10:25-11:15 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support</td>
<td></td>
<td>Synchronous Supports 10:25-11:15 could include: Small group math/reading Reading/Math Intervention Special Education/ESOL Support</td>
<td></td>
</tr>
<tr>
<td>Lunch &amp; 15 min Independent Reading 11:15-12:45</td>
<td>Lunch &amp; 15 min Independent Reading 11:15-12:45</td>
<td></td>
<td>Lunch &amp; 15 min Independent Reading 11:15-12:45</td>
<td>Lunch &amp; 15 min Independent Reading 11:15-12:45</td>
</tr>
<tr>
<td>Synchronous Mathematics Instruction 12:45-1:45</td>
<td>Synchronous Mathematics Instruction 12:45-1:45</td>
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<td>Synchronous Mathematics Instruction 12:45-1:45</td>
<td>Synchronous Mathematics Instruction 12:45-1:45</td>
</tr>
<tr>
<td>Related Arts 1:50-2:45</td>
<td>Grade 3 Content (Science, Social Studies, Health) 1:50-2:40</td>
<td></td>
<td>Related Arts 1:50-2:45</td>
<td>Grade 3 Content (Science, Social Studies, Health) 1:50-2:40</td>
</tr>
<tr>
<td>Asynchronous work: 2:50-3:50 Math task (15 min) LexiaCore (15 min) Content follow up (30 min) Or Strings Sectionals (30 min)</td>
<td>Asynchronous work: 2:50-3:50 Math task (15 min) LexiaCore (15 min) Content follow up (30 min) Or Strings Sectionals (30 min)</td>
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</table>
### Sample Middle School and High School Student Schedule

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<thead>
<tr>
<th>Monday</th>
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<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period 1</strong></td>
<td><strong>Period 2</strong></td>
<td><strong>Asynchronous Work Time/Student Supports</strong></td>
<td><strong>Period 1</strong></td>
<td><strong>Period 2</strong></td>
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<tr>
<td>Additional Synchronous Support</td>
<td>Additional Synchronous Support</td>
<td>8:30-3:15</td>
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<td>8:30 - 8:50</td>
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<tr>
<td><strong>Period 1</strong> - Synchronous Class</td>
<td><strong>Period 1</strong> - Synchronous Class</td>
<td></td>
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<td><strong>Period 1</strong> - Synchronous Class</td>
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<td>9:00 - 9:45</td>
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<tr>
<td><strong>Period 2</strong> - Synchronous Class</td>
<td><strong>Period 2</strong> - Synchronous Class</td>
<td></td>
<td><strong>Period 2</strong> - Synchronous Class</td>
<td><strong>Period 2</strong> - Synchronous Class</td>
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<tr>
<td>10:00 - 10:45</td>
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<td>10:00 - 10:45</td>
<td>10:00 - 10:45</td>
</tr>
<tr>
<td><strong>Synchronous Flex Time/SEL</strong></td>
<td><strong>Lunch</strong>/Asynchronous Work Time/Student Supports</td>
<td></td>
<td><strong>Lunch</strong>/Asynchronous Work Time/Student Supports</td>
<td><strong>Lunch</strong>/Asynchronous Work Time/Student Supports</td>
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<td>10:50 - 11:20</td>
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<td>10:45-1:10</td>
<td>10:45-1:10</td>
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<tr>
<td><strong>Lunch</strong>/Asynchronous Work Time/Student Supports</td>
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<tr>
<td><strong>Period 3</strong></td>
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<tr>
<td>Synchronous Class</td>
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<td>Synchronous Class</td>
<td>Synchronous Class</td>
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<tr>
<td>1:10 - 1:55</td>
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<td>1:10 - 1:55</td>
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<tr>
<td><strong>Period 4</strong></td>
<td><strong>Period 4</strong></td>
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<td><strong>Period 4</strong></td>
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<tr>
<td>Synchronous Class</td>
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<td>Synchronous Class</td>
</tr>
<tr>
<td><strong>Period 3</strong> Additional Synchronous Support</td>
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<td></td>
<td><strong>Period 3</strong> Additional Synchronous Support</td>
<td><strong>Period 4</strong> Additional Synchronous Support</td>
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</tbody>
</table>
Homewood Center

- Coaching sessions will occur with every Homewood student every 2-3 weeks
  - students in grades 6-7 will participate in career and strength exploration work
  - students in grades 8-12 will work in small groups with their chosen coaches to focus on their post-secondary plan
- Mental health therapists and school psychologists will participate in daily one-to-one telehealth sessions with all students
- Students receiving counseling with an outside agency will continue to receive that support as well as a weekly check-in with a school therapist/psychologist
- The therapists and psychologists, as well as two school counselors, will provide weekly therapy/counseling groups for identified students that will focus on social skills, safe relationships and substance abuse
- During synchronous learning, students in each program will have a separate behavior support/calming/regulation/sensory virtual room to go to if needed. These virtual rooms will be staffed by mental health technicians with the goal to support the student in order for them to return to instruction
- Bi-weekly family support will be offered to ensure access to community resources, support structures, food/hygiene/household needs, technology support and themed information sessions
Applied Research Laboratory (ARL)

- Schedule for 2020-21 will be aligned with the 4x4 schedule model being implemented for all HCPSS comprehensive high schools
- Junior level (2-credit) courses will be offered during Period 1 for both semesters
- Senior level (3-credit) courses will be offered during Periods 3 and 4 for both semesters
- Teachers will use a combination of options to teach the synchronous classes, including:
  - Teacher presentation, small group student work, individual work, guest speakers, simulated lab activities, videos of hands-on learning activities, simulated workplace activities
- Additional supports being developed to support instruction and student engagement include:
  - Determining specific materials and devices for specific courses that may need to be distributed to individual students
  - Allowing ARL teachers to teach the synchronous classes from their classrooms so that equipment can be demonstrated
  - Planning to open the testing site at ARL with social-distancing constraints in mind
  - Collaborating with business partners to enhance virtual opportunities
  - Engaging families to support students
6. Local school systems must follow the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act (ADA).
Implementation of Early Intervention and Special Education Services

Early Intervention Services
- Infant and Toddlers Ages Birth-4 (IFSP)
- Early Intervention Services Ages 3-5 (IEP)

School-based Services
- Elementary
- Secondary (Middle & High)
  - Transition Supports

Countywide Services
- Related Services - which include Occupational Therapy, Physical Therapy, and Speech-Language Therapy
- Support Services - which include Vision, Hearing, and Adapted Physical Education
Implementation of Early Intervention and Special Education Services

- Services and support, to the greatest extent possible, will be individualized and flexible for all learners
- Current Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) for students will guide the specially designed instruction and related and support services to be provided during virtual schooling and other opportunities for learning during the first semester
- Parents/guardians will collaborate with school system staff to determine how their child will receive early intervention and special education services
  - IFSP/IEP team meetings will continue to be completed virtually or via phone until in-person meetings are deemed safe
- Scheduling for meetings would take place after procedural trainings for staff
Implementation of Early Intervention and Special Education Services

- Services can now take place during most instructional blocks within the general school schedule
- Multiple staff, including paraeducators, can provide service hours with consultation from the special educator
- Specially designed instruction/instructional interventions will be delivered throughout the school day
- Tele-therapy will be offered to deliver related services
- Additional consultative and coaching supports
Cedar Lane School

- Staff will design flexible lessons that will allow students to complete assignments when they may not be available for virtual classes
- Students will be provided *Learning Boxes* with instructional materials that are individualized for each student
- Families will have more virtual check-in sessions for consultation
- Staff will plan and provide ongoing parent training sessions to assist families with the implementation of instruction at home
Implementation of Section 504 Plans

- Students with qualifying Section 504 disabilities have equal access to the fully virtual instruction model and other HCPSS opportunities through the student’s individual
- Students with Section 504 plans at all levels will engage in the same teacher-lead synchronous (live) instruction, asynchronous assignments, technology resources, and additional individual supports as all HCPSS students
- Students’ Section 504 plans are shared with staff members to ensure accessibility during the school year and the COVID-19 closure
- Family engagement will be solicited to support the revision of plans as well as to provide input and answers to questions
- Required Section 504 meetings will continue to be completed virtually or via phone until in-person meetings are deemed safe
- Evaluations for the purposes of initial eligibility and reevaluation will continue and any face-to-face assessments needed will be completed in a manner consistent with the health and safety needs of students and staff
7. Local school systems must follow procedures that are developed by the MSDE in collaboration with the Maryland Department of Health and Guidance from the CDC for an individual who tests positive for COVID-19.
Coordination with Health Department

- Howard County Health Department (HCHD) performs contact tracings on all Howard County residents who test positive for COVID-19.
- Any staff member who resides outside Howard County will have contact tracing through their local health department.
- HCPSS will be notified of a positive case if there is a public health risk to the school community through the contact tracing process.
- A Health Department Investigator will call a patient to help them remember everyone they had close contact with during the time they may have been infectious.
- The investigator will call each of the contacts. (To protect patient privacy, contacts are not told the identity of the patient who may have exposed them.) All information is kept confidential.
- Contacts are provided with education about the infection and key information and support to understand their risk, monitor their symptoms and health, and to prevent the spread of the infection in their households, workplaces and community by staying home and maintaining social distance or wearing appropriate personal protection.
- HCPSS Communication Plan has been developed.
8. Local school systems must follow safety protocols for collection of materials, cleaning of schools and other facilities, daily cleaning, and nutrition as established by MSDE in collaboration with the Maryland Department of Health and the CDC guidance.
Cleaning

● Custodial Services will provide each Custodial Team with written direction and training on:
  ● safely storing cleaning materials,
  ● a cleaning schedule for implementation
  ● an outline of daily expectations for increased routine cleaning and disinfection

● School buildings will be cleaned and disinfected every evening with a special emphasis on frequently touched surfaces throughout the day. (Frequently touched surfaces include, but not limited to, desks, door handles, water fountains, sink fixtures, and toilets.)

● Custodial Services will ensure adequate provision and distribution of Personal Protective Equipment for Custodial staff, and Environmental Protection Agency (EPA) approved and Green-Seal certified cleaning supplies.

● Hand sanitizing stations will be strategically placed in high traffic areas, (front entrance, cafeteria, gymnasiums, etc.), of the school buildings for use by all students and staff.
Food Service

- First semester of the 2020/2021 school year will include Grab-and-Go meals
- Offered at all seventy-six (76) sites four days per week
- Students/parents will be provided meals, based on the eligibility status (free, reduced-price, or paid), for the entire week
- Food and Nutrition service will issue new income eligibility guidelines and FARMS application forms for the 2020/2021 school year
- Paper applications will also be available at all meal sites
- Students can come to schools and purchase prepackaged lunches
- Food and Nutrition Service will comply with all food safety, employee safety, and social distancing guidelines
9. Local school systems must follow protocols for the safe transportation of students to and from school.
Transportation

● Loading and Unloading
  ○ drop and go process
  ○ students are loading in the rear and working forward, and vice versa to unload
  ○ while waiting to exit the bus, students will remain seated and not congregate in the aisle.
  ○ the adult in charge will dismiss the students one row at a time

● Masks are required for staff and students. Health needs may prevent some students from wearing them

● Students will be allowed one per seat on the bus. Siblings or students who reside in the same residence may be allowed to sit together

● All students will have assigned seats and, if possible, the seat will be based on the route
Bus Cleaning - The driver will clean high touch areas of the bus after each morning, noon, and afternoon run

- Bench seats occupied by student
- The backs and tops of seatbacks in front of each occupied seat
- Side walls next to occupied seats
- Handles on all emergency exits and emergency windows when a student was seated next to one
- Windows, window frames and ledges of occupied seats
- Handrails in stepwell
10. Local school systems must develop a system for tracking attendance when students are engaged in distance learning.
Attendance

Monday, Tuesday, Thursday and Friday attendance will occur as follows:

- Elementary level - both the homeroom teacher and mathematics teacher will take attendance, noting whether students were present online for synchronous instruction
- Middle and High school level - each teacher will take period attendance, noting whether students were present online for synchronous instruction
- Daily attendance will be based on teacher-recorded attendance for the entire school day
- If there is technical difficulty, a student may submit asynchronous work for a particular day to receive credit for attendance

Wednesday attendance will occur as follows:

- A student will be counted as present if they do one or more of the following:
  - Submit an assignment to one of their teachers
  - Engage in synchronous instruction or tutoring with an HCPSS teacher
  - Meet online with an HCPSS teacher or service provider
  - Complete work in the Canvas learning management system, DreamBox or Lexia Core5
11. Each local school system must develop its own plan for communication.
HCPSS Office of Communications and Engagement will lead efforts for providing accessible information and regular updates to share information with students, staff, parents and guardians, and community members.

- Collaborates with staff in the six HCPSS divisions and with school administrators to develop messaging.
- Leveraging all available platforms, staff from all divisions and school administrators to amplify messaging and engagement.
- Greater consideration is being given to translating material developed for families.
- Communication Planning
  - Key Audiences
  - Roles and Responsibilities
  - Key Risk and Potential Issues
  - Key Messaging
  - Communication and Engagement Initiatives and Channels
  - Gathering Public Input
  - Language Support
12. The COVID-19 Checklist (Appendix A) must be utilized in the development of the recovery plan.

Appendix A: COVID-19 Checklist

The following checklist is designed to be a simple, yet useful tool in prioritizing system and school needs as school systems plan for the reopening of schools. A checklist can assist in organizing personnel, resources, and stakeholders and determining student, faculty, and community needs.

- Establish a crisis team and outline steps that should occur to implement reopening plans. Decisions may include means of communicating with faculty and staff, communication with community members, communication with board members, updating social media, and social distancing considerations.
- Make a list of responsibilities and assign individuals to those tasks.
- Determine what the most essential needs are and resolve those issues first.
- Determine resources on hand and resources that will be needed to successfully transition back to school.
- Determine professional development, as well as, processes and procedures that will be needed to address concerns created by the pandemic.
- Develop predetermined responses to questions and concerns that may be asked by community members.
- Communicate with your constituents and brainstorm effective means of reopening school with them.
- Explore and determine digital and social media platforms that can utilize to share information.
- Be prepared to communicate with the press realizing that everything that you share will be of the utmost importance.
- Maintain regular contact with leaders and policy-makers at the State and local levels.
- Remain open and receptive to ideas and suggestions.
- Take action when necessary and utilize the crisis team for reflection and determination of next steps.
13. The Maryland Public Secondary School Athletic Association (MPSSAA) Roadmap forwarded for interscholastic athletics and activities must align with the MSDE and the LSS Educational and Health and Safety decisions in order for education-based athletics and activities to resume during Stage One and Stage Two of the Governor’s Maryland Strong: Roadmap to Recovery.
HCPSS established a Return to Play committee in June 2020.

This committee has been facilitated by the Coordinator of Athletics, and includes the Coordinator of Health Services, the Community Superintendent for Area 1, principal representative, athletics and activities manager representative, fall season coach representative, athletic trainer representative, Division of Operations representative and the Director of Pupil Transportation.

This committee has connected with the local health department when creating guidelines and recommendations for our school system.

An HCPSS Fall Athletics Frequently Asked Questions document was created and has been posted on the school system website with regular updates.
Athletics

- The Maryland Public Secondary Schools Athletic Association (MPSSAA), in consultation with the Maryland State Superintendent of Schools, the Maryland Department of Health (MDH) and the Public School Superintendent Association of Maryland (PSSAM), has postponed the 2020 high school fall and winter competition seasons for the first academic semester.

- Athletic competition will not occur until the second semester at the earliest.

- According to information provided by the State, efforts will continue to finalize a hybrid two-semester plan focused on student engagement options in the first semester and modified competition seasons for all sports during the second semester.

- Registration for HCPSS fall and winter athletics will remain closed and the community will receive notice when it reopens.

- Decisions regarding extracurricular activities for all levels also are under consideration.

- The Division of School Management and Instructional Leadership will continue to collaborate with MPSSAA to develop a potential schedule for the second semester that may include condensed fall, winter, and spring seasons and incorporate as many individual sports as possible.
Key Dates

- August - Student and family outreach
- August 14 - Recovery Plan due to MSDE
- August 25 - First day for staff
- Aug 25-Sept 4 - Professional Learning
- September 8 - First day for students
- October 22 - Finalize criteria for hybrid or face-to-face
- November 6 - End of first quarter
- November 15 - Presentation of hybrid models
- November 19 - Re-evaluation of model for second semester
Decision Point - HCPSS Reopening Plan

Due: August 14th